

DIGIT-GERA

**BUILDING A DIGITAL
AGE-FRIENDLY
LEARNING COMMUNITY**



Analysis of geragogy methodologies for senior learners
for an active digital citizenship

Title:

**DIGIT-GERA
BUILDING A DIGITAL AGE-FRIENDLY
LEARNING COMMUNITY**

***Analysis of geragogy methodologies for senior learners
for an active digital citizenship***

Project partners

PCKK Jolanta Ratyńska (Coordinator), Poland

E-Seniors (France)

União das Freguesias de Gondomar (SCosme), Valbom e Jovim (Portugal)

Método Estudios Consultores (Spain)

Centro Integrado de Formación Profesional Misericordia (Spain)

Cooperativa Sociale Ipsso FACTO (Italy)

Authors

Jolanta Ratyńska, Barbara Janic

Anaïs Fernandez, Isabella Ramos

Daniela Rodrigues, João Constâncio, Bárbara Dias, Tânia Pinheiro

Eduardo Sanchez, Ana Saborido, Ángela López

Miguel Vidal, Nieves Villarroya, Daniel Flores, Andrés Maestre

Angelo Congedo, Sara Donadei

The editing of this handbook was finished in 2022.



CC BY-SA 4.0 license: This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



UNIÃO DAS FREGUESIAS
de Gondomar (S. Casimiro), Valbom e Jovim



CONTENTS

1. Introduction	3
2. Project DIGIT-GERA and partnership.....	5
3. About geragogy, seniors and geragogues.....	10
3.1. What does geragogy do?	10
3.2. Critical geragogy	11
3.3. Seniors and learning	12
3.4. Geragog and methodology of geragogue's work	16
3.5. Geragogy in publications	20
4. Educational programmes to enhance the competences of seniors as digital citizens, age-friendly, based on geragogy methodology	25
4.1. Digital and soft skills in senior education and the use of geragogy methodology to create aged-friendly training programs - examples of good practice	29
5. Conclusions for organizations implementing changes in seniors' education processes.....	73
6. References.....	80

1. INTRODUCTION

Europe's elderly population has seen a significant increase in recent years due to increasing life expectancy and improved health care. The European Commission has launched several initiatives to promote the participation of older people in lifelong learning. These include the Lifelong Learning Program (LLP), which offers funding for education and training initiatives across Europe; and the Active Aging program, which encourages older people to stay active and fit, both physically and mentally, through a wide range of activities such as volunteering, hobbies and physical activities.

Organizations, both public and non-governmental, provide older people with increasing access to educational opportunities, helping seniors stay active, fit and engaged in their communities through lifelong learning.

The key element of this process are geragogues - staff working directly in senior environments, who should constantly improve their competences, both substantive and interpersonal. Digital technologies are an increasingly important aspect of learning, and they are also becoming more and more important in everyday life.

The elaboration that we are handing over to the readers is intended to familiarize the reader with the concept of geragogy and the geragogical approach to organizing the educational environment. Geragogical concepts have been in operation for a long time, but they are not widely popular in the environment of educators and creators of educational programs addressed to seniors. This environment is dynamically developing.

The study also shows issues related to the inclusion of seniors in the digital society and the creation of a digital learning community friendly to seniors.

The publication is addressed to all people working for the elderly, regardless of whether they are employees of the Universities of the Third Age, senior clubs, non-governmental organizations or carers of the elderly. The reader will find here information about the areas of interest of geragogy, a compendium of interesting publications from several European Union countries, examples of good practice - projects developing digital and soft competences of seniors, which have been implemented in 24 European countries. As well as recommendations and tips developed on the basis of literature research and own experiences in educational work with seniors of the authors of the publication, regarding the creation of Digital Age-Friendly Learning Community (DAFLC).

2. PROJECT DIGIT-GERA AND PARTNERSHIP

DIGIT-GERA Project: GERAGOGY METHODOLOGY: BUILDING A DIGITAL AGE-FRIENDLY LEARNING COMMUNITY

DIGIT-GERA is an Erasmus+ project which is aimed at supporting the local learning environment of participant countries and to promote the social inclusion of senior citizens into digital society.

It creates wide learning opportunities and allows seniors to exploit the opportunities that the digital society has to offer.

Objectives of the project:

1. Creation of a common geragogical methodology and collection of best practices in the field of senior education.
2. Training adult education teachers and trainers in geragogical methodologies to develop a new methodology for Age-Friendly Digital Communities (DAFLC).
3. Promote the use of DigCompEdu to develop teacher training courses to provide them with digital skills recognised at European level.
4. Creation of an age-friendly digital learning community (DAFLC) where teachers can create assignments and exercises for their older students in a digital environment and share their online course experiences.

Partnership

The project is implemented in partnership by 6 organizations/institutions from 5 different European Union countries (Poland, Spain, France, Portugal, Italy), which bring experience and permanent relationships with other educational, cultural and social organizations at the local level.

PCKK Jolanta Ratyńska, Poland – coordinator

Since 2000, the PCKK has conducted extensive educational activities. PCKK is a private educational centre with the mission "We educate with imagination".

The structure of PCKK includes:

PCKK Teachers' Training Centre - an institution accredited by the Lower Silesian Education Superintendent - conducts methodological training, inter alia, in the use of digital technologies in the didactic process;

The PCKK Continuing Education Institution entered into the Register of Training Institutions of the Lower Silesian Voivodeship Labour Office - conducts training courses for the needs of the labour market.

Since 2008, PCKK has been cooperating with Jeleniogórska Academy of the Third Age, conducting regular training in the area of ICT for seniors.

In 2017-2019, PCKK conducted development seminars for 100 seniors - leaders of local communities, and in 2021, courses improving functional digital competences for over 160 adults, including 125 elderly.

PCKK implemented many local educational projects from the European Social Fund as well as projects from the Grundtvig, Leonardo da Vinci and Erasmus+ programs.

E-SENIORS: INITIATION OF SENIORS TO NTIC ASSOCIATION, France

E-Seniors is a non-profit non-governmental organisation, founded in 2005. E-Seniors aims at fighting e-exclusion by offering ICT training to seniors (people aged 55 and over). Its main objectives are:

- to bridge the digital gap between generations,
- to foster seniors' social participation,
- to propose activities encouraging seniors to spend their free time.

