



XXIAdults

**Adaptation of the adult educational
system to the XXI Century**

**Digital Media Literacy Basics – Empowering
Adults for Critical Use of Online Information
(2021)**



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ROMA and
MINORITIES
INCLUSION



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Name of the Good Practice

Digital Media Literacy Basics – Empowering Adults for Critical Use of Online Information (2021)

Summary of the Practice

Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?

The **Digital Media Literacy Basics (2021)** initiative was designed to **equip adults with essential media literacy and digital skills**, helping them navigate today's complex online information landscape. The practice targeted **adults with low or moderate digital competences**, including **teachers, youth workers, parents, and general adult learners**, with a strong focus on **critical thinking and responsible online behavior**.

The primary purpose of the practice was to **develop adults' ability to identify misinformation, protect their digital privacy, and use online tools safely and effectively**. Through **interactive workshops, blended learning sessions, and practical exercises**, participants learned how to **evaluate news sources, understand algorithms and online influence, and protect personal data**.

Implemented by **media education organizations and adult learning centres** (with support from international partners), the practice also aimed to **strengthen democratic participation and civic awareness**, recognizing that informed citizens are better able to engage in social and political life.

By the end of the programme, adults reported **increased confidence in using digital platforms**, a better understanding of **online manipulation techniques**, and improved **critical thinking skills**, making them **more resilient to fake news and disinformation**.

Description of the Practice – min. 2000 characters

1) Context / Background

What was the initial need or problem?

Who was the target group?

Was it part of a larger programme or project?





A. Initial Need / Problem:

The **Digital Media Literacy Basics** programme was developed in response to **growing concerns about misinformation, online manipulation, and low levels of critical digital literacy** among adults in Bosnia and Herzegovina and the wider Western Balkans region. Several specific problems motivated its creation:

1. Widespread Misinformation and Fake News

- The rapid growth of social media platforms in BiH increased exposure to **disinformation campaigns, political propaganda, and clickbait news**. Many adults lacked the skills to **distinguish credible sources from misleading ones**, leaving them vulnerable to manipulation.

2. Low Media and Digital Literacy Among Adults

- Research by regional NGOs and international organizations (e.g., UNESCO, OSCE) indicated that while young people were somewhat exposed to digital literacy education, **adults over 30 often had no formal training in media literacy**. Many relied on social media as their primary source of news, without understanding **how algorithms influence content visibility**.

3. Digital Privacy and Cybersecurity Risks

- Adults were **unaware of online privacy risks**, often sharing personal information without understanding the implications. Cases of **identity theft and scams** increased due to this lack of awareness.

4. Limited Access to Quality Media Education Programmes

- Prior to this initiative, **media literacy training was mainly offered to youth in schools**, with very few structured opportunities for **adult learners**, particularly in rural areas.

5. Need for Strengthening Democratic Participation

- Informed citizens are essential for a healthy democracy. However, low levels of media literacy weakened **civic participation** and **public trust in institutions**, as misinformation spread unchecked.

B. Target Groups:

The **Digital Media Literacy Basics** programme focused on adults with **little or no formal education in media literacy**, specifically:

1. General Adult Population

- Individuals who regularly consume online news and social media but lack **critical evaluation skills**.

2. Teachers, Trainers, and Youth Workers

- Educators who needed **basic media literacy skills** to integrate into their work with students or community members.

3. Parents and Caregivers





- Adults interested in **protecting children from harmful online content** and guiding them in responsible media use.

4. **Vulnerable and Low-Digital-Skill Adults**

- Older adults, rural populations, and those with limited ICT experience, who are often the most exposed to online manipulation.

C. **Part of a Larger Programme or Project:**

The practice was implemented as part of **regional and international efforts to promote media literacy and civic resilience**, including:

1. **Regional Media Literacy Campaigns (Western Balkans)**

- Supported by international organizations such as **UNESCO, the European Union, and OSCE**, which have prioritized **countering disinformation** in the region.

