E+ DIGIT4ALL – Evaluation context grid (ECG)

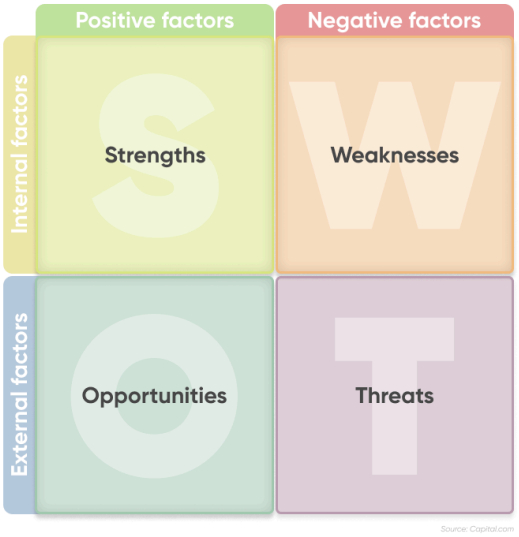
#digit4all

SPRING

5 AREAS OF EVALUATION

1	2	3	4	5
Inclusivity & participation	Relevance & Complementarity	Effectiveness	Sustainability	Partnership & Cooperation
• Evaluation criterion	• Evaluation criterion	• Evaluation criterion	• Evaluation criterion	• Evaluation criterion
• Evaluation criterion	• Evaluation criterion	• Evaluation criterion	• Evaluation criterion	• Evaluation criterion
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SWOT analysis



2024
Consortium of DIGIT4ALL
Edited by FUTUREG

European Commission
Co-funded by the European Union

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INTRODUCTION

The objective of the project DIGIT4ALL, funded by Erasmus+ (KA210-YOU) is enhancing youth education and improving high quality learning opportunities for young people. By bringing three different partner organizations from different geographical spheres together, a space has been created for the exchange of good practices and experiences in working with different vulnerable target groups. Overall, the participating organizations address their core activities with different target groups. Hence, for the purposes of this publication, the following vulnerable target group has been primarily considered: young people and youth.

The evaluation context grid (ECG) encompasses factors that affect participation in educational programs from the viewpoint of the listed vulnerable target groups. The ECG is based on practical experiences gained by the participating organizations and thus proven to have a positive impact on participant's continuation within the started program.

In Slovakia, among the main pillars of work FUTUREG focuses on, is adult education and employability. In this context, FUTUREG participates in different (inter)national projects that emphasize on different activities, i.e., short term courses (half/one day, multiple days) and long-term courses (multiple weeks). While the later focus on a multiple-stage approach: first, individual meeting in which state-of-the-are and goals are discussed; second, different courses and often alongside supervision as well as reflection of the insights gained, the first immediately indulges into the content and workshop experience. In Hungary, Alternativa Egyesulet mainly conducts training, consultancy and mentoring on group and individual level for youth. Mostly complex training and mentoring programs are conducted in scope of EU projects allowing individualized approach and long-term support of the target group members. Typically, the support is provided in this scheme:

1. Individual entry consultancy (in the form of structured dialogue) - personal SWOT analysis - identification of one's personal knowledge, skills, and competences, learning needs and job-preferences (2-hours F2F session).
2. Group soft-skills trainings / workshops (modules or lessons are chosen on the basis of entry consultancy). Examples of topics: self-esteem in media related jobs, communication, self-presentation, CV, job-interview preparation, digital literacy, work-low, team-roles, stress-release techniques, AI working methods etc.
3. Specific group trainings - i.e., PC courses including Cyberbullying, Fake news, Media literacy, Media Law, Media Psychology, Conflict Resolution, Media Education, Media Advocacy.
4. Re-training courses - specific hard-skills trainings provided by external certified training organizations chosen for our clients on individual basis (examples: sewing, accountancy, HR, environmental legislation, specific software courses etc.).
5. Conflict resolution - mediation: searching for interesting offers, assistance through job-application process, possibility of provision financial remuneration to employers who employ disadvantaged people or who newly offer flexible jobs (home offices etc.).
6. Continual support in the form of individual mentoring and coaching sessions in virtual coaching of media professionals.
7. Possible peer-to-peer support via social-network groups.

In Slovakia, FutuReg' mission is to provide programs and activities related to life-long education and non-formal learning for children and women. Trainings can be divided into the following categories: workshops about cyberbullying at schools, peer mediation trainings - usually group levels at school, peer mediation with one class. The majority of activities are provided in groups, but there are some which are focusing on individual work. The method of the work is informal education, interactive learning, simulation, dialogs, drama therapy. FUTUREG team strongly believes in the power of learning by playing, non-formal education and team-work. The aim of this grid is to provide an

evaluation tool to examine different aspects of youth media work and youth work integration practices to assess their quality. The draft below consists of five main criteria, relevant key questions, and checklist items. The checklist items represent the fundamental features every youth program practice should strive for. However, the grid will not be used as a holistic tool for all good practices and assessments will be carried out by considering the scope, the context and target groups of practices and highlight their quality with regard to the criteria where they can be considered as being exemplary.

1. EVALUATION CONTEXT GRID METHODOLOGY

According to this evaluation grid, successful integration is a two-way process engaging both receiving training and giving training. In line with the European Pillar of Social Rights and common European values enshrined in the EU Youth Portal (https://youth.europa.eu/_en)Treaties and in the Charter of Fundamental Rights of the European Union, integration practices should strive for a media literacy integration model which considers respective differences, empower those facing disadvantages and give equal opportunities to all to enjoy their rights and participate in community and social life. Integration practices can address social, economic and cultural integration in different stages and phases of integration process such as pre-departure, early integration and long-term integration through mainstream or tailor-made services.Sustainable practices for integration is a good example for including Hungarian Youth to Slovakia and Regional Youth to National Youth Policy.
The SPRING evaluation grid contains 5 key areas of evaluation, now outlined below.



Source: EU contect grid Source: SPRING, www.europa.eu

Inclusivity & Participation

Contrary to a top-down policy-driven method, a participatory and inclusive form of action is crucial for two-way long-term integration. The basis for successful youth policy also lies in respect for diverse cultures, religions and ethnicities. Integration practices should aim to provide services which ensure that equal access is central to all activities. Services should also recognise and respond to specific needs and vulnerabilities of their beneficiaries. Youths' participation and meaningful engagement is key to improve integration practices toward media literacy..

- Does the practice ensure that its services are accessible and responsive to diverse groups?
- Make sure to provide precise, easy-to-read and accessible information on how to access services in different languages, formats and through different communication channels

- Ensure that equality and diversity are an essential part of how services are delivered, taking into consideration the different needs and capacities.
- Make reasonable adjustments in the way you deliver services to take account of the particular needs of your target group (e.g providing childcare for (single) parents, specific adjustments for disabled persons, providing flexible services at flexible hours, adapted and informal support for migrants)
- Does the practice involve active participation of youth or youth workers?
- Consider media literacy of youth integration as a two-way process and aim to contribute to changes also on the side of the receiving society (behaviour, norms, institutions)
- Foresee an active role of the receiving society in the design and implementation stages (e.g. volunteers) and encourage members of the receiving communities and beneficiaries to work together in the actions
- Does the practice consult with its beneficiaries and involve them in the design, implementation, monitoring and evaluation of the action?

Checklist

- Organise consultation activities with beneficiaries (e.g youth, youth workers, community leaders) to co-create the actions together with youth where possible and get their feedback on the design and evaluation of the action
- Use flexible and interculturally adapted formats and compensate participants for their contribution
- Provide appropriate feedback mechanisms for beneficiaries to safely express their opinions about the quality of services

Relevance & Complementarity

Aligning with the needs of young people and other beneficiaries is crucial to develop successful integration practices, creativity, openness to learn and motivation. The practices should consider their actions' relevance to context, quality and systematic improvement among youth groups in general as well as relevance for long-term integration. The practices should also be relevant to wider integration priorities and strategies and strive for filling existing gaps in integration support through their actions.

- Key Questions : Are the objectives and activities of the practice relevant to the needs of the young people?
- Identify and analyse the needs of target groups and prioritise methods which ask youth about their needs directly (interviews/focus groups and surveys)
- Identify and analyse gaps in integration and educational support and design actions to fill these gaps
- Aim for systemic improvement, satisfying the needs of a majority of the target group in the target area (Sotuhern Slovakia, Southern Hungary)
- Is the practice relevant to empower youth, strengthen their autonomy and support long-term integration?
- Devise actions with the overarching goal of giving youth more autonomy and independence
- Contribute to youth' engagement with the community for the common good
- Make sure that your services contribute to the strengthening of the capacities of young communities
- Include (or create the preconditions for) actions that facilitate long-term integration (such as providing language courses in higher proficiency levels as well; vocational training and employment opportunities tailored to the needs of youth)
- Make sure to address media literacy and information gaps as obstacles to long-term integration
- Does the practice align with the priorities, strategic goals and policies of other relevant stakeholders, and contribute to the wider educational framework?
- Ensure that all actions are in line with international and European educational rights standards and European Chart of Participation of Young People in Local and Regional (Revised Euroepan CHarter , 2024)

- Employ regional/local, national and EU/international level integration related guidelines and tools
- Make sure that your services contribute to the strengthening of the capacities of relevant institutions to support future development (the contributions of the practice might include: policy or strategy change; legislative reform; institutional reforms; governance reforms; increased accountability for public expenditures; or improved processes for public consultation in development planning)

Effectiveness

Evaluation and assessment are key to understand the extent of achievement of objectives in integration practices. To offer an effective integration service to young people, practices should have clear and comprehensive plans for every step of the action and constantly monitor the progress of the action. The implementers should also be prepared for potential obstacles during implementation and be able to plan alternative scenarios.

Key Questions :

- Is the practice adequately planned and based on a comprehensive design?
- Does the practice regularly monitor implementation and evaluate its results?