Since its creation, E-Seniors provides ICT courses for seniors in various public places and constantly opens new courses all over the Parisian region, in order to provide proximity services taking into account the rhythm, the interests and the needs of its audience. Through its actions for and with elderly people, E-Seniors also raises awareness about the importance of ICT solutions in everyday life. The association also proposes interactive gaming activities in elderly residences, retirement homes and day-care centers. E-Seniors is aware of the challenges that both healthy and dependent seniors face up to and is involved in the development of new products and services aiming to boost independent living and to maintain

physical and mental health.

The classes have followed the same format since the beginning with a trimester of 8 courses of 2 hours per training. A ratio of one trainer for four trainees at the maximum is proposed in each course in order to provide a personalised approach to the training. Each practical course is accompanied by paper tutorials in order to help seniors to train themselves at home after the course. At the end of each course, a summary is provided and a questions and answers session is proposed to the whole class. Also, an evaluation questionnaire is given to all participants at the end of the 8 sessions of training.

Método Estudios Consultores SL, Spain

Método has been training adults since its creation in 1999 and during this time, Método has trained more than 400,000 students, and practically all of them are adults. Among the students there is a high percentage of people over 45 years old.

Our company has given numerous courses on digitalisation for adults, as an example of this, we are currently executing a project for the regional government on digital literacy for adults with more than 400 students to be trained in basic and advanced digitalisation content. Furthermore, Método is currently executing a project on digitalisation of adult women in rural areas of Spain, financed by the EU NextGen Funds, in which more than 25,000 women will be trained in digital literacy content.

Método is a company that is approved by the Public Employment Service in Spain to train teachers and trainers to be able to work in adult training. Método offers certificates of professionalism recognised by the Spanish administration that enable students to work as adult trainers. This training is given both in face-to-face classes and online format through our own training platform.

Throughout its existence, more than 75% of the 20,000 courses given by Método have been online training. Our company prepares its own course contents through the Pedagogy department. At present, Método has its own catalogue of more than 300 courses.

Integrated Public Center for Vocational Training Misericordia, Spain

Centro Intregado Publico De Formacion Profesional Misericordia (CIPFPM) Vocational education high school (Valencia, Spain) is a state centre depending on the Valencia Ministry of Education. CIPFPM is the biggest vocational high school in the region with more than 3,000 students and 200 full-time teachers. Pupils can study vocational studies of the following

professional branches: Business administration, Secretarial studies, Commerce, Marketing, Electronics and Socio cultural services.

We have students till 65 years old due to the fact that we are the only VET centre with an official night shift for adults. We also teach a special program for adults called “second opportunity”. We also teach official courses for unemployed people.

Our institution has taken part in several European Projects (Lingua, Comenius, Socrates, Leonardo, Erasmus and Erasmus+). Right now, we are involved in 6 Erasmus+ KA2 Projects. We also develop national and regional projects.

Since 2006, the centre has offered several full e-learning programs (two years) with official recognition.

We have a special focus on adult’s projects due to the fact that we teach social studies (social integration, social care, etc).

UNIAO DAS PARGUESIAS DE GONDOMAR (SCOSME) VALBOM E JOVIM, Portugal

The União das Freguesias de Gondomar (S. Cosme), Valbom e Jovim is one of six Parishes within the Municipality of Gondomar with a population around 50.000 habitants, which in turn is one of the sixteen Municipalities of the Greater Metropolitan Area of Porto, in the North of Portugal.

As a public entity, the Institution has many competences established by the government and developed a lot of projects related with entrepreneurship, employment, training, nonformal education for all citizens - children, youngsters, adults and seniors, also on social inclusion, active ageing, disadvantaged people, several projects related with local and national volunteering projects.

According to the provisional results of the 2021 Census, the Territory of this Local Authority has 10381 inhabitants over 65 years old. In this context, we can enhance our permanent projects that focus on the education of the elders:

- Senior University of Gondomar, recognized as a member of the Network of Excellence of Universities and Academies Seniors, with 400 students, consists in an informal education project that aims to provide a social and cultural response for people 50 years of age or older;
- The União das Freguesias de Gondomar (S. Cosme), Valbom e Jovim is a member of the WHO Friendly Age Network of Cities and Communities by participating in the World Health Organization's Friendly Cities and Communities Network and by adhering to the principles

enshrined in the Dublin Declaration 2013.

- The Center of Conviviality of Valbom aims to promote the implementation of a bio and psychosocial monitoring of the most disadvantaged elderly people, as well as to provide them with an active, inclusive and constructive aging in the society where they belong.
- Member of the Porto4Ageing Consortium, whose project is to create a center of excellence in the field of active and healthy aging within the framework of the European Partnership on Active & Healthy Aging (EIP-AHA) of the European Commission.
- Since 2009, this Local Authority has been implementing initiatives and projects, at the time, under the Lifelong Learning program
- Projects under Erasmus + programme, like for example the Digit All project and the Silver Civic Education project, that gives us inputs that generate the implementation of proposals for our community are being translated into the effective implementation of joint projects and in cooperation with the various local partners to cover the needs diagnosed in the administrative territory of this Local Authority.

Cooperativa Sociale Ipso F.A.C.T.O., Italy

Coop. Soc. Ipso F.A.C.T.O. is a social cooperative (a form of social enterprise) that was founded in 2017 from a group of young people with the aim to improve the opportunities for people from their own territory, the Apulia region (South-eastern region of Italy).

For the Ipso F.A.C.T.O. organisation, this is its first time in a EU project (but not for its team) that aims to improve the digital skills of older people, but it is not the first time in non-formal education, peer-to-peer education, and managing public and private funds.

The Ipso F.A.C.T.O. activities embrace a wide range of target groups, from the youngsters to the old people, because, as an organisation, we believe in the strength of intergenerational relationships and in the mutual exchange through the generations. In fact, after some years in managing public and private funds, around cultural projects, we believe, also thanks to the DIGIT-GERA project, that many of our senior recipients need to improve their skills on ICT to see and better enjoy the territory thanks to the digital devices that through apps and websites could explain as deeply as a real guide.

We think that *“beauty will save the world”*, and also older people, who through ICT skills could improve their happiness and social net, fighting social exclusion, discovering the world around them, whenever they want, thanks to the potentiality of new technologies.

Furthermore, with our projects and non-formal education courses, we formed hundreds of people.

3. ABOUT GERAGOGY, SENIORS AND GERAGOGUES

3.1. WHAT DOES GERAGOGY DO?

Geragogy is a pedagogical science. The subject of interest of geragogy are the elderly, whom it looks at from the perspective of broadly understood lifelong education. This area is complemented by the so-called trend of upbringing to old age, which also applies to the general public. The main subject of interest of geragogy is supporting the development of the elderly in the physical, mental, social, cultural and spiritual context. It is crucial to understand the concept of support correctly. In geragogy, this means non-directive management of the development of the individual.