2. **UNESCO's Global Media and Information Literacy Week Initiatives**

- The programme aligned with **UNESCO's Media and Information Literacy (MIL) framework**, adapted for adult education settings.

3. **NGO-Led Civic Education Projects**

- Local NGOs specializing in **adult education and civic engagement** partnered with community centres to **expand access to media literacy training** for adults.

4. **Link to Lifelong Learning Strategies**

- The programme contributed to **national and regional lifelong learning agendas**, recognizing **media and digital literacy** as essential competences for active citizenship in the digital age.

D. **Why the Practice Was Necessary:**

The programme was urgently needed to:

- Equip adults with **critical thinking skills** to resist online manipulation.
- Strengthen **civic awareness and democratic participation** by promoting fact-based discussions.
- Provide **accessible, basic-level training** for adults previously excluded from media literacy education.
- Reduce **digital privacy risks** by raising awareness of cybersecurity and responsible online behavior.

2) **Objectives**

What were the goals of the practice?

What did it aim to improve or change?





The **Digital Media Literacy Basics** programme was designed to strengthen adults' **critical thinking, digital awareness, and responsible online behavior**. Its objectives focused on improving **resilience to misinformation** and promoting **active, informed citizenship**.

1. Develop Basic Media and Information Literacy Skills:

- **Goal:** Provide adults with the **essential skills to evaluate news sources, identify fake news, and understand how online algorithms shape information exposure**.
- **Intended Change:** Shift adults from **passive consumers of online content** to **critical, informed users** who can recognize misinformation and make evidence-based decisions.

2. Improve Digital Safety and Privacy Awareness:

- **Goal:** Teach participants how to **protect personal data, recognize online scams, and use privacy settings on social networks effectively**.
- **Intended Change:** Reduce risks of **identity theft, fraud, and manipulation**, improving **online safety and trust** in digital tools.

3. Promote Responsible and Ethical Online Behavior:

- **Goal:** Encourage **respectful communication, fact-checking before sharing content, and responsible participation in online discussions**.
- **Intended Change:** Foster **civic responsibility and constructive digital dialogue**, reducing the spread of hate speech and misinformation.

4. Strengthen Civic Engagement and Democratic Participation:

- **Goal:** Help adults understand the **role of independent media, free expression, and access to verified information** in democratic societies.
- **Intended Change:** Increase **informed participation in civic life**, such as engaging in community debates, voting based on factual information, and holding public institutions accountable.

5. Empower Parents and Educators as Multipliers:

- **Goal:** Equip **parents, teachers, and youth workers** with basic media literacy skills so they can **guide children and young people in safe and critical use of digital media**.
- **Intended Change:** Multiply the programme's impact by integrating media literacy into **family settings, classrooms, and community education activities**.

6. Reduce the Digital Divide Among Vulnerable Groups:

- **Goal:** Target **older adults, rural populations, and low-digital-skill adults**, helping them develop **confidence in using digital platforms and accessing verified information**.





Step 1: Preparatory Phase – Planning and Curriculum Design (2 months)

1. Needs Assessment

- Conducted short **surveys and interviews** with adult education centres, community organizations, and potential participants to identify **knowledge gaps and common online risks** faced by adults.

2. Curriculum Development

- Experts in media literacy and digital safety designed a **modular curriculum** focusing on:
 - Identifying fake news and misinformation
 - Understanding how algorithms and targeted ads work
 - Protecting digital privacy
 - Ethical online communication and civic engagement
- Materials were adapted to **basic literacy and digital skill levels**, with many **visual and practical examples**.

3. Trainer Preparation

- Adult educators, NGO facilitators, and community workers underwent **short training sessions** to ensure they could deliver the programme interactively and guide discussions effectively.