Checklist

- Aim for actions that achieve observable outcomes among the target group or contribute to changes (individual, community or institutional levels) over the implementation of the action
- Make sure that the objectives and planned results (outputs, outcomes) of your activity are feasible and clear
- Make sure that your practice is based on indicators that are measurable, achievable and relevant
- Develop a staff management plan to identify the human resources with the right skills to work with beneficiaries, training needs and further qualification of team members
- Develop a communication strategy already in the design phase of the action and pay attention to communication with host communities and local authorities
-

Checklist

- Make sure to regularly monitor the implementation of the action and compare actual performance (e.g budget, scope, schedules) to the goals set in the design of the action
- Anticipate the obstacles that might occur and plan alternative scenarios during the design phase of the action
- Make sure that you achieve your intended results with your outputs and outcomes (e.g training, handbooks, tools, research)
- Identify if the outcomes of the practice are considered successful by beneficiaries, the host community, funders, practitioner community and policymakers
- Identify if your interventions contribute to long-term sustainable changes (e.g. by consulting beneficiaries at least one year after receiving support)

Sustainability

Sustainability is crucial to maintain the continuity of the benefits of youth policy and integration of regional groups' practices overtime. To have sustainable youth work and educational practices, it is necessary to get access to long-term funding or generate independent funding through business development and entrepreneurship activities. Sustainability is also about examining financial, social, environmental and organizational capacities to assess the continuity of integration activities.

Key Questions

- Does the practice prepare to utilise its benefits after the completion of the action?
- Anticipate already in the design phase opportunities to continue the intervention after completion;
- Prepare and apply a well-defined sustainability plan (including costs and finances) to ensure the continuation of the positive effects and benefits of the action

- Devote resources in the implementation phase to the build-up of capacities to make sure that the human resources, expertise and infrastructure are in place to sustain the services at the end of the action
- Does the practice attract structural funding, support from new sponsors and individuals or have a potential to develop a business model to generate its own resources?
- Develop partnerships and relations with relevant stakeholders at the early stage of the action to ensure that you have strong support and potential partners to continue after the primary funding terminates
- Identify new EU and national funding opportunities for long-term integration (e.g shifting from project-based initiatives that are limited in time, dependent on one (external) donor, to a comprehensive multi-year strategy based on secured funding or diverse funding opportunities)
- Diversify funding opportunities and identify options for self-financing through business activities or social entrepreneurship

Partnership and cooperation

Strong cooperation between the different actors (e.g. youth, youth workers, host communities, public authorities and institutions, social and economic partners, civil society organisations, academia, schools, churches, religious and other value-based communities and the private sector) working at various levels is essential for successful, effective and sustainable integration. Youth management practices, therefore, should engage in regular consultation and structural dialogue with relevant stakeholders at every stage of their action.

Key questions:

- Does the practice establish communication and coordination with other relevant actors to foster the development of youth ? (e.g , civil society, public authorities, businesses)
- Ensure the involvement and participation of key stakeholders in development phase and develop strategies to involve them in the action
- Include multi-stakeholder consultation to involve professionals, institutions and citizens to promote meaningful participation of young adults, and support a joint sense of ownership of decisions and actions
- Does the practice contribute to discussion on improvement of integration support policies?
- Seize opportunities to contribute to the development of comprehensive integration strategies involving EU-level/national/regional/local authorities, service providers and civil society
- Work with relevant partners (local authorities, NGOs, social partners, research, institutions, etc.) to jointly review operations, practices, services and integration outcomes

2. MEDIA LITERACY IN TARGET GROUPS

Media literacy, especially among youth, has a negative impact on everyone: the educated and the less educated, the healthy and the sick, the old and the young. When a person is not informed about media literary and online job market for a long time and at the same time from the social environment, a person's self-image begins to crumble. (National Policies of Hungary)Self-confidence is disappearing. Man does not recognize the potential in himself. He is becoming more and more confused and less and less functional, making it increasingly difficult for him to integrate back into society. It is not uncommon for mental and physical problems to occur (Pirnat, 2018).

When someone is employed or actively looking for employment, they are said to be participating in the labor force. The current global labor force participation rate for youth is just under 47%. For men, it's 72%. That's a difference of 25 percentage points (ILO, 2021).
The following table represents the global labor force participation in the WOWIT project countries.

	HUNGARY	EU	SLOVAKIA
Media literacy force	**51,7 %**	**53,8 %**	**54,7 %**
Media law in media	**68,1 %**	**62,2 %**	**66,4 %**
Digital Awareness	**16,4**	**8,4**	**11,7**

Source: Media literacy and safe use of media 2022, modified
https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/hungary/68-media-literacy-and-safe-use-of-new-media

2.1.Media literacy and safe use of new media in Hungary

In December 2015, the Hungarian government adopted the 2012/2015. Government Decree on the Digital Success Programme to be implemented on the basis of the national consultation about internet and digital developments (InternetKon) by the Government, based on which three strategies were defined, two of which affect Hungarian youth:

- the Digital Child Protection Strategy of Hungary (Magyarország Digitális Gyermekvédelmi Stratégiája) and
- the Digital Education Strategy of Hungary (Magyarország Digitális Oktatási Stratégiája).

For more information see sub-chapter 8.7 Fostering the creative use of new technologies.
Digital Child Protection Strategy of Hungary
The strategy was adopted in 2016. The relevant organisations for the strategy were:

- the former Ministry for Human Capacities,
- the former Ministry for Innovation and Technology and
- the Ministry of Interior (Belügyminisztérium).

Other respondents and consultants are (among others):

- the National Cyber-Security Center (Nemzeti Kibervédelmi Intézet),
- National Authority for Data Protection and Freedom of Information (Nemzeti Adatvédelmi és Információszabadság Hatóság),
- National Media and Infocommunications Authority (Nemzeti Média- és Hírközlési Hatóság),
- Media Council of the National Media and Infocommunications Authority,
- Internet Roundtable for Child Protection (Gyermekvédelmi Internet-kerekasztal),
- Office of the Commissioner for Fundamental Rights (Alapvető Jogok Biztosának Hivatala),

- Office of the Commissioner for Educational Rights (Oktatási Jogok Biztosának Hivatala).

The main objectives of the strategy:

- Quality online content for children and young people;
- Development of awareness-raising and preparatory actions;
- Creating a secure online environment for children;
- Fight against the sexual harassment and exploitation of children.

The strategy's target system is based on three pillars:

- raising awareness and media literacy for both students, teachers and parents;
- the establishment of protection and security with state involvement, and
- sanctioning and assistance in the event of an offence.

Results of the strategy

In the frame of the strategy measurements, the following were launched:

- the Ministry of Human Capacities established contact with the Victim Support Centres (Áldozasegítő Központok) in connection with the RJ grievance handling,
- the coeval supporting programme and the training of the parents have been started,
- the current National Core Curriculum pays emphasised attention to the strengthening of digital competencies.

The strategy also enhanced the appearance of the topic of media literacy in the Digital Theme Week Programme (Digitális Témahét). Besides that, in previous years, from 2020, the main themes were digitalisation in the 21st century, digital literature, child protection, artificial intelligence and in 2024, the algorithmic thinking and programming as the tools of creation and digital safety.

There is also a programme which was made available by the strategy, called NETMENTOR (NETMENTOR program), that aims to call attention to the advantages and safe use of internet through a peer person (from student to student). That means that teachers from the schools participate in a training, then, they train and mentor 9th grade students to provide information for other (usually younger) children in their own or another school on how to use the internet safely. The advantage is that a young person knows better what the other young people use the internet for, thus they could provide better help and support.

The Digital Education Strategy of Hungary

The strategy was adopted in 2016 and follows the learning pathway at all levels of the education system (school education, vocational training, higher education, adult learning), and considers it important to create equal opportunities and a secure digital environment. The strategy is designed to develop the following areas:

- applied methodology (teacher education and training, and institutional development);
- educators' digital skills and attitudes;
- physical infrastructure, access, internal networks;
- asset availability of educational institutions;
- content (NAT and Framework Surveillance, Digital Content Development);
- education management (administration and quality management, standard information system, student measurement, management information system).

The professional implementation of the Digital Education Strategy (Digitális Oktatási Stratégia) is supported by the Digital Pedagogical Methodology Centre (Digitális Pedagógiai Módszertani Központ), which provides methodological, professional background and expert base, and deals with the

professional supervision of applications and projects related to the implementation of the strategy. The monitoring tasks of the strategy also relate to the Digital Pedagogical Methodology Centre.
In the frame of the Strategy the following measurements were implemented:

- Launching of the Digital Card System (Digitális Névjegy Rendszer) which is a complex feedback and development tool for schools to measure the level of digital skills in the educational institution. The aim of the System is to give the opportunity for the schools to better apply the digital tools and to develop the digital skills of the students.
- The Digital Pedagogical Methodology Centre launched a Digital Pedagogical Knowledge Database (Digitális Pedagógiai Tudásbázis) which provides methodological support to the teachers in the digital education.

The National Digitalization Strategy 2021 - 2030
The Ministry for Innovation and Technology and the Ministry of Interior prepared the National Digitalization Strategy 2021 – 2030 (Nemzeti Digitalizációs Stratégia 2021 - 2030) as a frame strategy of different digital strategies, initiatives, and documents. The four main aims of the Strategy focus on the Hungarian citizens in general, but some of them includes developments related also to youth:

- digital infrastructure (also includes the digital infrastructure development of schools and digital development of higher education institutions, research networks and public collections),
- digital competencies (includes supporting the structural change in education for the development of digital competencies),
- digital economy and
- digital state.

To implement the strategy, the Government has lunched the Digital Renewal Operational Programme Plus (Digitális Megújulás Operatív Program Plusz). The programme is jointly financed by EU and state resources. Several applications are available under the programme that relate to the development of young people's digital skills.
The Public Education Strategy 2021 - 2030
The Hungarian Government adopted the Public Education Strategy 2021 -2030 (Köznevelési stratégia 2021 - 2030) in 2021. One aim of the Strategy relates to 'Public education which reflects the challenges of the 21st century'. As a part of it'supporting the digital culture of the students and teachers and the safe use of the Internet and to ensure appropriate methodological and technical support.' is highlighted. As the Strategy states, 'the digital competencies go beyond using the digital devices: the safe and responsible use of new media and using the possibilities of it are important for stepping to the labour market and for everyday life.'

Media literacy and online safety through formal education

With regard to media literacy and online security, the current National Core Curriculum (Nemzeti Alaptanterv) contains elements by subjects.
Media literacy
The topic is covered by the students in the subject of Motion Picture Culture and Media Literacy. The aim of the course is 'to acquire basic media literacy, especially to develop cinematic comprehension, to explore the media's social role and mode of operation. The teaching of the course is strongly related to digital culture, Hungarian language and literature, and the arts.'
Online safety
The topic is covered in the Digital Culture course.'The course aims to transfer and develop up-to-date knowledge and skills that will make the learner a successful and useful member of the information society. Algorithmization and coding (…), problem-solving in a digital environment, creativity,

cooperation and logical thinking play an important role in the course. (…) An important task of the course is to enable the student to solve the problems with the tools of the digital environment.'