People playing the role of a geragogue mainly play the role of an animator, advisor, mediator or organizer, maintaining the subjective nature of the relationship.¹

Geragogy is a practical discipline and provides tools for methodical work with the elderly. The aim of educational activities for the elderly is to deal with the problems of everyday life and improve the quality of life.

Nowadays, an important area that affects the quality of life is the Internet and digital technologies. The ability to function in a digital society is becoming a key development area for older people.

Age-oriented education functions

Selected functions of age-oriented education, including education in the senior age, are:

- Instrumental functions - education is a remedy against various existing problems and difficult life situations, including one's own old age;

¹ A.Leszczynska-Rejchert, Geragogy as a pedagogical subdiscipline - assumptions and forms of implementation, 2009

- Social, cultural and civilizational functions - education is a lifestyle, a way of experiencing old age, filling the available time. An educational lifestyle can also be the result of the influence of cultural and civilizational factors, emphasizing the role of learning in human life and development, determining the social position of an individual through learning.
- Auxological functions - education is a chance for development, stimulating personality changes, preventing atrophy, allowing for adaptation to changes brought about by old age itself and the living environment of an elderly person.²

The methodology of geragogy focuses on the autonomy of the elderly person, their will, subjective needs, reducing the perspective of objectified duties of the generation.

David Battersby and Frank Glendenning recognize that the basic task of geragogy is to provide older people with the possibility of independent and critical assessment of their own lives and experiences, which in turn is to stimulate activity and reflectivity³. Brian Findsen and Marvin Formosa divide geragogy into programs aimed at older people who want to learn, and programs aimed at educators - people teaching older people⁴.

3.2. CRITICAL GERAGOGY

Critical geragogy is a branch of geragogy that "in contrast to the scarce paradigm of old age, celebrates the diversity found among older people and emphasizes a view of later life as a period of deep creativity where older people can use creative outlets to reflect on their own unique stories" and for personal healing and problem solving (Hickson & Housley, 1997). From a critical point of view of geragogy, learning later in life offers the opportunity to lead older people to greater personal control and autonomy (Glendenning & Battersby, 1990). According to this view, older students are supported in pursuing goals which, according to Maderer and Skiba (2006), can be classified as person-centred (development or maintenance of mental and physical competences, life satisfaction, independent involvement in meaningful activity).; focused on others (social responsibility, commitment and mindfulness); and focused on the

² E. Kowalska-Dubas, Geragogy as a pedagogical subdiscipline, 2020

³ D. Battersby, F. Glendenning, Reconstructing Education for Older Adults: An Elaboration of the Statement of First Principles, „Australian Journal of Adult and Community Education” 1992, t. 32, nr 2, s. 120

⁴ B. Findsen, M. Formosa, Lifelong Learning in Later Life, SensePublishers, Rotterdam, Boston–Taipei 2011, s. 55

matter (confrontation with new challenges in areas that are of personal importance). These ideas are supported in learning contexts where, rather than condescending practices, the teacher's role is to collaborate with students in building a sense of community and social inclusion (Włodkowski, 2008). From this perspective, teaching and learning involves dialogue, negotiation, reflection, and promoting ownership of the learning experience among older learners (Formosa, 2002).”⁵

3.3. SENIORS AND LEARNING

With age, a change in social roles and activities of seniors is observed. Researchers formulated e.g. the theory of successful aging, referred to as selective optimization with compensation theory. According to this theory, with age, a person chooses for himself such areas of functioning that are consistent with his own skills, interests and the requirements of the environment in which he lives. Optimization refers to the improvement or preservation of the senior's existing functioning capabilities, and compensation consists in searching for new areas of functioning instead of those that were important in the previous life. (D. Seredyńska, 2013). On the other hand, the requirements of the living environment are heading towards increasing digitization.

When creating an educational offer and development proposals for seniors, it is worth taking this into account, as well as the six dimensions of successful aging (B.J. Fisher and D.K. Specht, 1999):

- a sense of purpose
- interactions with others
- personal development
- self-acceptance
- autonomy
- health.⁶

⁵ A. Creech, S. Hallam, Critical geragogy: A framework for facilitating older learners in community music, London Review of Education Volume 13, Number 1, 2015, <https://files.eric.ed.gov/fulltext/EJ1160345.pdf> access 30/12/2022

⁶ A.Kozerska, Ways of theorizing about the education of seniors,

The key in the geragogical approach is the awareness that the vast majority of senior-age learners have already completed their professional activity. Hence, there is no urgent need for knowledge related to the working environment. Seniors start learning rather from an internal desire to stay active. The factors motivating people in the third age to join lifelong learning programs stem from the needs specific to this stage of life:

- willingness to broaden knowledge and/or develop existing skills,
- willingness to acquire new competences; they often learn what they did not have the opportunity and time to learn at a younger age,
- the need to adapt to an ever-changing world,
- integrating
- the need to participate in activities for the benefit of society and local communities.

Contemporary seniors - criteria of diversity

Due to the constantly increasing number of elderly people in European societies, the demand for development services for them is increasing.

What aspects should people organizing learning for seniors take into account?

A challenge for adult education providers is the huge diversity of learners.

Group diversity can be analyzed in different contexts.

- **Age criteria**

WHO considers the age of 60 to be the beginning of old age. In the later period of life, three stages are distinguished: 60-75 years old - advanced age (so-called early old age), 75-90 years old - old age (so-called late old age), 90 years and more - venerable age (so-called longevity). Late maturity today lasts a very long time and is still getting longer. Therefore, gerontologists - specialists dealing with various aspects of aging (medical, social, economic, psychological, etc.) speak not only of the "third age", but also of the "fourth". The latter term is used to describe people aged 75–80.

- **The criterion of education and experience**

Statistical data show that in Poland, in 2002, among people aged 60-64, 8.1% had higher education. On the other hand, among the then 40-44-year-olds, 10.8% of people in this age group had university diplomas.⁷

Currently, people who were then 40-44 years old are entering senior age and, according to the data, are characterized by higher education than their peers 20 years ago. The number of very well-educated seniors in Poland is gradually increasing, these people are better and better prepared for independent mental work.