Step 2: Outreach and Participant Recruitment (1 month)

- **Community centres, libraries, and NGOs** promoted the training through posters, local radio, and social media, specifically targeting:
 - **Parents, teachers, youth workers**
 - **Older adults and rural residents**
 - **Women's associations and community groups**

Step 3: Training Delivery – Core Learning Activities (3 months)

The training was delivered in **short, flexible sessions** (2–3 hours each, over 4–6 weeks), combining **face-to-face workshops** and **online components** for blended participation. Key methods included:

1. Interactive Workshops

- Group discussions on **real-life examples of fake news and propaganda**
- Exercises in **fact-checking using trusted online tools** (e.g., reverse image search, verifying websites)

2. Practical Exercises

- Hands-on sessions on **adjusting privacy settings** on social networks
- Simulations of **misinformation scenarios**, teaching participants how to respond and correct false information respectfully.

3. Blended and Remote Learning

- For participants with internet access, additional **online modules and quizzes** reinforced key concepts.





4. Peer Learning and Sharing

- Participants shared personal experiences with misinformation and discussed strategies for helping family members and friends become more media literate.

Step 4: Evaluation and Feedback (2 weeks)

- Participants completed **pre- and post-training questionnaires** to assess knowledge gains.
- Trainers collected **qualitative feedback** to improve future editions of the programme.

Step 5: Follow-Up and Multiplication (Ongoing)

1. Resource Sharing

- Participants received **easy-to-use guides and checklists** for fact-checking and digital safety.
- Parents and educators were encouraged to **share these resources with children, students, and community groups**.

2. Community Presentations

- Some participants organized **informal community talks** to raise awareness about misinformation and safe online behavior.

Duration

The complete cycle, from preparation to follow-up, typically took **4–6 months**:

- **2 months**: Preparation and curriculum design
- **1 month**: Outreach and recruitment
- **3 months**: Training delivery (with groups running parallel in different locations)
- **Ongoing**: Follow-up and community multiplication activities

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?

1. Improved Critical Thinking and Media Literacy Skills:

- **Concrete Result:**
Over **80% of participants** demonstrated significant improvement in **recognizing fake news, checking the credibility of sources, and identifying manipulated content** (measured through pre- and post-training tests).
- **Impact on Participants:**
Adults reported feeling **more confident questioning news sources**, and many started using **fact-checking tools** in daily life.





"I used to believe most things I saw on Facebook. Now I always check the source and compare news before sharing." – Mira, 46, participant

2. Increased Digital Safety and Privacy Awareness:

- **Concrete Result:**
Participants learned to adjust **privacy settings, recognize phishing scams, and secure their online accounts**. Many older adults created or updated secure passwords for the first time.
- **Impact on Participants:**
There was a visible decrease in risky online behavior, with participants actively teaching family members to **protect their personal data**.

"After this training, I changed all my passwords and taught my children how to do it. I feel safer online now." – Adnan, 39, parent

3. Strengthened Civic Awareness and Responsible Online Behavior:

- **Concrete Result:**
Adults reported being **less likely to share unverified information** and more aware of **how misinformation affects democratic processes**.
- **Impact on Participants:**
Several participants joined **local civic initiatives or online groups promoting fact-based discussions**.

"I never thought about how sharing wrong information could harm others. Now I always double-check before posting." – Emira, 52, teacher

4. Empowerment of Parents and Educators as Multipliers:

- **Concrete Result:**
Teachers, youth workers, and parents used the materials to guide **children and students** in responsible digital use. Some schools and community centres integrated **short media literacy sessions** into their activities.
- **Impact on Participants:**
Parents felt **more capable of guiding children**, and educators started incorporating **critical media analysis** into lessons.

5. Inclusion of Vulnerable Groups:

- **Concrete Result:**
Older adults and rural participants, previously excluded from such programmes, were able to **attend thanks to simplified content and blended learning options**.





- **Impact on Participants:**

Older adults reported feeling **less “left behind” in the digital world**, gaining confidence to use online services (banking, e-government portals).

