

ENGLISH SUMMARY

The literature analysis shows that adult educational providers have considerable didactic, organizational and technical design requirements for successful teaching and learning processes with digital offers. The majority of the 181 continuing education institutions participating in the study state that they are facing up to the opportunities and challenges of digital elements in continuing education opportunities. The current status of digitization shows that around a third of educational institutions already have extensive experience in using digital media and methods. Around 40 percent of the educational institutions see themselves in an intensive experimentation and testing phase. Together, a clear majority indicate that they are concerned with digital media and methods. Reasons against digitization are high costs for the digital infrastructure and other focal points in the portfolio.

The training providers name several medium-term trends for the next five years, for example a strong expansion of the range of digital skills is expected. Above all, it is expected that mobile learning on smartphones or tablets could replace learning with and on the computer. There is also a higher proportion of virtualization, for example in the form of virtual seminars or web-based self-learning modules. Overall, the use of digital methods and tools sees moderate changes in organizational development, especially in relation to the importance of data protection and media law, as well as changing requirements for teachers.

Differences or priorities of the further training offers on digital skills are primarily evident in the level offered: the vast majority of current offers are aimed at basic to independent levels. This will also be seen for the next five years. The majority of the offers are not aimed at specific target groups. With regard to future target groups, it is expected that all people will continue to be addressed, but disadvantaged groups (low level of education, poor knowledge of German and older groups of people) will become more important. A drop in the range of digital skills is only expected in isolated cases.

The challenges of digitization concern the question of data protection and data security, as well as the professional handling of the possible reduction of the social relationship component. These changes in the previous teaching-learning situation towards learning support also pose new educational, didactic and technical requirements for the trainers, which will also include dealing with structurally changed pre- and post-supervision services due to the flexibility of the place of learning and the learning times.

The survey shows that the vast majority use external quality assurance procedures, v. a. wien-cert, ISO 9001, Cert-NÖ as well as OÖ-EBQS and ISO 29990. Certifications at educational institutions primarily help to optimize organizational processes and make organizational structures transparent. In addition, they are an important element in opening up funding tracks and strengthening the market position.

The Digi-Winner has been positioned as a new funding offer in the differentiated Viennese funding landscape (e.g. waff, AK, AMS) since 2019 especially for vocational training and further education in the field of digitization. A third of the training providers surveyed (or more specifically among the senior managers participating in the survey) are aware of the Digi-Winner as a funding offer six months after the introduction. In the course of the study, the Digi-Winner could now be presented to the remaining training providers for the first time.