In Spain, in 2014, in the 56-64 age group, 21% had higher education, while in 2020 - 28%.⁸

In Italy, the percentage of highly educated people aged 60+ increased from 7% in 2014 to 9% in 2020.⁹

In Portugal, we are seeing a similar improvement in seniors' educational attainment. In 2010, people with higher education aged 65+ accounted for 8%, while in 2020 already 11%.¹⁰

As in Poland, the number of well-educated seniors in each of the partner countries has been increasing over the years.

An increase in the level of education may be an important reason for changing the needs, expectations and aspirations of older people. This is an important premise for institutions organizing lifelong education to constantly update their development offer.

- **The criterion of experience in using digital technologies**

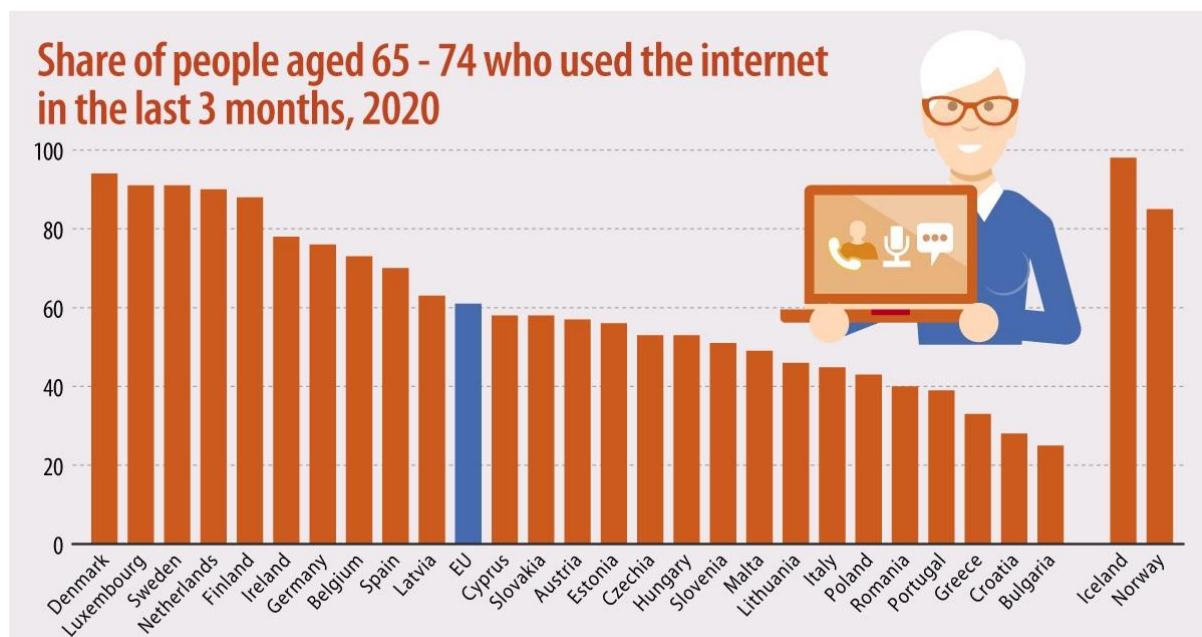
Nowadays, the basic indicator of experience in using digital technologies is the number of people using the Internet. According to data published by EUROSTAT in 2021, that in the 65-74 age group, the European average for people using the Internet is 61%. The country with the highest percentage of seniors using the Internet is Denmark with 94%. The worst result was recorded in Bulgaria, where only 25% of people of this age use the Internet. Of the 27 European Union countries surveyed, Portugal ranks 24th with a percentage of 39% of people aged 65-74 using the Internet, Poland ranks 22nd with a percentage of 43%, Italy ranks 21st with 44% of seniors using the Internet . Spain was above the EU average, while data from France was not available.

⁷ GUS, https://stat.gov.pl/cps/rde/xbcr/kielce/ASSETS_rap_ludnosc_2.pdf accessed on August 14, 2022

⁸ Source: Education and Training Statistics. Eurostat

⁹ Source: <http://dati.istat.it/>

¹⁰ Source: PORDATA



France: 2020 data not available. As a result, the EU aggregate has been estimated.

ec.europa.eu/eurostat 

Source: <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/edn-20210517-1?redirect=%2Feurostat%2F> (accessed August 16, 2022)

In each group of mature learners, we observe a wide range of digital skills. Access to the Internet is not the key here, as the number of people using wireless Internet is constantly increasing. For example, in Poland, according to CBOS, in a study conducted in June 2022, 89% of people over 65 years of age confirmed that they use wireless internet.¹¹ According to CBOS research, the use of digital technologies is correlated with the level of education.

Research conducted in Poland shows that the majority of older people who do not use the Internet do not use it due to the lack of such a need or lack of appropriate skills.¹²

In recent years, during the difficult time of the pandemic and social isolation, the number of people using digital technologies has significantly increased, also in the senior group.

¹¹ CBOS, Research Communication No. 77/2022 Internet use in 2022
https://www.cbos.pl/SPISKOM.POL/2022/K_077_22.PDF (accessed August 16, 2022)

¹² The situation of the elderly in Poland in 2018, ed. D. Wyszowska, M. Gabińska, S. Romańska, Warsaw, Białystok 2020

When preparing to work in groups of mature students, creating educational programs, it should be taken into account that researchers increasingly often pay attention not only to chronological and biological age, but also to factors such as lifestyle, level of activity or psychophysical condition.

3.4. GERAGOG AND METHODOLOGY OF GERAGOGUE'S WORK

Who is a geragogue?

A geragog is every person who undertakes intentional actions to support the development of an elderly person.

Anna Leszczyńska-Rejchert writes that the pedagogy of old age (geragogy) should have a universal dimension, which means that it can:

- be carried out both by professionals and other people organizing seniors' education;
- be used in institutions and organizations focused on institutional development work with the elderly, such as universities of the third age, senior clubs and with younger people, when programs for upbringing to old age are implemented.¹³

Among the numerous professional tasks of a geragogue, A. Leszczyńska-Rejchert mentions:

- the geragog diagnoses the needs and problems of the people he works with and their potential;
- contributes to the acquisition of new knowledge and skills by seniors, supports them in developing interests, shaping attitudes, encourages them to reflect on themselves and make efforts towards development;
- helps the elderly to understand, accept and adapt to changes in their functioning in the physical, mental and social dimensions;
- initiates, stimulates and supports senior activity in various forms;
- it helps mature people to maintain or regain independence and responsibility for their own lives.¹⁴

¹³ A.Leszczńska-Rejchert, Geragogy as a pedagogical subdiscipline - assumptions and forms of implementation, 2009

¹⁴ A.Leszczńska-Rejchert, Geragogy as a pedagogical subdiscipline - assumptions and forms of implementation, 2009

Geragogue work methodology

The basis for effective work with mature people is broad knowledge of the rules of their physical, mental, social and functional development, thanks to which it is possible to determine their needs and real possibilities in the field of education. At the same time, it should be remembered that this group is internally very diverse and requires adaptation of methods and individualization.¹⁵

Planning the educational process

Education, as planned learning based on a previously developed program, anticipates the effects of actions taken. In educational work with seniors, planning should take place in two stages. First, the planning of the process by the geragogue, and then the involvement of the participants themselves, co-deciding and responsible for their own education to a certain extent.