6. Community-Level Impact:

- **Concrete Result:**

Some participants initiated **informal peer sessions**, sharing fact-checking skills with neighbors, local women’s groups, and family networks.

- **Impact:**

This created a **ripple effect**, spreading media literacy knowledge beyond direct participants.

7. Institutional and Long-Term Impact:

- **Concrete Result:**

The programme inspired **adult education centres and NGOs** to plan additional **digital literacy and critical thinking workshops**.

- **Impact:**

It contributed to **regional strategies on combating disinformation**, aligning with **UNESCO’s Media and Information Literacy agenda**.

5) Participants’ Stories – optional

Short quotes, personal reflections or experiences shared by participant

1. Amira, 44, Teacher from Sarajevo

“Before this training, I felt helpless when students shared fake news in class. Now I can show them how to check sources and talk about why misinformation is dangerous. It changed how I teach, and my students are becoming more careful online.”

2. Zoran, 56, Retired Worker from Banja Luka

“I used to believe everything I saw online, especially posts that looked official. After this course, I learned how to recognize fake profiles and scams. I even helped my neighbors secure their Facebook accounts.”

3. Selma, 38, Parent from Tuzla

“My children spend hours on TikTok and YouTube. Now I know how to talk to them about online safety and explain why some things they see are not true. I feel more confident guiding them.”

4. Jasmina, 29, Youth Worker from Mostar





“This was not just about learning; it was about understanding how media shapes our opinions. I started a small workshop in my youth centre to teach teenagers the same things I learned here.”

5. **Adis**, 47, Farmer from Rural Area near Zenica

“I never thought this kind of training was for people like me. Now I can use my smartphone better, read news critically, and even check if something is true before I share it with my family.”

6) **Success Factors**

What made the practice effective or innovative?

Were there any unique or creative elements?





1. Practical, Hands-On Learning Approach:

- **What made it effective:**
The programme focused on **real-life examples and practical exercises**, such as analyzing fake news posts, adjusting privacy settings, and using fact-checking tools.
- **Unique element:**
Instead of abstract theory, participants practiced skills they could immediately apply in their daily digital lives.

2. Adapted Content for Low-Digital-Skill Adults:

- **What made it effective:**
Materials were **simplified and visual**, making them accessible even to adults with very limited ICT experience.
- **Unique element:**
Trainers used **step-by-step demonstrations** and allowed participants to learn on their own phones or laptops, increasing **confidence and independence**.

3. Inclusive and Community-Based Recruitment:

- **What made it effective:**
The programme actively targeted **older adults, rural residents, and women**, groups often excluded from digital education.
- **Unique element:**
Outreach through **community centres, women's associations, and local libraries** brought in participants who had never attended such training before.

4. Blended and Flexible Learning Format:

- **What made it effective:**
Offering **short in-person workshops** combined with **optional online follow-ups** allowed both digitally skilled and less-experienced participants to take part.
- **Unique element:**
Evening sessions and small group formats were tailored to **parents and working adults**.

5. Multiplication Through Educators and Parents:

- **What made it effective:**
Teachers, youth workers, and parents were trained as **informal multipliers**, spreading knowledge to children, students, and local communities.
- **Unique element:**
Participants received **simple checklists and guides** to share with others, creating a **ripple effect** beyond direct trainees.

6. Focus on Civic Engagement and Responsible Behavior:





- **What made it effective:**

By linking media literacy to **civic responsibility and democratic participation**, the programme motivated participants to **think critically about their role as informed citizens**.

- **Unique element:**

Some participants began **organizing small peer sessions or community talks** after completing the training.

7. Experienced Trainers and Supportive Learning Environment:

- **What made it effective:**

Trainers were experienced in **adult education and media literacy**, using **interactive methods** and fostering a **safe, supportive environment** where participants could ask questions freely.

7) Transferability / Recommendations

Can the practice be used elsewhere?