Teachers' training

The Accreditation Department of the Educational Authority organizes several training sessions for educators in teacher's training in the field of online safety such as:

- 'Digital Signpost to Teachers - internet safety in schools' ('Digitális útjelzők pedagógusoknak - internetbiztonság az iskolában'),
- 'Online against the cyberbullying' ('Online az online bántalmazás ellen'),
- 'InfoGrund in the digital world – development of media consciousness in school environment' ('InfoGrund a digitális világban - a tudatos információfogyasztás fejlesztése iskolai környezetben').

The Public Education Strategy 2021 - 2030 (Köznevelési stratégia 2021 - 2030) highlights that the development of the digital competencies of the teachers is important and in the future, the training of the teachers has to be more intensive and more targeted. That means the emphasis to acquire the knowledge of the digital methodologies and tools that could be applied already in the kindergartens and related to certain school subjects.

'DigiKomp' - a digital competence framework

In 2019, the Hungarian Government adopted the Government Decree 'On the Development and Implementation Steps of the Digital Competence Framework' submitted by the former Ministry for Innovation and Technology.

'The Hungarian system, called 'DigKomp', will operate not only as a reference framework, but as a unified system that enables the definition, development, measurement and evaluation of digital competence, as well as the verification of its existence and state recognition. With the development of 'DigKomp', it will be possible to uniformly interpret and assign digital competencies acquired in the education and training system, adult education, and independent learning to predefined competence levels.'

Promoting media literacy and online safety through non-formal and informal learning

Hungary is seeking to raise awareness of the importance of media literacy and the importance of online security in non-formal and informal learning. As an example, in the framework of the TÁMOP-3.1.14-12-2013-0001 'Future Conscious Media Consumers - Media Literacy and Media Awareness dissemination' (TÁMOP-3.1.14-12-2013-0001) project, the National Media and Infocommunications Authority (Nemzeti Média-és Hírközlési Hatóság) established the Magic Valley media education training centre (Bűvösvölgy médiaértés-oktató központot).

It aims to support the development of media awareness among young people. The first centre was opened in 2014 (according to the information provided by the Ministry, it was funded from the budget of the project [HUF 500 million (about EUR 1.3 million)] in Budapest, and another was opened in Debrecen in 2017 [according to the information provided by the Ministry, it was funded by HUF 295 million (about EUR 756 000)]. In 2020, one more centre was opened in Sopron ('Bűvösvölgy Sopron'). According to Ministry information, between 1 January 2022 and November 2023, more than 28 000 students participated in the programmes.

Raising awareness about the risks posed by new media

The National Media and Infocommunications Authority has an important role in raising awareness about the risks of using the new media. They launch several activities, campaigns and provide guidance to draw attention to that topic.

Safer Internet Day activities

Every year, the National Media and Infocommunications Authority organizes events, programmes and public campaigns to raise awareness of the risks of the media, not only among young people, but also among their parents and teachers. On Safer Internet Day, the Authority always initiates a campaign aimed at raising awareness of the safe and conscious use of the Internet among young people and their parents.

In 2023, the campaign promoted communication between parents and their children about children's online presence. The main message was that parents should start the conversation about online media consumption habits and children's positive and negative experiences with online media.

In 2022, they launched a campaign called 'Red Flag' ('Red Flag' kampány), which aimed to raise children's awareness so that they recognise the signs when someone is violent, manipulative or aggressive in online communication and wants to get an intimate photo of him/her. They emphasise that the child should not feel compelled to share intimate photos online if they think something is wrong. If it happens anyway, they can use the Authority's website to report the problem, the Internet Hotline.

Guidance for parents and children on online games

The Authority has published several guidelines relating to the risks of new media. The topics include online video games and cyberbullying. The 'Guidance to gamer kids' ('Kézikönyv gamer gyerekekhez') contains information about what and how much to let the children play, how they can avoid financial traps and about streamers.

Another guide, called 'Is the child ok, when he/she plays?' ('Jól van a gyerek, ha játszik?'), is published in 2023, which is rather a knowledge repository on video games. The repository describes the 'players' and their motivations and also provides information about the games, how they work, the logic behind them and their effects. It contains practical advice on how to help children avoid addiction and also emphasises how children can use online games to develop their skills.

Guidance for adolescents on cyberbullying

The Authority also published a leaflet in 2023 on cyberbullying, called 'It is not cool to hurt others' ('Mást bántani nem menő'). The aim was to sensitise young people to the issue of cyberbullying among their peers. The possible negative effects and consequences of cyberbullying are described and it is emphasised that they can talk about their problems. Information on various support services is also available. The leaflet gives advice on how to stop and avoid cyberbullying.

Website on the digital world

The Authority also operates a website, called Digipedia that provides information related to the online word. Many articles are available in the following topics:

- digital child protection
- online security issues
- digital finances
- data protection
- digital innovation.

Large-scale campaign for conscious mobile usage

The National Media and Infocommunications Authority launched a programme in 2023, called 'Mobile is my family?' ('A mobil a családom?'). The aim is to draw attention to the excessive use of mobile devices in families. The website of this initiative contains advice for families on how to reduce

the time spent on mobile devices and create a healthy and conscious environment for mobile use in the family. It also mentions the topics mentioned above and lists the guidance.

Mediapedagogical curriculum

The former Ministry of Human Capacities commissioned a media pedagogical association (Televele Médiapegagóiai Műhely Egyesület) in 2018 to create a media pedagogical curriculum to reflect the challenges of the changing media world. This curriculum was made primarily for the teachers who take part in the Digital Theme Week Programme (Digitális Témahét), but all of the teachers could access it. This curriculum consists of three study packs for the grades 1-4., 5-8., 9-12. The content of the curriculum for the youth age group in grades 9-12:

- fake news,
- online influence, and
- body and soul in the digital world, addictions.

Lifelong learning

Lifelong learning is a concept that includes the acquisition of knowledge, skills and abilities throughout life, regardless of age and education. The concept of lifelong learning is based on the idea that learning is a continuous process that must adapt to the changing needs and demands of the labor market.

Lifelong learning can help youth without formal education acquire basic skills such as reading, writing and numeracy. It can also help youth with low levels of education acquire the professional knowledge and skills necessary for employment in certain professions. For youth who are already employed, lifelong learning can help them acquire new skills and knowledge that are necessary for career advancement.

In addition, lifelong learning can help eliminate discrimination and inequality in employment. Youth from vulnerable target groups (Hungarians in Slovakia, Roma in Hungary) are often discriminated against and have less access to the labor market. Lifelong learning can help level the playing field and ensure equal opportunities for all young people. With the help of lifelong learning, young adults can acquire new knowledge and skills that make them more employable and competitive on the labor market.

2.2.Media literacy and safe use of new media in Slovakia

National strategy

Conception of Media Literacy Eucation in the Context of Lifelong Learning (Koncepcia mediálnej výchovy v kontexte celoživotného vzdelávania)

- approved by the Government of the Slovak Republic in 2009 without time restriction.

The goals of Conception of Media Literacy Education:

- increasing the media literacy of all age groups of the population,
- updating media literacy competences, responsible and critical access to media,
- efficient use of media and new communication technologies,
- teach individuals "learning to learn" to use the media and new means of communication in favour of their personal and professional growth,
- protecting children and adolescents from the threats posed by media and new communication technologies in the content offer or the way of communication,
- the protection of specific groups (specific groups of adult population, seniors) from content and services that might pose a threat and those who can´t evaluate the threat due the inadequacy of media literacy,
- to prevent forms of generational "communication and information lag" (parents, teachers, specific population groups, seniors, etc.),
- to prevent any form of official exclusion due to a lack of media literacy.

Target groups: children, pupils and adults.
Competencies within the state administration in the field of media literacy education are reallocated between the resorts of culture and education.
Important subjects of media eliteracy education and their competencies:

- Ministry of Culture of the Slovak Republic - control of fulfilment of tasks and effectiveness of media literacy education,
- International Centre for Media Literacy (Centrum mediálnej gramotnosti) established by the Faculty of Mass Media Communication of University of Cyril and Methodius in Trnava
- Ministry of Education, Science, Research and Sports of the Slovak Republic - media literacy education in the field of formal education, accreditation of programs, education of pedagogues and others.
- colleges, universities - teacher education, conceptual activities, research,
- regulatory authorities - evaluation of the development and regulation systems in the media field with a focus on the protection of minors from specific media content,
- Slovak Audiovisual Fund - supporting activities,
- public media - production of programs, media education projects and others,
- church, civic associations, independent experts - project creation and implementation, education, research and others,
- wide public, target groups, parents - participatory activities such as declaring needs, suggestions, reporting illegal content and services and others,.

The media education assessment in practice is realized by the Interntional Centre for Media Literacy, for example Media and Information Literacy Policies in Slovakia.
Media literacy and online safety through formal education
Media literacy education

- is an integrated theme within the State Educational Program for Primary and Secondary Schools, including vocational education,

- can be taught in various learning areas such as language and communication, art and culture, mathematics and work with information, man and values, man and society,
- according to the decision and the possibilities of the school, media literacy education can also be a separate subject, course or other school activity (e.g. short-term school campaign).

Topics of integrated media literacy education in ISCED 1 (examples)

- computer and Internet – understanding of risks, etc.,
- the reliability of advertising, etc.

Topics of integrated media literacy education in ISCED 2 (examples)

- media reality and its effects on the personality
- Boulevard (yellow press) and serious media
- Manipulation in media, etc.

Topics of integrated media literacy education in ISCED 3 (examples)

- critical and active use of media and their products
- specifics of current media
- media impact on the life of the individual and society, public opinion, media and their relations to politics (linking media content with politics)
- the use of new media, the danger of abuse and effective protection, and others.

Goals of media literacy education ISCED 3 for vocational training schools are visible in the defined key competences of the graduate such as the ability to interactively use the knowledge, information and communication technologies, communicate in the state and Hungarian tongue.
Vocational education graduate should know:

- to identify, search, sort and process various information and information resources,
- to assess the credibility of various information sources,
- to critically evaluate the information obtained,
- to formulate, observe, sort and measure hypotheses,
- to verify and interpret the data obtained, etc.