In order for educational activities to be effective, specific development goals must be developed. These are conscious learning outcomes that will be the basis for planning teaching methods, content or ways to monitor progress.

Objectives should be related to changes that are planned to be achieved in terms of knowledge, skills and attitudes of learners. The goal is not to present specific material, perform exercises or tasks. The goal defines the change that is to take place in the adult learner.¹⁶

Working methods

High motivation of learning seniors and rich life experience are the basis for conducting practical classes, e.g. in discussion teams, group projects. Training, demonstration, case study, staging, manual work and observation will work well. Mature people are also eager to listen to lectures and want to prepare for classes by reading books and scientific materials (Simson et al. 2001).

The overriding principle is the individual adjustment of teaching methods to the needs of a specific group of participants.¹⁷

¹⁵ M. Kilian, Methodology of educating people in old age: basic guidelines and principles, 2015

¹⁶ There

¹⁷ M. Kilian, Methodology of educating people in old age: basic guidelines and principles, 2015

In digital education, there is also the "sandbox method" - self-testing, checking, making mistakes and gradually learning how to use a computer or smartphone.¹⁸

Content layout

Working with content addressed to seniors should be structured and adapted to the following rules:

- from the known to the unknown,
- from easy to difficult,
- from General to specific,
- from examples to abstractions.

Issues should be presented in a logical and structured manner, including preambles, enumerations, repetitions and summaries.¹⁹

Seniors like a linear shot of content. This is closely related to the habits of learning from books.²⁰

It is recommended to use simple language, without unnecessary comments and digressions, clear and short instructions. Considering the fact that older people need more time to acquire new skills, it is worth giving written instructions to which the learner can return, recall. It is also good to plan shorter training sessions and make summaries and repetitions.

Assessment of learning outcomes

The assessment of seniors' learning outcomes is not about formal assessments. A formal approach can cause fear of evaluation and block older people from taking up challenges.

The participant's subjective view of their own learning progress is important.

Various forms of feedback provided by the geragogue and the participants are used.

Principles of organization of the educational process of elderly people

The motivation of adults to learn, according to M. Knowles (Knowles et al. 2009), depends on their belief that:

¹⁸ "Digital Debutants - Taming Technologies", REPORT How seniors use technology?, 2021

¹⁹ M. Kilian, Methodology of educating people in old age: basic guidelines and principles, 2015

²⁰ "Digital Debutants - Taming Technologies", REPORT How seniors use technology?, 2021

- can be successful in learning
- have an impact on the learning process, plan goals, methods of implementation
- they learn important and necessary things in real life
- they enjoy learning

M. Kilian attributes to the above factors the following rules for organizing learning for the elderly:

- success - the principle of individualization and compensation
- will - the principle of activation and the principle of self-direction in the learning process
- value - the principle of using life experience and the principle of usefulness of acquired knowledge and skills
- Pleasure - the principle of mutual respect, the principle of positive satisfaction and the principle of inclusion.²¹

When preparing for work, a Geragog should understand these principles and identify with them so that they naturally occur in his work environment.

²¹ M. Kilian, Methodology of educating people in old age: basic guidelines and principles, 2015

3.5. GERAGOGY IN PUBLICATIONS

In further exploration of the subject of geragogy and working methods in the field of seniors' education, the reader may also be helped by the publications cited below.

Publication *Vieillesse et formation des adultes (Aging and adult education)*, D. Kern²² presents the development of pedagogical thought in the contexts of adult education in Anglo-Germanic areas and in France. The reader can familiarize himself with five models of training for older people and definitions of terms:

- educational gerontology - a model valid in the English-speaking world (United States);
- geragogy - Anglo-Australian model;
- gerontagogy and geragogy - the model and terms appearing in the German and French cultural space;
- geragogy - a general and integrative model, described by the authors, e.g. German and French; A. Zych, a Polish professor of education, is also a promoter of geragogy;
- integral lifelong education - a model found in the works of French authors, advocating the inclusion of educational gerontology in lifelong learning, in order to avoid segregation of the elderly in educational institutions.

The publication also discusses the specificity of training for the elderly, which differs from andragogy. It also shows the common elements of both approaches and develops training perspectives for the elderly.

Access to publications: <https://www.cairn.info/revue-savoirs-2011-2-page-11.htm>

The location of geragogy among other pedagogical sciences and how to apply the concepts of geragogy in practice is shown by A. Leszczyńska-Rejchert in the article *Geragogy as a*

²² Dominique Kern, *Aging and Adult Education* in *Knowledge* 2011/2 (n° 26), pages 11 to 59, <https://www.cairn.info/revue-savoirs-2011-2-page-11.htm> accessed on 30/12/2022

pedagogical subdiscipline - assumptions and forms of implementation.²³ The author answers the questions:

- What is the focus of geragogy?
- What are its main assumptions?
- How can geragogy be implemented in practice?

Access to publications: <https://bazhum.muzhp.pl/media/files/Chowanna/Chowanna-r2009-t2/Chowanna-r2009-t2-s225-233/Chowanna-r2009-t2-s225-233.pdf>

The inclusion of geragogy in the lifelong learning (LLL) trend is shown in the chapter "Geragogy", from the book *Lifelong Learning in Later Life* (pp. 103-116).²⁴ Authors B. Findsen and M. Formosa analyze the lifelong learning potential of cohorts that have reached their late years. They also conduct a discourse on the role of older people in the complex areas of lifelong learning. The content contained here provides a holistic view of the phenomenon of learning by older people, in the light of theories, research and policies related to learning. The authors discuss patterns of older people's participation in education, drawing attention to research that is based on psychological models of behavior. They analyze the learning of older people in terms of personal motivation, taking into account the diversity of social groups and life experiences. The handbook also discusses the most important barriers hindering the participation of seniors in education, situational, institutional, informational and psychosocial barriers. Negative stereotypes about learning late in life are also exposed here.