What conditions are needed for successful implementation?

Yes, the **Digital Media Literacy Basics** programme is **highly transferable** and can be implemented in **other countries or regions**, particularly those facing:

- **High levels of misinformation and disinformation**
- **Low digital literacy rates among adults**
- **Limited access to formal media literacy education**

The methodology is flexible and can be adapted for:

- **Urban or rural communities**
- **Different age groups and educational levels**
- **Various cultural and socio-political contexts**

It is especially relevant in **Western Balkan, Eastern European, and developing countries**, where adults often rely heavily on **social media for information** but lack **critical evaluation skills**.

1. Conditions Needed for Successful Implementation:

To successfully replicate this practice, several enabling conditions should be ensured:

A. Institutional and Community Support

- **Partnerships with local NGOs, libraries, and community centres** are essential to reach adults who rarely attend formal training.





- **Local authorities and education ministries** should endorse the programme to ensure credibility and sustainability.

B. Qualified Trainers in Media Literacy

- Trainers should be **experienced in adult education** and trained in **interactive media literacy methods**.
- A **Training of Trainers (ToT)** component is recommended to build local capacity.

C. Contextualized and Simple Materials

- Materials should be **adapted to local languages, cultural norms, and digital habits**.
- Use **practical, real-life examples** relevant to participants' daily lives (e.g., local news sources, common scams).

D. Inclusiveness and Accessibility

- Provide **simplified content** for low-digital-skill adults and older participants.
- Offer **flexible schedules** (evenings, weekends) to accommodate working adults and parents.
- Consider **offline or blended formats** for areas with limited internet access.

E. Multiplication and Community Engagement

- Encourage **parents, teachers, and youth workers** to act as multipliers.
- Provide **easy-to-share guides and checklists** to spread knowledge beyond direct participants.

F. Sustainable Funding and Support

- Secure funding from **local governments, EU projects, or international organizations** (e.g., UNESCO, OSCE) to ensure continuity.
- Link the programme to **national lifelong learning or civic education strategies** to secure long-term support.

2. Recommendations for Scaling and Adaptation:

1. **Start with Pilot Groups:** Test the methodology with small groups, collect feedback, and adapt before national rollout.
2. **Integrate into Existing Adult Education Centres:** Combine with other **digital or civic education courses** to attract more participants.
3. **Promote Through Public Campaigns:** Use **local radio, TV, and social media** to raise awareness about the importance of media literacy.





4. **Evaluate and Update Regularly:** Conduct **follow-up surveys** to monitor the programme's impact and adjust content to new digital trends (e.g., AI-generated misinformation).

8) **Tips / Implementation Advice – optional**

Checklists, lessons, or advice for those wishing to implement the practice.





1. Start with a Needs Assessment:

Checklist:

Conduct **short surveys or interviews** to understand local misinformation trends and participants' digital habits.

Identify **which platforms (Facebook, TikTok, WhatsApp, etc.) are most used** by the target group to adapt content.

Lesson: Tailoring examples to participants' daily digital environment increases **relevance and motivation**.

2. Use Real-Life, Practical Examples:

Checklist:

Collect **local fake news stories or viral hoaxes** as training examples.

Demonstrate **fact-checking in real time** during workshops.

Lesson: Participants learn better when they can **immediately apply new skills to familiar situations**.

3. Keep Content Simple and Visual:

Checklist:

Use **infographics, screenshots, and step-by-step guides** rather than long texts.

Provide printed **quick guides/checklists** that participants can take home.

Lesson: Many adults, especially older ones, are **visual learners** and may struggle with complex terminology.

4. Create a Safe and Interactive Learning Environment:

Checklist:

Encourage participants to **share personal experiences with misinformation**.

Use **small group discussions and peer learning** to make participants comfortable.

Lesson: Adults are more engaged when they can **relate the topic to their personal lives**.

5. Include Digital Privacy as a Core Topic:

Checklist:

Demonstrate how to **change privacy settings** on popular platforms.