Training of teachers in media literacy education:

- Institution for Teachers´ Education and Training e.g.
- Faculty of Mass Media Communication of University of Cyril and Methodius in Trnava

Promoting media literacy and online safety through non formal and informal learning

- Programmes for Youth of Ministry of Education, Science, Research and Sport (MESRS)
- Public and opinion-forming media
- Activities of NGOs, non-profit organizations, foundations and others

Public and opinion-forming media
Radio and television of Slovakia (RTVS) 2010:
Media spies (Mediálni Špióni) - 40 parts cycle focused on media literacy education for young people with their direct participation.
Activities of NGOs, non-profit organizations, foundations and others
NGO ŽABKY

- accredited educational programs for pupils, pedagogues,

- educational materials What I know about the media (for pupils) (Čo všetko viem o médiách - žiak) , Media Literacy Education through Game for Teachers (Mediálna výchova hrou pre učiteľov), Media Education through Game for parents (Mediálna výchova hrou pre rodičov).

Salesian Media School

- accredited educational program.

Portal detinanete.sk (Children on Internet)

- Orange Slovakia
- a project focusing on children's safety when using the Internet
- various educational and advisory materials for children and adolescents, parents and teachers.

Portal Family and media

- Catholic University in Ružomberok.
- The issue of parental media education.

Raising awareness about the risks posed by new media

eSlovensko (http://www.eslovensko.sk/start_en.htm)

- the leading non-profit organization in Slovakia with the aim to raise awareness of the risks of new media,
- in partnership with the Ministry of the Interior of the Slovak Republic,
- awareness raising, counselling and educational activities,
- target groups: children and youth, parents and educators,
- products: websites, publications, flyers, campaigns, and more,
- seminars and workshops at elementary and secondary schools,
- free phone line for cyberbullying, reporting illegal and dangerous content on the Internet,
- Children in the Net - A Guide for parents, teachers and youth workers about the main threats of children and young people in virtual space and how to protect them.
- SHEEPLIVE series of animated fairy tales at spreading the awareness about risks of the internet, mobile phones and new technologies.

Thematic websites:

- zodpovedne.sk - Slovak Safer Internet Centre.
- pomoc.sk website providing advice for responsible use of the Internet, mobile communications and new technologies.
- http://nehejtuj.sk/ - website on prevention of hate, xenophobic and racist behaviour on the Internet, but also in everyday life of children and youth.
- kybersikanovanie.sk - website created for interactive programme for schools on cyberbullying prevention. https://www.kybersikanovanie.sk/
- Digiq (Digital Inteligence) - https://digiq.sk/category/kniznica/
- CeNef (Centre for the support of non-formal education): http://cenef.sk/aktualne-ponuky/
- IUVENTA: Accredited programme for young people aged 15-30 *Použi hlavu! Kritické myslenie v každodennom živote (Use your head! Critical thinking in everyday life)*
- Zvoľ si info: https://zvolsi.info/
- Survey on Youth and the Media, Youth Council of Slovakia, 2019. The survey took place in October 2018, involving young people aged 15 to 24. The results of the survey point to the

need of guiding young people to validate information from a variety of sources and to be able to identify unverified and misleading information.

- Just think about it. Findings of the Media Literacy Index 2019. Open Society Foundation, Sofia. 2019. The index assesses the resilience potential of 35 countries in Europe to false information and conspiracy theories. Compared to 2017 and 2018, the score of the Slovak Republic is deteriorating (decreased by 4 points compared to 2018).

It is therefore necessary to develop the ability of pupils to assess the credibility and quality of information at school age and deliver to youth.

3.CONCEPT OF LIFELONG LEARNING and YOUTH LEARNING

Lifelong learning is a form of self-initiated education that is focused on personal development. While there is no standardized definition of lifelong learning, it has generally been taken to refer to the learning that occurs outside of a formal educational institute, such as a school, university or corporate training. Lifelong learning does not necessarily have to restrict itself to informal learning, however. It is best described as being voluntary with the purpose of achieving personal fulfillment. The means to achieve this could result in informal or formal education (Jarvis, 2009).

Lifelong learning is a continuous engagement in acquiring and applying knowledge and skills in the context of self-directed problems and should be grounded in descriptive and prescriptive goals such as (Fischer, 2000):

- learning should take place in the context of authentic, complex problems (because learners will refuse to quietly listen to someone else's answers to someone else's questions);
- learning should be embedded in the pursuit of intrinsically rewarding activities;
- learning-on-demand needs to be supported because change is inevitable, complete coverage is impossible, and obsolescence is unavoidable;
- organizational and collaborative learning must be supported because the individual human mind is limited; and
- skills and processes that support learning as a lifetime habit must be developed.

The concept of youth education of vulnerable target groups and employment is in practice aimed at ensuring equal opportunities for learning and employment for youth who face social and economic vulnerability (… or better, social and economic inequality). It emphasizes the importance of young person's education as a key element in their integration into the labor market.

The goal of educating young person of vulnerable target groups and employment, who are exposed to social and economic vulnerability, appropriate education and training that will help them acquire new skills and improve employment opportunities. This can include learning new digital skills that are crucial in the modern economy, as well as developing other skills such as communication, leadership and planning, and later successful integration into the labor market. Employment can provide youth with independence and financial stability, which can help solve social and economic problems (taking into account the various factors that can affect their integration into the labor market, such as access to technology, language barriers, time constraints, financial constraints and discrimination).

3.1 LIFELONG LEARNING IN HUNGARY

The development of lifelong education and learning in Hungary began before World War II. Pedagogical theorists who developed the concept understood education as part of a process that begins in childhood and continues throughout adult life (Ozvald, 1927). They argued that initial education should develop the capacity for the subsequent autodidactic learning, and that mutual learning between an individual and the environment takes place throughout one's life.

The first comprehensive policy document on education, the 1995 White Paper on Education, recognized the need to improve the quality and the diversity of youth education as well as access to relevant programs. The document also pointed to educational priorities for special groups of adults, such as the unskilled, unemployed, illiterate, young career starters, those with other nationalities, women and persons with special needs. It was foreseen that adult education should not only have a

compensational role but should also serve as a generator of innovation and development. Overall, adult education and learning was defined as an integral part of a lifelong (permanent) learning strategy.

Lifelong learning is the guiding principle of contemporary education and learning in Hungary. It is the subject of a strategic document adopted in 2007 by the Minister of Education and Sport who had appointed a special expert group in 2005 (Jelenc, Komljanc, Žakelj, & Barle, 2007). This expert group prepared the Lifelong Learning Strategy, which was one of the outcomes of the implementation of the EU program Education and Training 2010. The Lifelong Learning Strategy incorporates all European definitions and objectives and connects them to the specific conditions in Hungary. The document defines lifelong learning as »an activity and process which involves all forms of learning, either formal or non-formal and informal as well as incidental and informal learning«. Additionally, the Lifelong Learning Strategy points out that such learning takes place in different learning circumstances, from birth to early childhood to adulthood and to the end of life, aiming at improving an individual's knowledge and skills«. Furthermore, lifelong learning also results in acquiring interests, character features, values, attitude to oneself and to others as well as other personal characteristics«.

Learning and education can be divided into formal and non-formal categories. Formal education provides us with a publicly recognized qualification, professional certification, or official document. Non-formal education refers to organized learning activities that do not lead to formal qualifications but focus on acquiring knowledge and skills. It takes place outside traditional educational institutions and often addresses specific purposes or needs. Non-formal education can include various courses, workshops, seminars, training programs, membership in organizations or groups, volunteering, or internships. While it does not provide official credentials, it offers valuable opportunities for personal and professional development. Non-formal education is flexible and adaptable, allowing individuals to pursue specific areas of interest, enhance existing skills, or acquire new ones. It often incorporates innovative teaching methods, experiential learning, small group collaborations, peer-to-peer learning, and practical problem-solving. Non-formal education can be particularly beneficial for developing social skills, building self-confidence, fostering teamwork, and exploring alternative career paths. While formal education is recognized by society and often required for certain professions, non-formal education complements it by offering continuous learning opportunities beyond the traditional classroom setting. It allows individuals to broaden their knowledge, stay updated with emerging trends, and explore personal interests and passions. Non-formal education is provided by various entities, including:

- **Non-profit organizations:** Many non-profit organizations in Hungary offer non-formal education programs and activities. These organizations focus on specific areas such as youth development, adult education, cultural activities, sports, environmental awareness, and community engagement.
- **Companies and businesses:** Some companies and businesses organize non-formal education initiatives for their employees or the general public. These can include workshops, training sessions, skill development programs, and seminars related to their respective fields.
- **Local communities:** Local communities, including municipalities and community centers, often organize non-formal education activities. These can range from language courses, arts and crafts workshops, fitness classes, cultural events, and recreational programs.
- **Government institutions:** Various government institutions in Hungary, such as the Ministry of Education, Science and Sport, may provide non-formal education opportunities. These can include initiatives for adult education, vocational training, entrepreneurship development, and lifelong learning programs.
- **Universities and educational institutions:** Universities and educational institutions may offer non-formal education programs as part of their continuing education departments. These programs are designed to cater to the specific needs of professionals, individuals seeking

personal enrichment, or those interested in acquiring new skills or knowledge outside of traditional academic degrees.

Universities of third age are established by NGOs, mostly in the legal form of associations. According to sociologists, youth work is a system of activities directly with young people and their communities in specific settings, designed to meet age-related needs and support socialisation (Tóbiás, 2019). According to the European Commission's Values of Youth Work Report, youth work encompasses a wide range of social, cultural, educational and political activities by, with and for young people (EC, 2014), and their publication on youth work highlights volunteering and non-formal and informal learning processes for their personal and social development as a key element (EC, 2015). Youth policy expert Peter Wootsch underlines that youth work is part of promoting young people's social and political participation; finding local solutions to young people's problems (Wootsch, 2009). Youth work has an established institutional framework in many European countries, but a significant part of it is carried out through voluntary activities. Youth work in municipalities is carried out by municipal, church or civil actors. In 2016, the main problems young people in Hungary faced were financial difficulties, insecurity, poverty, unpredictability, lack of purpose and unemployment. According to experts, young people's political participation in Hungary is low due to historical and sociological specificities, and is characterised by subservient and non-citizen socialisation. In Western European democratic societies

- **Workshops and Training Sessions:** These can cover a broad spectrum of topics such as digital skills, entrepreneurship, languages, arts and crafts, health and well-being, sustainable development, and more. The workshops provide practical learning experiences and hands-on training.
- **Seminars and Conferences:** Experts and professionals in different fields often conduct seminars and conferences to share their knowledge and insights. These events can offer valuable information, discussions, and networking opportunities.
- **Exhibitions and Fairs:** Exhibitions and fairs related to education, career development, and lifelong learning are organized during this week. They provide a platform for educational institutions, organizations, and businesses to showcase their programs, services, and products.
- **Open Days and Guided Tours: E**ducational institutions, museums, libraries, and other organizations open their doors to the public, allowing them to explore the facilities, participate in interactive demonstrations, and learn about educational opportunities available.
- **Cultural and Artistic Events:** Cultural performances, concerts, art exhibitions, and theater plays may be organized to promote creativity, cultural awareness, and artistic expression as part of the learning experience.
- **Information Campaigns:** Various media channels, including television, radio, newspapers, and online platforms, play a crucial role in promoting the Lifelong Learning Week. They provide information about the events, success stories, interviews, and other relevant content.
- In the year 2022, the event hosted nearly 7.600 events thra that were conducted by more than 1.500 organizations (ACS, 2022).
-

3.2.LIFELONG LEARNING IN SLOVAKIA

Education and vocational training of adults in the context of the Slovak education system is defined as further education. Further education is a part of lifelong learning and follows school education. It is provided mainly by further education institutions. The goal of further education is to supplement, update, extend or improve qualification obtained in school education; to obtain partial or full qualification, satisfy interests and acquire competence to integrate into the civil society (Eurydice, 2021).