Access to publications: https://www.researchgate.net/publication/312833579_Geragogy

One of the main goals of geragogy is to prepare the subject to cope better and more consciously with the physical, organic and functional changes that they may experience in the future. This is to help the elderly in achieving a better quality of life and more satisfactory aging, as well as to prepare the society for better organization of seniors' functioning in the environment.

In Portugal, as in many countries around the world, Universities of the Third Age play a significant role in this respect. Gerontology and Social Education: Senior universities in the

²³ Anna Leszczyńska-Rejchert, *Geragogy as a pedagogical subdiscipline - assumptions and forms of implementation*, in *Chowanna 2*, 225-233, 2009, <https://bazhum.muzhp.pl/media/files/Chowanna/Chowanna-r2009-t2/Chowanna-r2009-t2-s225-233/Chowanna-r2009-t2-s225-233.pdf> accessed on December 30, 2022

²⁴ B. Findsen, M. Formosa, *Geragogy in Lifelong Learning in Later Life (pp.103-116)*, 2011, https://www.researchgate.net/publication/312833579_Geragogy accessed on 30/12/2022

world and the portuguese model of U3A²⁵, presents the universities of the 3rd century in the world and the model adopted in Portugal.

Access to publications:

<https://repositorio.ipsantarem.pt/bitstream/10400.15/3868/1/Book%20Gerontology%20and%20Senior%20Education.pdf>

The institutional development of third age universities in Portugal is also described by E. Costa Veloso in the article Learning for older adults in Portugal: Universities of the Third Age in a state of change. (Learning for the elderly in Portugal: Universities of the Third Age in a state of change)²⁶

Access to publications: <https://files.eric.ed.gov/fulltext/EJ1164159.pdf>

A critical geragogical perspective sees the potential for learning later in life as transformative and empowering, especially when teaching and learning contexts privilege seniors' voice and needs. When they involve cooperation, dialogue, independent action and reflection. This perspective is beginning to dominate in Portugal, as the English model of non-formal education for the elderly has always been adopted here.

Critical geragogy is referred to in the article describing research conducted in the UK, entitled Critical geragogy: A framework for facilitating older learners in community music. (Critical Geragogy: A framework to help older students learn music in the community.)²⁷

Access to publications: <https://files.eric.ed.gov/fulltext/EJ1160345.pdf>

The subject of the methodology of teaching older people in the field of: planning classes, defining their goals, methods, content, acquiring knowledge and assessing learning progress

²⁵ L. Jacinto, Gerontology and Social Education: Senior universities in the world and the portuguese model of U3A,

<https://repositorio.ipsantarem.pt/bitstream/10400.15/3868/1/Book%20Gerontology%20and%20Senior%20Education.pdf> access 30/12/2022

²⁶ E. Veloso in art. Learning for older adults in Portugal: Universities of the Third Age in a state of change. Australian Journal of Adult Learning Volume 57, Number 3, 2017,

<https://files.eric.ed.gov/fulltext/EJ1164159.pdf> access 30/12/2022

²⁷ Andrea Creech, Susan Hallam, Critical geragogy: A framework for facilitating older learners in community music, London Review of Education Volume 13, Number 1, 2015,

<https://files.eric.ed.gov/fulltext/EJ1160345.pdf> access 30/12/2022

was taken up by M. Kiljan in the article Methodology of educating people in old age - basic tips and principles.²⁸

Particular attention was paid here to the formulated principles of teaching seniors. This article can be a practical guide for people creating development programs addressed to seniors.

Access to publications:

https://bazhum.muzhp.pl/media/files/Forum_Pedagogiczne/Forum_Pedagogiczne-r2015-t1/Forum_Pedagogiczne-r2015-t1-s171-185/Forum_Pedagogiczne-r2015-t1-s171-185.pdf

The reader who picks up Envejecimiento Activo (Active Aging)²⁹, after carefully reading Chapter 7, Lifelong Education (pp. 281-316), will find the following methodological suggestions for lifelong learning:

1. Stimulating reconstruction processes through active, hands-on methodologies in reflective and interactive learning environments.
2. Providing support to create an excellent educational interaction between teachers and students. Appropriate design of didactic tasks, an attempt to develop teacher support to strengthen the autonomy of individuals and groups.
3. Using psychocentric teaching strategies such as:
 - a. Collaborative study that promotes learning from personal experiences and reflections between peers.
 - b. Intergenerational education programs where the quality of interaction and the development of equal and changing roles are important.
 - c. Self-learning where students are able to organize themselves and use their own resources, such as ICT.
 - d. Case-based learning, preferably on topics chosen by the participants, from which learning objectives can be formulated.
 - e. Development of student-defined projects. This requires the participation of students in all phases: preparation, development and evaluation.

²⁸ M. Kiljan, Methodology of educating people in old age. Basic guidelines and rules, Pedagogical Forum 2015/1, https://bazhum.muzhp.pl/media/files/Forum_Pedagogiczne/Forum_Pedagogiczne-r2015-t1/Forum_Pedagogiczne-r2015-t1-s171-185/Forum_Pedagogiczne-r2015-t1-s171-185.pdf access 30/12/2022

²⁹ Purificación Causapié Lopesino red., Active Aging, s.281-316, https://imsero.es/documents/20123/102884/8088_8089libroblancoenv.pdf/358004b5-399a-236b-bf30-bb88e8946059 accessed on 30/12/2022

Access to publications:

https://imserso.es/documents/20123/102884/8088_8089libroblancoenv.pdf/358004b5-399a-236b-bf30-bb88e8946059

Very interesting are the results of neuroscience research, which undoubtedly had an impact on the approach to learning until old age. They show that the human brain is neuroplastic, and that it is able to activate important compensatory phenomena that can stop cognitive decline. M. Cardona in the article Learning languages in old age is possible and healthy. The brain tells us why. (Apprendere le lingue nella terza età è possibile ed è salutare. Il cervello ci dice perchè), writes: By the third age, neural changes are observed as a function of language learning. This supports the hypothesis that even within limited plasticity, language learning is able to generate general cognitive benefits in older people, primarily by increasing cognitive reserve. The functional and structural degradation of the brain is an undeniable fact. However, extensive literature has shown that the brain activates compensatory processes capable of halting and counteracting the negative effects of aging.