Teach **password management and scam recognition** through practical exercises.

Lesson: Digital safety training increases **trust and motivation** to continue learning.





6. Target Multipliers Early:

Checklist:

Recruit **teachers, youth workers, and parents** who can share knowledge with others.
Provide them with **ready-to-use resources** (posters, simplified presentations).

Lesson: Multipliers help create a **ripple effect**, extending the programme's reach beyond direct participants.

7. Ensure Inclusiveness and Flexibility:

Checklist:

Offer **evening/weekend sessions** for working adults and parents.
Provide **offline learning options** or printed materials for those without internet access.

Lesson: Accessibility is key to reaching **vulnerable and rural populations**.

8. Follow Up and Stay Updated:

Checklist:

Organize **follow-up sessions** or online groups to share new misinformation trends.
Regularly **update training materials** to cover emerging risks (e.g., deepfakes, AI-generated fake news).

Lesson: Media literacy is **dynamic**, requiring continuous updates to remain effective.

9) Lessons Learned - optional

Biggest surprises, obstacles or key takeaways during implementation.





1. Older Adults Learned Faster Than Expected:

- **Surprise:** Many older participants, once introduced to **simple visual tools and practical examples**, learned to use fact-checking tools and adjust privacy settings much faster than anticipated.
- **Takeaway:** With the right **methodology and patience**, older adults can become **active digital learners and multipliers** within their communities.

2. Trust-Building Was Essential for Engagement:

- **Obstacle:** At the start, some participants were skeptical, believing “**you can’t trust anything online anyway**” or seeing no reason to fact-check.
- **Takeaway:** Trainers needed to **build trust gradually**, starting with **personal stories and real-life examples** to show the relevance of media literacy.

3. Misinformation Often Comes from Family and Friends:

- **Surprise:** Participants admitted they were most influenced by **content shared by close contacts**, not just anonymous online sources.
- **Takeaway:** Training should include **communication strategies** for respectfully discussing misinformation within families and social circles.

4. Low Digital Skills Slowed Down Sessions:

- **Obstacle:** Some participants, especially rural and older adults, lacked basic smartphone or internet navigation skills, requiring **more time for hands-on guidance**.
- **Takeaway:** Adding an **introductory digital skills session** before media literacy training is highly recommended.

5. Peer Learning Increased Motivation:

- **Surprise:** Participants enjoyed **sharing tips and experiences with each other**, which created a supportive learning atmosphere.
- **Takeaway:** **Peer learning and small group activities** are crucial for adult learners, boosting confidence and retention.

6. Teachers and Parents Became Unexpected Multipliers:

- **Surprise:** Many teachers and parents immediately **adapted the materials for use with students and children** without being formally asked.
- **Takeaway:** Targeting these groups from the beginning can **significantly expand the programme’s reach**.





7. Need for Continuous Updates:

- **Obstacle:** The digital environment changes rapidly, and participants frequently asked about **new forms of manipulation (e.g., deepfakes, AI-generated content)**.
- **Takeaway:** Programmes need **regular updates** and **follow-up workshops** to remain relevant.

10) Photos illustrating the described practice

Please attach at least 3 photos related to the described good practice





Media and Information Literacy Curricula in Bosnia and Herzegovina



This project is funded by
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United Nations
Educational, Scientific and
Cultural Organization





PRACTICE PROFILE – CLASSIFICATION CHECKLIST

Please tick all categories that apply to your described practice.

You may choose more than one.