In April 2007 the government approved the Strategy of Lifelong Learning (LFL) and Lifelong Guidance (LFG) by the Decree No. 382/2007. It contains a proposal of the system, aims, analysis and financing lifelong learning and lifelong guidance, a proposal of the system of education quality control and system of recognition of the non-formal education and informal learning results. The strategy has been revised in 2015 and 2020. In 2021, the Government of the Slovak Republic approved the new Strategy for Lifelong Education and Counseling for the years 2021-2030 ((MineduSK, 2021). The main goal of the Lifelong Education and Counseling Strategy for the years 2021-2030 is to ensure that every citizen has lifelong access to opportunities to learn, to develop their skills and competences throughout their lives at every stage of life and with regard to individual needs and circumstances so that everyone can realize their potential in personal, professional and civic life.

A significant part of adult education takes place at the workplace and is mainly paid for by the employer (with the possibility of obtaining financial support, for example from European sources). Larger companies and enterprises often have their own lecturers and training staff. Smaller companies often decide to implement training in the form of employee participation in training at an educational institution. Examples:

The academy of education, a non-state educational institution that has a network of more than thirty centers located throughout the country, also operates in the field of adult education and professional training.

University of third age at the Comenius University in Bratislava was founded in the spring of 1990 and started its activities in October of that year for the first 235 applicants. It is an interest-based, non-qualifying study. Their students attend lectures of selected fields of study. Upon completion of the studies, the graduates are ceremoniously presented with a certificate of interest-based study at University of Mediators for young people to deal with conflicts.

4. YOUTH EDUCATION LEARNING

While the Ministry of Education has set promoting lifelong learning as one of its goals, events related to the field remain sporadic and in the hands of private organizations. Some groups offer public lectures or workshops on a variety of topics within lifelong learning, while universities host meet-ups and other events for andragogy students, but any larger events are a rarity. As already indicated in the first part, Hungarian youth policy has been characterised by a lack of continuity since the change of regime, which is reflected in the lack of consensus and reliable mechanisms.

4.1. YOUTH EDUCATION AND LEARNING IN HUNGARY

We therefore describe our views on efforts to develop youth policy rather than on existing structures. In this respect, we have four sub-sections: regionalisation, youth work and youth information, training and vocational education, and then some concrete recommendations to conclude. Regionalisation of tasks, actors, funding and knowledge Legal basis The only legal reference in the Constitution relates to education and protection. While the role of the national level is one of development, the development and maintenance of youth policy structures is the responsibility of local authorities. As regards the latter, the Constitution distinguishes between compulsory and voluntary tasks. These vary depending on the size of the local authorities, with some compulsory tasks being carried out at county level for smaller ones. In the case of children and youth, secondary education and child and youth protection, the county level is responsible. For the latter, clear mechanisms for resource allocation have not yet been established. Several interlocutors mentioned that there is still a debate on whether the regional level should replace the county level. Youth policy, with the exception of education, is a voluntary responsibility, which means that it is not a matter for the regions.But this does not mean that there is no youth policy. On the contrary, in our limited view, there is a wide range of activities and services. However, these are not always called youth policies and the youth sector therefore remains fragmented. Key actors in youth policy Since 2006, the Ministry of Social Affairs and Employment has been responsible for youth policy at national level. As there is no legal basis defining and regulating youth policy, this task is enshrined in a government decree assigning to the Ministry the task of coordinating youth policies and developing youth policies. In the Ministry, a unit (currently consisting of five people) within the Department for Equal Opportunities is responsible for youth policy development. In concrete terms, this means managing funds, developing training for accredited youth workers and overseeing the work of Mobility, the operational arm of the Ministry. The Ministry is also responsible for coordinating policies between the different ministries - education and training, employment, etc. - and is currently developing the National Strategy in collaboration with a committee of experts. At the same time, however, there is currently no explicit inter-ministerial structure that would allow the modernisation proposed in the European Youth Pact (cf. Walther & Pohl, 2005). The coordination of legislative initiatives of other ministries.

4.2. YOUTH EDUCATION LEARNING IN SLOVAKIA

The survey on the national youth policy of the Slovak Republic is the twelfth in a series of surveys carried out by various international groups of experts from the Directorate for Youth and Sport of the Council of Europe. Starting with Finland in 1997, the survey process continued in the Netherlands, Sweden, Spain, Romania, Estonia, Luxembourg, Lithuania, Malta, Norway, Cyprus and Cyprus. In most cases, the individual surveys were preceded by the publication of a National Report in the country concerned, followed by the publication of an international report by a competent team of experts. In the process of the Lithuanian Youth Policy Survey, the institution of a public hearing on both reports in the country's capital was introduced. The final presentation of both reports is then made before the Council of Europe's Joint Youth Council (CMJ). The Youth Section of the Council of Europe thus receives a voluminous package of experience supported by an equally impressive set of publications

aimed at improving the formulation and implementation of youth policies. In addition to national and international reports and the resulting debates, key texts have been regularly published, pointing the way towards better cooperation between government, civil society organisations and research, the consolidation and dissemination of democratic processes, and a more convincing set of policy objectives, plans and indicators. Special mention should be made of the European Commission's 'White Paper' entitled 'A New Impetus for European Youth' (2001), the Williamson Cumulative Report on the First Seven Youth Policy Surveys entitled 'Supporting Young People in Europe' (2002), as well as the Final Report on Youth Policy Indicators (Council of Europe, 2003) and Siural's 'European Youth Policy Framework' (2004). These three works, in addition to highlighting the need for a rethinking of what can be considered as a thoughtful, systematic and practical youth policy aimed at promoting active citizenship and non-formal learning among young people, also constitute a comprehensive body of good practice, critical reflection and elaboration of conceptual issues. The intention of the following text is, in a synoptic way, to provide background material for the formulation and implementation of youth policy in the form of challenges to abstract 17 ideas, to contribute to the refinement of ambitions and to eliminate the potential danger of overlooking cracks in policy. 2.2 The complexity reflected in the formulation of youth policy stems from the very nature of the term 'youth'. Defining 'youth' has become almost a nightmare for researchers attempting to prepare survey outputs for policy makers. Although historically the term 'youth' may have been associated with biologically and psychologically bounded periods, the concept has become outdated over time.

5. FACTORS INFLUENCING YOUTH WORK LEARNING

Youth learning requires building on prior learning, using methods that treat learners with respect, and recognizing that people have different learning styles and have a variety of responsibilities and time commitments. Effective educators also recognize that adults often learn collectively from each other. The optimal role of the adult learner in the learning situation is that of a self-directed, self-motivated manager of personal learning who collaborates as an active participant in the learning process and who takes responsibility for learning (Collins, 2004).

Compared to school-age children, the major differences in young adult and youth learners are in the degree of motivation, the amount of previous experience, the level of engagement in the learning process, and how the learning is applied. Each young adult brings to the learning experience preconceived thoughts and feelings that will be influenced by each of these factors. Assessing the level of these traits and the readiness to learn should be included each time a teaching experience is being planned. Six characteristics of young adult learners were identified by Knowles (cited in (Russell, 2006; Lieb, 1991):

Autonomous and self-directed. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goal's sheet).

Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.

Goal oriented. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.

Relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

Adults are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.

Adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Knowles advocated creating a climate of mutual trust and clarification of mutual expectations with the learner, i.e., a cooperative learning climate is fostered.

Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers against participating in learning. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and problems with child care and transportation (Lieb, 1991).

In a broad sense, factors influencing learning can be divided into two main pillars: internal (in the learner him/herself) and external (in the environment) (Ažman & Pečjak, 2008). Internal factors can be further more differentiated among physiological (i.e., physical, mental and sensory condition) and psychological (i.e., capabilities, learning styles, motivation, emotions, attitudes) while external can be further divided into physical (e.g., learning atmosphere, climate, noise, light, temperature) and social (e.g., family, peers, co-workers, friends, etc.). Among external sources we can also distinguish the nature of learning activity as well as method of teaching and effectiveness of teaching. Besides, prior knowledge and maturity influence learning (e.g., ability to read if speech is not developed or knowledge of letters as precondition for learning how to write).

This analysis focuses on the following elements that should be considered to ensure that participants learn more in depth: motivation, reinforcement, retention, transference, learning styles and creative climate.

6. MOTIVATION

Motivation is commonly defined as what explains why people initiate, continue or terminate a certain behavior at a particular time (Kleinginna & Kleinginna, 1981). Adults learn best when convinced of the need for knowing the information. Often a life experience or situation stimulates the motivation to learn**.** Sources of motivation comprise (Russell, 2006):

- social relationships: to make new friends; to meet a need for associations and friendships
- external expectations: to comply with instructions from someone else; to fulfill recommendations of someone with formal authority
- social welfare: to improve ability to serve mankind; to improve ability to participate in community work
- personal advancement: to achieve higher status in a job; secure professional advancement
- escape/stimulation: to relieve boredom; provide a break in the routine of home or work
- cognitive Interest: to learn for the sake of learning; to satisfy an inquiring mind

Researchers have proposed different ways of thinking about motivation, including looking at whether motivation arises from outside (extrinsic) or inside (intrinsic) an individual (Legault, 2020).

- Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable. Intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Rather, the means and end are one and the same.
- Conversely, extrinsic motivation refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. It is performed in order to attain some other outcome.