In this perspective, language learning seems to play a particularly important role, showing positive effects in old age at the neuropsychological and socio-cultural levels, in terms of successful aging and lifelong learning.¹³⁰

Access to publications: <https://www.e-publicacoes.uerj.br/index.php/revistaitalianouerj/article/view/67581/42228>

³⁰ M. Cardona, Learning languages in old age is possible and healthy. The brain tells us why, 2021 <https://www.e-publicacoes.uerj.br/index.php/revistaitalianouerj/article/view/67581/42228> accessed on 30/12/2022

4. EDUCATIONAL PROGRAMMES TO ENHANCE THE COMPETENCES OF SENIORS AS DIGITAL CITIZENS, AGE-FRIENDLY, BASED ON GERAGOGY METHODOLOGY

The Internet and digital technologies are an integral part of modern life, so using them is an important aspect of social participation for seniors. Helping seniors become competent, safe and confident users of the Internet becomes a key objective for organisations providing senior education.

Anyone who uses the internet and technology is a digital citizen. Digital citizens engage in all aspects of society from politics to e-commerce to social media connectivity.

ICT can enable active ageing by facilitating access to information and healthcare, to public services and culture, and to many other aspects of daily life.

At the same time, it is important to be aware of the need to constantly work with seniors in the area of developing soft skills and building relationships in real life, as only this offers the chance of a long, healthy and sustainable life.

Digital citizenship is an ever-evolving norm of appropriate, responsible and empowered use of technology. It is also important to remember that the virtual world is just an extension of the real world, so social behaviour must remain the same.

Senior digital citizens have the skills to use technology and the internet responsibly, ethically and legally, sustainably and safely.

In acting to empower seniors as digital citizens, we are building on the **9 elements that characterise digital citizenship**.

1. **Digital Access** - the awareness that limitations in access to technology threaten exclusion. This awareness should accompany both the providers of the various services that are becoming increasingly difficult to access in the analogue world and seniors, for whom it can be a motivation to develop digital competences.
2. **Digital Commerce** - broadly defined as the exchange of goods and services, based on safe and informed decision-making. Digital citizenship encourages people to embrace digital commerce and continue to move towards a safe and secure use of shopping, banking and other commercial transactions.

3. **Digital Communication** - includes all channels of digital communication. The digital citizen is expected to understand the media and be able to choose the appropriate means of communication.
4. **Digital Etiquette (Digital Etiquette)** - refers to electronic standards of conduct or procedures when using digital devices. It encourages appropriate online behaviour and activity. It also refers to any behaviour related to, for example, the cultural use of mobile devices around others.
5. **Digital Literacy or Fluency** - encompasses digital competence as a set of information competences that includes the ability to search for information, understand it and assess its reliability and relevance, and digital competence that includes the ability to use a computer and other electronic devices, to use the Internet, and to use different types of applications and software. Readiness to adapt to changing technology is also key.
6. **Digital Health & Welfare** - refers to physical and mental wellbeing in a digital world. Refers to attention to screen time and ergonomics. The ability to balance the digital and real worlds is key to a healthy, balanced life.
7. **Digital law** - is the understanding and adherence to online rules and policies and the ethical use of technology. Digital law is broad and covers issues from spam to cyber bullying. A digital citizen respects digital property
8. **Digital Rights & Responsibility** - these are the rights and responsibilities that apply to everyone in the digital world. Freedom of expression and the right to privacy are just some of them.
9. **Digital security & privacy** - precautions to enhance online security. Secure passwords, not sharing passwords, data backup and anti-virus protection. It's about protecting yourself in the digital world - protecting your identity, data, money etc.

The second pillar on which development programmes for seniors can be based is the relational concept of digital competence.

The relational concept links the use of digital technologies to the various activities of daily life (social relationships, leisure and hobbies, health, daily affairs and finances, civic affairs). In this view, the senior citizen's use of digital technologies is integrated within his or her various spheres of activity. Adopting the theoretical concept of the relationality of competences has the effect of framing them in a functional way as directed towards obtaining multiple benefits, in different areas of life, which motivates older people to develop digital competences.

The 'Framework Catalogue of Digital Competences' developed in Poland concerns the learning of adults, 50+, in the process of lifelong learning through non-formal or informal education. In the publication referred to above, the reader will find distinguished areas of life, to which the potential benefits that seniors will derive from the use of technology and the Internet are ascribed, and to each of these benefits the necessary functional digital competences are ascribed. Such an approach can certainly be helpful in the process of creating educational development programmes for seniors - digital citizens.

Example:

Living area	Potential benefit of using ICT	Functional digital competence
Social relations	I maintain social relations	<ul style="list-style-type: none"> - I am able to maintain and develop relationships with relatives (family, friends, acquaintances) through the network. · I can use chat tools or other forms of online communication to develop and maintain relationships with loved ones. · I can use online communication tools to exchange current information · I can use services dedicated to meeting people - I am able to communicate with a new acquaintance using the functionalities of services, taking care of my own safety and privacy.
	I care about privacy	<ul style="list-style-type: none"> · I can use the privacy settings on social networking sites · I can use the private mode in web browsers as required · I can manage my browsing history in my web browser - I can manage content posted by others on social networking sites
	I manage my image and information about me	<ul style="list-style-type: none"> · I can shape my image on the Internet according to my needs and audience - I can manage the content I publish on social networks

Source: compiled on the basis of J. Jasiewicz, ed. Framework catalogue of digital competences, <https://mc.bip.gov.pl/rok-2015/ramowy-katalog-kompetencji-cyfrowych.html> accessed 30.12.2022

4.1. DIGITAL AND SOFT SKILLS IN SENIOR EDUCATION AND THE USE OF GERAGOGY METHODOLOGY TO CREATE AGED-FRIENDLY TRAINING PROGRAMS