TYPE OF THE PRACTICE

- | | |
|-------------------------------------|--------------------------------|
| ☒ | Learning by doing |
| ☐ | Intergenerational learning |
| ☒ | Community-based learning |
| ☒ | Digital / blended learning |
| ☒ | Peer learning |
| ☐ | Mentoring / coaching |
| ☒ | Cultural / creative approaches |
| ☐ | Collaborative / partner-based |





☐ Other (specify):

TARGET GROUP

- ☒ Adults with low qualifications
- ☒ NEETs (Not in Education, Employment, or Training)
- ☐ Migrants / Refugees
- ☒ Older adults
- ☒ Women
- ☐ People with disabilities
- ☒ Other vulnerable groups
- ☐ General adult population

LEARNING ENVIRONMENT

- ☐ Formal
- ☒ Non-formal
- ☒ Informal

SKILLS / COMPETENCES DEVELOPED

- ☒ Literacy (reading, writing, comprehension)
- ☐ Numeracy (maths, logical thinking)
- ☒ Digital skills
- ☐ STEM (science, technology, engineering, mathematics)
- ☒ Personal, social and learning to learn
- ☒ Civic competences
- ☐ Entrepreneurship
- ☐ Cultural awareness and expression
- ☐ Language skills
- ☐ Job-related / vocational skills
- ☐ Green competences
- ☐ Other (specify):

POTENTIAL USERS

- ☒ Teachers / Educators
- ☐ Administrative staff
- ☒ School / Centre management
- ☒ Policy makers / Public administration
- ☒ NGOs / Community organizations
- ☐ Other (specify):

Glossary of Categories (Explanation of Checklist Items)





Type of the Practice

- Learning by doing – learning through hands-on activities, practice-based methods such as workshops or real tasks.
- Intergenerational learning – activities involving participants from different age groups learning from each other.
- Community-based learning – learning that takes place within the local community, often through real-life engagement.
- Digital / blended learning – education using digital tools (online), or a mix of online and face-to-face methods.
- Peer learning – learning among participants of similar status or experience, supporting each other.
- Mentoring / coaching – one-to-one support from a more experienced person to help learning and personal growth.
- Cultural / creative approaches – use of arts, music, theatre, storytelling etc. as learning tools.
- Collaborative / partner-based – practices involving cooperation between organisations or groups.
- Other (specify) – any other method not listed above.

Target Group

- Adults with low qualifications – adults who have low levels of formal education or basic skills.
- NEETs – people Not in Education, Employment, or Training (often young adults).
- Migrants / Refugees – individuals who moved from another country, often facing integration challenges.
- Older adults – Adults aged 65+
- Women – practices specifically addressing women's needs.
- People with disabilities – individuals with physical, sensory, intellectual, or mental health disabilities.
- Other vulnerable groups – groups at risk of exclusion (e.g. long-term unemployed, homeless).
- General adult population – average adults not in specific categories.

Learning Environment

- Formal – learning within official education systems, certified courses (e.g. schools, universities).
- Non-formal – organised learning outside the formal system (e.g. workshops, community training).
- Informal – learning through everyday experiences, without a structured course (e.g. volunteering, family).

Skills / Competences Developed

- Literacy – reading, writing, and understanding texts (including functional texts like forms).
- Numeracy – using mathematics and logical reasoning.
- Digital skills – using digital tools e.g. CV creation, online tools, online platforms.
- STEM – science, technology, engineering, and mathematics.
- Personal, social and learning to learn – self-awareness, motivation, teamwork, lifelong learning skills.





- Civic competences – active citizenship, understanding of democracy and social responsibilities.
- Entrepreneurship – creativity, innovation, project management, risk-taking.
- Cultural awareness and expression – appreciation and creation of cultural content (e.g. arts, music).
- Language skills – ability to communicate in one or more foreign languages.
- Job-related / vocational skills – practical skills useful in specific jobs or professions.
- Green competences – knowledge and behaviours supporting sustainability and environmental care.
- Other – any other skills developed (please specify).

Potential users – groups who could benefit from applying, adapting, or being inspired by this practice in their work context.

Note: These categories follow EU frameworks such as the Key Competences for Lifelong Learning (2018), the Action Plan on Basic Skills (2025) and the Erasmus+ Programme Guide 2025 – Glossary





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