These can be either rewarding (money, good grades, fame, etc.) or punishing (threat of punishment, pain, etc.). Intrinsic motivation tends to be more long-lasting, self-sustaining, and satisfying than extrinsic motivation. For this reason, many efforts in education aim to modify intrinsic motivation with the goal of promoting participant learning performance and creativity.

Extrinsic motivation fueling engagement in the activity soon ceases once external rewards are removed. It has also been suggested that extrinsic motivators may diminish in value over time, making it more difficult to motivate the same person in the future (Ryan & Deci, 2000).

Motivation affects learning in different ways, e.g., time of active studying (duration, frequency); forms of learning (learning strategies), functional mood (focused/non-focused). As a general rule, teachers need to use as much of the intrinsic suggestions as possible while recognizing that not all participants will be appropriately motivated by them.

The extrinsic suggestions will work, but it must be remembered that they do so only as long as the participant is under the influence of the external factors. When outside of that influence, unless the desired goals and behaviors have been internalized, the learner will cease the desired behavior and operate according to his or her internal standards or to other external factors (Huitt, 2001).

Intrinsic	Extrinsic
● Explain or show why learning a particular content or skill is important ● Allow participants some opportunities to select learning goals and tasks ● Create and/or maintain curiosity ● Provide a variety of activities and sensory stimulations ● Provide games and simulations ● Set goals for learning ● Relate learning to participant needs ● Help participant develop plan of action	● Provide clear expectations ● Give corrective feedback ● Provide valuable rewards for simple learning tasks ● Make rewards available ● Allow opportunities for participants to observe more correct exemplars ● Allow for opportunities to engage in social learning activities ● Provide for scaffolding of corrective feedback

Source: (Huitt, 2001)

7.REINFORCEMENT

Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance. Two types of reinforcement can be distinguished, namely positive and negative reinforcement (Lieb, 1991).

Positive reinforcement is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior. Negative reinforcement is the contingent removal of a noxious stimulus that tends to increase the behavior. The contingent presentation of a noxious stimulus that tends to decrease a behavior is called punishment. Reinforcing a behavior will never lead to extinction of that behavior by definition. When instructors are trying to change behaviors (old practices), they should apply both positive and negative reinforcement.

Reinforcement should be part of the teaching-learning process to ensure correct behavior. Instructors need to use it on a frequent and regular basis early in the process to help the participants retain what they have learned. Then, they should use reinforcement only to maintain consistent,
positive behavior.

RETENTION

Participants must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the participants demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

TRANSFERENCE

Transfer of learning is the result of training -- it is the ability to use the information taught in the

course but in a new setting. As with reinforcement, there are two types of transfer: positive and negative (Lieb, 1991). Positive transference, like positive reinforcement, occurs when the participants use the behavior taught in the course. Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

Transference is most likely to occur in the following situations:

- Association -- participants can associate the new information with something that they already know.
- Similarity -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- Degree of original learning -- participant's degree of original learning was high.
- Critical attribute element -- the information learned contains elements that are extremely beneficial (critical) on the job.

LEARNING STYLES

Several approaches to learning styles have been proposed, one being based on the senses that are involved in processing information. An assessment of the learning style is a fundamental step prior to beginning any educational activity (Russell, 2006). Determining the learning style will help identify the preferred conditions under which instruction is likely to be most effective. The most frequently used method of delineating learning styles is in describing visual, auditory, and kinesthetic learners. Below table outlines the characteristics and suggested teaching strategies for these types of adult learners.

Learning Style	Characteristics	Suggested Teaching Strategies
Visual	• Prefers written instructions rather than verbal instructions. • Prefers to have photographs and illustrations to view when receiving written or visual instructions. • Prefers a time-line, calendar, or some other similar diagram to remember the sequence of events. • Observes all the physical elements in the learning environment. • Carefully organize their learning materials. • Remembers and understands through the use of diagrams, charts, and maps. • Studies materials by reading notes and organizing it in outline form.	• Provide lots of interesting visual material in a variety of formats. • Make sure visual presentations are well organized. • Make handouts and all other written work as visually appealing as possible, and easy to read. • Make full use of a variety of technologies: computers, overhead projection, video camera, live video feeds/close circuit TV, photography, Internet, etc.

Auditory	• Remembers what they say, and what others say very well. • Remembers best through verbal repetition and by saying things aloud. • Prefers to discuss ideas they do not immediately understand. • Remembers verbal instructions well. • Finds it difficult to work quietly for long periods of time. • Easily distracted by noise, but also easily distracted by silence. • Verbally expresses interest and enthusiasm. • Enjoys group discussions.	• Rephrase points and questions in several differ ent ways to communicate intended message. • Vary speed, volume, and pitch, as appropriate, to help create interesting aural textures. • Write down key points or key words before providing verbal instructions to help avoid confusion due to pronunciation. • Ensure auditory learners are in a position to hear well (be sure hearing aids are inserted and functional). • Incorporate multimedia applications utilizing sounds, music, or speech (use tape recorders, computer sound cards/recording applications, musical instruments, etc.).
Kinesthetic	• Remembers best through getting physically involved in whatever is being learned. • Enjoys the opportunity to build and/or physically handle learning materials. • Will take notes to keep busy but will not often use them. • Enjoys using computers. • Physically expresses interest and enthusiasm by getting active and excited. • Has trouble staying still or in one place for a long time. • Enjoys hands-on activities. • Tends to want to fiddle with small objects while listening or working. • Remembers what they *do*, what they experience with their hands or bodies (movement and touch). • Enjoys using tools or lessons which involve active/practical participation. • Can remember how to do things after doing them once (motor memory). • Has good motor coordination.	• Permit frequent breaks in teaching session to allow learner to move around room. • Encourage learner to write down their own notes. • Encourage learner to stand or move while reciting information or learning new material. • Incorporate multimedia resources (computer, video camera, overhead transparencies, photography camera, etc.) into programs (teacher presentations and participant presentations). • Provide lots of tactile-kinesthetic activities in the class. • Have product samples available for practice. • Encourage return demonstration of procedures.

CREATIVE CLIMATE

The motivation to learn is contextual, i.e., if the environment fosters curiosity, participants will be curios, will be eager to learn, ask, discuss, participate.

According to Marentič-Požarnik et al. (2018) several elements contribute to creative climate in the class room environment which enhances learners to examine their creative potential as well as co-create the classes:

- Dynamism and liveliness in the class: encouragement of independence; research and experiments; collaboration; encouragement of self-confidence; internal motivation
- Trust and openness: encouragement of open communication; time for feedback and opinion sharing; respect of different questions and opinions; failure tolerance
- Time for ideas: permission for self-reflection and self-identification of failures; enabling different possibilities at the beginning of course work; second chances when answering; enough time for new idea elaboration
- Humor, playfulness: learning spontaneity; permission of jokes without hurting each other (teacher vs. participant)
- Discussion: encouragement to discussion, inner dialogue (reflection); provision of confrontations; culture of conflicts
- Risk taking: acceptance of ambiguity, vagueness; testing new techniques/approaches; teacher as role model for risk taking; awarding trial/effort (and not only the results)
- Conflict culture

8. METHODOLOGICAL APPROACH AND EXPERIENCES OF PARTICIPATING ORGANIZATIONS

In FutuReg we share the similar principles related to participants as the other consortium member ALTERNATIVA. As FutuReg also offers the majority of programs free of charge or with registration fee, it means the time management of the courses, their scheduled time is crucial for its success. If it is possible, especially while working with small groups, we schedule the courses based on previous agreement with the participants, or at least we try to find a solution, what time would be the most convenient for them. Since, we work also with schools, we have to cooperate with the teachers and students attending the mediation in terms of finding time which suits not only based on their personal possibilities but also taking into consideration the school time-table and their requirements. The communication is crucial not only during the course itself, but before - as the participants need to know who can they contact or where to find information. With COVID we learned and we are still learning and facing new challenges, especially when it comes to hybrid or online courses, which are nowadays more often than they were before COVID. Technical issues, how to react in an online environment, since the basic social interaction is missing and the trainer is not able to see and interact with each participant - we have to adapt new strategies how to connect with participants, how to involve them in online world, how to not lose their interest during the presentation or workshop. Based on EU Learning Competences FutuReg tries to list a relevant competence, skills and ability list, which should be fitting with job description requirements on job market. The profile of the candidate (job-seeker) or participant is also an important part to take into consideration while preparing the course. The content of the course is divided into modules.

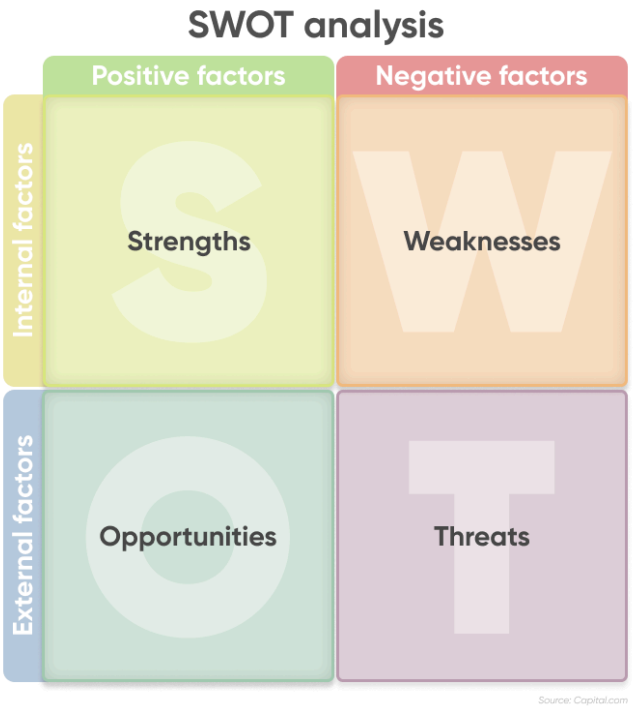
At school, FutuReg works with whole classes with a number of students 20-30. The family situation and providing a kid-friendly environment is an important goal FutuReg is trying to achieve in its programs. There has to be a person or more individuals (based on how large the groups are) who engage with children and spend the time with them, while their parents can join the course.
The need for a child-friendly environment would be a desired condition in the society, however the fulfillment of this need is often neglected and not considered as important from the perception of the majority, which at the end leads to a situation where especially young professional with media background (photographers, media copywriters, sociologist, journalist, marketing experts etc.) do not really want to attend courses with their children, try to leave their children with family or prefer to visit only places which they are certain that their “needs” will be fulfilled. Since these needs are not always acknowledged in our communities and young professionals can be also viewed and criticized for not taking good care of their children, the majority of youth do not attend courses. Despite mentioned obstacles, there are few NGOs who are focusing on youth 18-30 and providing programs especially for them.

FutuReg has the opportunity to cooperate with some of these organizations and get the best practice from them.

The most frequent, popular, and efficient products ALTERNATIVA offers are designed as long-term complex training courses for various vulnerable target groups, while in the center of the activities lies the common goal - re-entering the labour market in the media sector.
The most common Target groups are:

- youth returning to the labour market;
- adult youth
- youth with journalist background
- long-term unemployed youth
- young graduates
- people with cumulative handicapes towards labour market (i.e. combination of more factors causing difficulties in finding an appropriate job).

Programmes Alternativa offers lies on the basic pillars:
Individual and cordial approach towards all clients, establishment of friendly and discrete atmosphere from the very beginning;
Deep entry individual interviews leading to identification of personal situation (family and health situation, disclosing of possible barriers towards labor market, personal work experience, successes and failures, work preferences, hobbies, daily routines, motivations etc. Such a deep structured interview is supplied by personality tests and testing of competences (e.g. IT, language etc according to the needs and the programme goals). This entry process leads to personal SWOT analysis and defining of a so-called Personal Development Plan which means selection of appropriate next steps, recommendation of specific courses, recommendation of the possible employment opportunities.



Group soft-skills courses supporting self-esteem, which is very important for all the mentioned TGs, supporting self-presentation and communication skills, preparation for job-interviews, CVs designing, and sometimes yet more topics like fashion and make-up, healthy living style etc. To some groups of clients, we also provided a professional photographer to get good-quality pictures for the CVs and

professional social networks. With some clients, we made personal video-presentations, which has become oftenly asked from the side of employers especially during Covid times.
The soft-skills courses are followed by IT and AI trainings on various levels according to the needs of concrete participants. All of our participants are led to pass at least the very basic IT course despite their level of education and the chosen working field. Just to gain the basic media literacy to be able to apply for a job via job portals, and to be able to handle IT somehow in their daily lives.
Some of the programmes FutuReg offers (usually for university students who are usually more educated) contain Cyberbullying and Conflict Resolution courses to support clients' position on the labor market, because young people often claim that they have lost competences during heretic studies when leaving university.
Re-training hard-skills courses are offered to those clients who need to gain some qualification or new competences to be able to apply for a job in a specific field identified in the entry interview.
During the course of all training activities, clients are further supported by individual mentoring and coaching sessions, while usually they can choose from a wider portfolio of consultants, mentors and coaches, according to their own personal preferences.
All of the described processes lead to job-placements in ideal cases. In most of the ESF financed programmes, we can provide finances to employers as incentives to employ disadvantaged people who might need more care and patience from the side of the employer in the beginning. We usually provide financial support that can cover up to 100 % of staff costs for 6 months, while we motivate the employers to provide longer-term contracts. Even if the employment does not continue after the support is withdrawn, it always help our clients to get out of the darkness of unemployment, to refresh working habits, to gain self-confidence, and build new competences.
For the success of our programmes, it is always important, whenever it is possible, to:

- set the timing of the courses according to our clients needs and preferences (often we offer both, morning and afternoon sessions and they can choose);
- use training facilities that are easily accessible by public transport and are barrierless in ideal case;
- offer some small refreshment, if it is possible;

- to cover transport costs for the unemployed.
- to build a network of employers from business as well as non-profit and public sectors that are willing to cooperate - to employ disadvantaged people.
- to cooperate with labor offices to facilitate the process of hiring the clients for the programmes.

Project has realized that it is essential to offer a low-entry-threshold for the participants. As FUTUREG offers the majority of programs free of charge (project-based financing with mostly national calls), this issue will not be addressed in the forthcoming section. In practical terms this refers to scheduling the courses, i.e., using time slots that are available for the target groups (e.g., in family situation kids being in school) as well as reachability. Participants need to have full information about whom to contact or where to go for further information. Only in this vein, e.g., potential scheduling challenges might be raised by potential participants.

If due to the family situation the parent needs to take their child with them, our experience shows that offering programs where minor family members can tag along are highly welcomed. However, in this case the facilities (space requirements for participants as well as their children), a dedicated program for the minors (i.e., adapted materials, child-care services) and topics that address both target groups have to be considered.

If the participant does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain. The

instructor must establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate participants via several means (Lieb, 1991):
Techniques and methods that support the teacher/instructor when preparing/starting the course:

- Establishing an open, friendly atmosphere (non-judgmental)
- Appropriate level of difficulty: challenging, yet not overloaded that might lead to frustration.
- Specific/Individual feedback based on their learning outcomes
- Demonstration of benefits (transferability of results) of the learned inputs

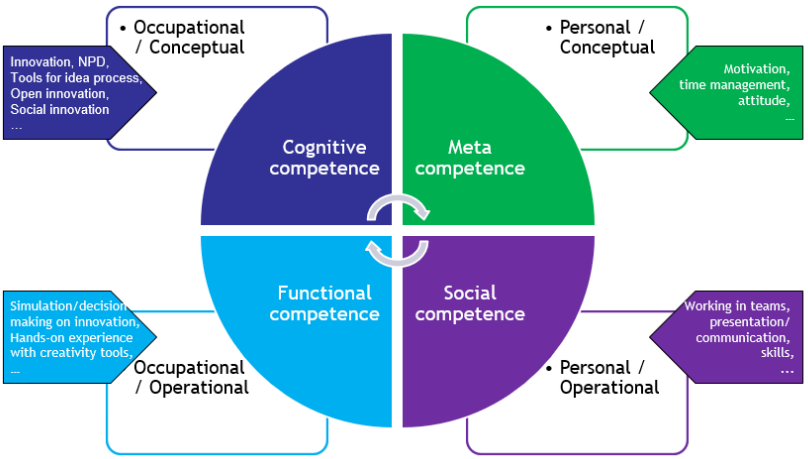
Within courses and workshops, we realized that it is highly appreciated if learners know their gain, i.e., which competencies they will strengthen or establish through the course of work.
In Hungary, it is largely adopted to support the multidimensional holistic model provided by Delamare & Winterton (2005) that distinguishes among cognitive, functional, social, and meta-competence in which each is comprised of two of the following elements: conceptual, operational, occupational, and personal (see figure below).

	Occupational	*Personal*
Conceptual	Cognitive competence	Meta competence
Operational	Functional competence	Social competence

Source: Delamare & Winterton (2005)

Cognitive competence encompasses the know-that (what): theory, concepts and informal tacit knowledge gained experientially; cognition; ability to think and act in an insightful and problem-solving way. Functional competence encompasses the skills or know-how that a person who works in a given occupational area should be able to do and be able to demonstrate.

Moreover, it addresses the ability, on the basis of subject-specific knowledge and skills, to carry out tasks and solve problems and to judge the results in a way that is goal-oriented, appropriate, methodological and independent. Social competence covers dealing with others - the ability and willingness to cooperate, to interact with others responsibly and to behave in a group and relationally oriented way. Meta competence incorporates dealing with oneself - the ability and willingness to develop personally (incl. learning abilities), as well as to develop skills, motivation and attitudes to work and to the wider world.
The below figure shows an example of how in the case of a workshop titled “Innovation management” competences that will be strengthened within the workshop have been exemplified.



Source: author

The more precise the description of competences addressed within the workshop is, the easier later the evaluation of the attained course goals. At FUTUREG, such grids are prepared for most courses that are conducted in groups.

Time component addresses factors influencing a non-formal educational program in manifold ways. The course itself should be reflected already prior to conducting it, moreover the peculiarities of long-term programs have to be considered. Another issue is the evaluation of the conducted course for the improvement purposes of the next one.

Based on the experience of NOVUS also the lifecycle of the learner/participant within the learning program has to be considered from the teacher's point of view, too. Prior starting the program, it is mainly the motivation (teacher vs. participant/content), during the course of the program the above-mentioned elements have to be taken into account, while after the course reflection is essential.

One of the practical tools to reflect the same learning principles are pursued along the organization, different reflection questions can be applied (prior the involvement of the external into the course work). They are adopted from Collins (2004) and are frequently used prior conducting the course (not only for externals, but also within internal staff to reflect on their course content, structure and planned outcomes).

Typical sample questions for course preparation:

- *What are some of the ways you can make training to the learners' practices?*
- *What are some of the ways you can give participants over their learning?*
- *What are some of the ways you can use the learners' experiences as a resource for learning?*
- *What are some of the ways you can keep learners stimulated and involved?*
- *What are some of the ways you can create a safe, comfortable learning atmosphere?*
- *What are some of the ways you can help ensure that they are successful?*
- *What are some of the ways you can reinforce learners facilitating self, peer, or instructor feedback?*

An introductory consultancy meeting is held before the start of the long-term courses/workshops/trainings in order to develop a common set of goals and an individual career plan for the participant. This affects the disclosure of the motivation on both sides. Based on that the participants can decide which courses and workshops suit their competence goals most. To monitor their forthcoming and progress during a long-term program, some practical approaches are recommended:

- Upfront definition of meeting dates/meeting frequency/tentative content (if applicable)
- Clarification of expectations (what does the participant/teacher expect)

- Definition of goals

Note taking is highly recommended for later reviews, however not mandatory. In particular, applicable for those programs that have the option of supervision and reflection throughout the program timeline.

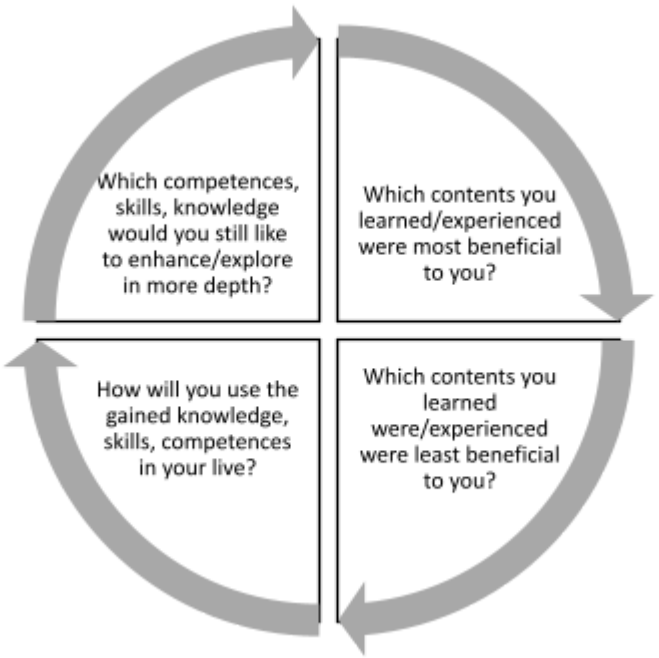
For long-term education programs that last for several weeks and in particular for those in which the group remains constant over the whole period of time, we experience positive results when the day starts with exercise or a walk, followed by coffee and snacks followed by other activities. At the first lectures, the participants are introduced to the rules of etiquette and communication. Moreover, the introduction of each participant makes sense as in this vein knowledge transfer within the group might be achieved (e.g., language or other competence inputs conducted by participants themselves). Having such a multilayers and open cross-sectional approach, gives the participants further skills (i.e., organization skills, sharing knowledge, social skills, etc.) yet requires a high degree of flexibility by the teacher/tutor/program leader.

Evaluation is the last stage of the andragogical cycle, but this does not only happen at the end of the program, but it is a process that lasts throughout the implementation of the program, with defined intermediates steps. This has a significant impact on the quality of the program (Možina, Možina, & Žalec, 2020). For example, at the end of any learning sequence, when we want to find out what is in a program, the provider can adjust the program accordingly if the chosen teaching methods do not work, etc.

Reflection on the issues that are related to monitoring and evaluation, allow the teacher/coordinator of the program to evaluate the program with different aspects: from the point of view of its components, from the point of view of the participants, from the point of view of teachers, however, the influence of the factors that have (yet) influenced its implementation can also be evaluated and their interaction in concrete circumstances (e.g. teachers' work, time arrangement of modules, situational barriers of participants, etc.).

The following 4 questions guide the evaluation:

1. Which contents you learned/experienced were most beneficial to you?
2. Which contents you learned were/experienced were least beneficial to you?
3. How will you use the gained knowledge, skills, and competences in your life?
4. Which competences, skills, knowledge would you still like to enhance/explore in more depth?



Source: author

FRONTIERS OF POTENTIAL

Insights of how-to better work with courses or workshop could be divided into 3 main categories: before, during and after the course. To ensure the effectiveness of a realized course, it is important to set up a few steps and to follow them before, during and after the course. Before the course begins, the promotion of the courses - choosing the best channels for promoting the course and finding new or possible participants who might be interested to attend the course. Make promo videos, posts on social media, and promote the course via local media. The registration procedure - use an online tool to get information about your participants and if needed, you can ask them about their personal references about the content, time schedule, etc.
During the course the focus is on sharing the knowledge of the course content considering the participants expert level, or their level of knowledge about the topic and also considering their abilities and the characteristics of the course, whether it is an online or offline course, how many participants, what age, gender, occupation are they, if they have any special needs or have a special focus on the topic based on their background. By acknowledging the characteristics of the participants and the course itself, we have to choose the best learning model or teaching method. One of the methods we are applying during FutuReg courses is learning by doing and job shadowing, especially when it comes to grant and project management courses.
After the course, there is space for dissemination of the program on local, regional or national level, or even on the international level.
Evaluation of the activity is also encouraged. There is an option for qualitative or quantitative evaluation, based on the course content or methods and the participants. Ongoing contact and therefore evaluation with the students, participants after the course is also a good way to get the most feedback. A longer cooperation after the realization might give us more information about how useful the course was, e.g., feedback on job position or job skills they have gained, follow up actions based on training and job market situation. Nowadays, social media awareness about the course and many other information are a must to be known and acknowledged by potential participants.

At FutuReg, regarding the realization of courses and workshops, we have experienced few challenges related to the recognition of our courses by authorities like the Labor Office or some employer. The recognition process led by state authorities who can officially recognize the course, requires from the organization who provide the course a lot of administration and is a long process to get. Therefore, in Slovakia we have 2 types of courses based on how they are acknowledged by authorities: the one which have the official recognition and might benefit from it, especially in by government or state provided services or jobs. And other courses which do not have this type of recognition; however, it has nothing to do with the quality of the courses.

9. THE GRID/CHECK-LIST FOR FACTORS



Source: author

(SELF-) REFLECTION OF THE DIGIT4ALL PROJECT AND ITS OUTCOMES / CONCLUSION AND SUMMARY OF THE COOPERATION

ALTERNATIVA: WHAT IS YOUR PROFESSIONAL FEEDBACK ON THE COOPERATION (you can insert into existing text).

In terms of the project cooperation, ALTERNATIVE would like to highlight the following key aspects that are shared within the consortium:

Team dynamics: one of the crucial factors that significantly influenced the success of the project was the positive team dynamics maintained throughout. From the outset, at the beginning established open communication was set on online channels, fostered a collaborative environment, and ensured everyone had a voice. This allowed to leverage each team member's strengths and expertise effectively.

Goal clarity: right from the project's inception, we had a clear understanding of our goals and objectives also concerning the consortium agreement, establishing communication channels, taking active parts and communicating all the information. This clarity helped us align our efforts and work towards a shared vision. We regularly reviewed and revisited our project goals, ensuring that everyone remained focused and committed to achieving them.

Roles and responsibilities: each team member had well-defined roles and responsibilities, contributing to a sense of ownership and accountability. This structure enabled us to streamline our work, minimize confusion, and ensure efficient project progress. Regular check-ins and updates regarding individual responsibilities were instrumental in maintaining this framework. Based on approved projects or agreement. It is advisable to have it in written form, in a chart or some visually easy to understand format.

Effective communication: communication played a pivotal role in our project's success. Partners established various communication channels, both formal and informal, to facilitate timely and transparent information exchange. Regular team meetings, progress reports, and informal discussions helped us address challenges, share ideas, and make informed decisions collaboratively. Virtual team online and offline meetings on transnational meeting occasions. Setting up online meetings on a regular basis, not only occasionally. Write memos, and maintain continuous communication via more

channels: online meetings, emails, phone calls, chats. In case one of the partners was uncertain about some points, we tried to go through the plan in detail, giving space to each partner to share their opinion and questions.

Adaptability: staff members remained flexible in our approach, swiftly adjusted plans when necessary, and proactively sought solutions to overcome obstacles. Flexibility and adaptability can be achieved only if there is an open and effective communication, so we are aware of any change on time, being able to adapt to it and communicate the changes with the partners.

Conflict resolution: despite our best efforts, conflicts arose within the team at times. However, the Project team handled them constructively by encouraging open dialogue, active listening, and a focus on finding win-win solutions. Resolving conflicts promptly and respectfully ensured that they did not hinder our progress or impact team morale. Constructivism and openness are key to being able to manage conflict situations. Active listening and respectful approach help to maintain the team moral and the mood.

Lessons learned: reflecting on the project cooperation, it is important to identify areas for improvement and learn from the experience. Conducting a thorough retrospective analysis would enable us to identify strengths and weaknesses, highlight best practices, and carry forward valuable lessons into future projects. Working with partners from other countries taught us a lot, especially when it comes to communication, online cooperation, adaptation to others needs, learning new methods, sharing ideas and getting the best practices from them. Also new elements enriching educational process

In conclusion, this project cooperation was characterized by strong teamwork, clear goals, effective communication, adaptability, and constructive conflict resolution. By maintaining these key elements, we were able to overcome challenges, deliver results, and foster a positive and productive working environment. Moving forward, it is essential to leverage these insights and continue refining our collaborative practices to enhance future project outcomes.

The evaluation grid is concluded with some personal notes/insights which was gathered within the Erasmus+ DIGIT4ALL project:

FutuReg: Cooperation on this project enriched us in many ways we were not expecting in the beginning. The partner organizations inspired us, shared with us their knowledge and showed a little bit from their work, environment and also gave us more perspective about the topic and also about the situation in their countries. Not only we met incredible personalities within the partner organizations, but the project itself made it possible to meet new people, NGOs who work with the target group and provide wide variety of services for women. We learned also a lot about the topic itself and we do believe that by meeting new people and NGOs, connecting them, we can work on new possibilities and work with the target group in new projects. Last, but not least, we are very proud that during this 2-year cooperation, we were able to arrange conference, workshop and prepare materials: Best Practice Guide and Coursebook which might be used in each country and can be helpful for many other organizations and also for our target group.

By hosting the project event in Szeged, Hungary a, i.e., workshop about media ALTERNATIVA touched based on our preceding core activities and introduced the project partners to our services and programs. The collaboration was inspiring on all levels.

ALTERNATIVA: REFLECTION/FEEDBACK ON THE COOPERATION

For Alternativa Egyesulet Digit4ALL project was the first Erasmus+ Small Scale Partnership project in the role of a Project Partner. In comparison with previous international experience, say that this actual cooperation was one of the very challenging best ones thanks to the proactive, productive, open, and friendly atmosphere that supported all project activities.

The project goals were set clearly and all partners did their best to fulfill them in time and in appropriate quality. The project was run efficiently and was realized smoothly thanks to good leadership and partners cooperation supported with regular virtual contact.

The international events were extraordinarily productive and enriching while it comes to competences towards supporting disadvantaged women on the work market. The project

activities, including the international face-to-face events have moreover created a space for building and enlarging national networks of experts and organizations working with women.
The partners hosting international events always provided the others perfect background for common work, and allowed the visitors to get to know well the local conditions and environment they are working in. The organization of these events were managed more than well. Moreover, in Slovakia, we experienced the most cordial welcome ever.
Big thanks to the whole project team!

FUTUREG-**REFLECTION/FEEDBACK ON THE COOPERATION**

The cooperation in the project was partially changing the life of our organization and opening minds for its employees, cooperating youth. FUTUREG so far was not engaged in international European Erasmus projects that require Hungarian as mother tongue as lingua operandi nor was the topic of youth education in media so central to the activities offered. Albeit, FUTUREG consists only of female employees, technical topics about digital safety and literacy for youth were addressed within other attempts and projects the society is running. With DIGIT4ALL project FUTUREG extended our primary target group and based on that initiated further projects as we realized that young people in southern Hungarian context have a lot to do with Hungarian young people living in Southern part of Slovakia, too. By hosting the project event in Bratislava, Slovakia a, i.e.,Networking Conference and Kickoff Meeting about media literacy FUTUREG with ALTERNATIVA touched based on preceding core activities and introduce the project partners non-profit organisation, networking, way of learning methods and youth work, offered services and programs. The collaboration was inspiring on all levels.

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