- EXAMPLES OF GOOD PRACTICE



AUSTRIA

AN EXAMPLE OF GOOD PRACTICE		
<p>TITLE: FIT4Internet Project ORGANISATION: fit4internet ASSOCIATION COUNTRY: AUSTRIA</p>		
<p>ELEMENTS OF GOOD PRACTICE</p> <ul style="list-style-type: none"> - X Impact on a local level - X Impact on a national level - X Impact on an EU level - X Transferability - <input type="checkbox"/> Quality assurance - X Innovative practice 		
<p>A GOOD PRACTICE AREA</p> <ul style="list-style-type: none"> - X Improve digital skills <input type="checkbox"/> Improve soft skills <input type="checkbox"/> Both 		
<p>SHORT DESCRIPTION</p> <p>The project <i>FIT4Internet</i> is an interesting Austrian experience that is not-only-for old people, but they are one of the target groups of the project.</p> <p>The FIT4Internet is a non-profit association that aims to increase digital literacy in Austria and enable society to participate in, and benefit from the effects of digitalization, primarily targeting young people, the labour force, jobseekers, and older people.</p> <p>The core of this project is the website, that provides a range of self-assessment tools (f4i-tools), designed to determine the level of digital competence according to 4 subject areas: everyday life, the workplace, safety, and artificial intelligence understanding.</p> <p>Every learner can improve their digital skills according to his own capabilities thanks to several modules (face-to-face and online) free and for a cost.</p>		
<p>TARGET GROUP</p> <p>The target groups of the project are young people, the labour force, jobseekers, and older people.</p>		
<p>METHODS OF IMPLEMENTATION</p>		

“The website provides a range of self-assessment tools (f4i-tools), designed to determine the level of digital competence according to 4 subject areas: everyday life, the workplace, safety, and artificial intelligence understanding. The tools' methodology is based on self-assessment and knowledge-based questions, which users provide answers to. Upon completion of the self-assessment process, users also have the possibility to download a free short version, or a more detailed report for a fee. The self-assessment tools evaluate digital skills against 6 competence areas, categorized in competence levels from 1 to 8:

- *Foundations and access.*
- *Information and data literacy.*
- *Communication and collaboration.*
- *Digital content creation.*
- *Safety.*
- *Problem solving and continuing learning.*

The website also incorporates an online repository of training in different formats (face-to-face, blended and online), free and for a cost, from a variety of providers. Additional sections and features include: multimedia information modules on the digital competencies and on digital applications in everyday life, as well as an online learning module on Artificial Intelligence. Information on the latest developments and trends when it comes to digitalization across sectors is also available through the initiative's website.” (From: <https://digital-skills-jobs.europa.eu/lv/node/709>)

LESSONS LEARNED – OTHER DETAILS

“The Fit4Internet initiative is relatively recent, but has so far achieved considerable results: launched in January 2020, the Fit4Internet training repository collects more than 85 courses on offer in either German or English. It has supported the organisation and active participation of Austrian society in EU-wide and national initiatives - Youth Hackatons, CodingDay4Kids, EU Code Week, and many others.

Through active engagement of its stakeholders throughout economy, politics and society, Fit4Internet today brings together more than 28 associated members and has run more than 10,000 digital competence tests. The Fit4Internet training catalogue comprises courses with different teaching and learning formats, which support the development of skills for broad target groups, making it easily scalable and replicable in other contexts.” (From: <https://digital-skills-jobs.europa.eu/lv/node/709>)

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

- https://www.youtube.com/watch?v=g6xMu0QGvus&ab_channel=BildungsTV
- https://www.youtube.com/watch?v=jzJ3qLBb8QQ&ab_channel=MediaMarktAustria

WEB LINK:

- [Fit4Internet Project](#)
- [Fit4Internet Project - Austria](#)

REFERENCES:

fit4internet in Austria – Raising Digital Competences
 Hintere Zollamtsstraße 1 / 13th floor
 1030 Vienna
 Email: office@fit4internet.at



BELGIUM

AN EXAMPLE OF GOOD PRACTICE

TITLE: Course 'Op stap met je smartphone/tablet'
ORGANISATION: Centre for adult education Meise-Jette
COUNTRY: Belgium

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU levels
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

This course started as an initiative to use iPhones and iPads, and has broadened towards the use of android smartphones and tablets.

The school (centre for adult education) is situated in the north region above Brussels. Participants can join if they pay the registration fee. To start in this course, participants need to have basic digital skills that they must prove by doing an online test.

The aim is to learn to use the smartphone or tablet outside of the home, or outside the familiar environment.

TARGET GROUP

For all target groups and especially for disadvantaged groups and people not very familiar with ICT tools.

METHODS OF IMPLEMENTATION

The participants start with a short repetition of the basic skills and basic apps. Then they obtain knowledge about the offers of different smartphone- and internet providers.

Finally, they go outside with their smartphone and tablet and use GPS and buy bus tickets with their smartphone. They go to a supermarket and learn how to check product prices in different stores.

LESSONS LEARNED – OTHER DETAILS

This course is offered in a structured environment of a school, where participants must take a test, to determine the starting level, and where they receive a certificate after finishing the course and passing the final test. The course focuses on digital skills in daily practice.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Online resources and tutorials.

WEB LINK: <https://www.cvomj.be/nl/informatica/tablets/opstapmetjetel.php>



BULGARIA

AN EXAMPLE OF GOOD PRACTICE

TITLE: „Smart-Lib” – Communication centre
ORGANISATION: "HRISTO BOTEV" library, Vratsa
COUNTRY: Bulgária

ELEMENTS OF GOOD PRACTICE

- **Impact on a local level**
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- **Improve digital skills** Improve soft skills Both

SHORT DESCRIPTION

Elderly people from Vratsa district have the opportunity to join the lifelong learning initiative by enrolling in free training events for working with mobile devices and applications organised by the library. The information specialists include settlements from the whole district of Vratsa in their schedules for outsourced training.

This practice is relevant for the older population to be part of the digital transformation of the new world by acquiring skills for working with the new technologies and the Internet, to facilitate their communication, to improve their quality of life, and to prepare for the e-government services.

Through the implementation of this project they managed to increase their quality of life and reduce their isolation.

These contents are relevant to the DIGIT-GERA project because this project aims to create a technology-friendly learning methodology for a community of the elderly.

TARGET GROUP

The initiative covers a total of 96 participants in the implementation of the project, as well as another 100 participants in outsourced training in the field. The age range is from 55 to 75 years.

METHODS OF IMPLEMENTATION

The project consists of 3 video lessons called “Golden Skills”, which give clear explanations for practical skills when working with a smartphone, tablet and e-reader.

They are provided to the ten libraries in the Vratsa district's municipal centres. They provide an opportunity to train new users who are not covered by the project. The film "My Smart-Lib" was also created, which shows how the acquired skills change the life of a trained user.

LESSONS LEARNED – OTHER DETAILS

The "Smart-Lib" project managed to change the lives of 96 elderly citizens from Vratsa, Byala Slatina and Mizia. In the period November 2016 - March 2017, 96 users from the cities of Vratsa, Byala Slatina and Mizia, as well as 24 library specialists underwent the training. Through the implementation of this project we managed to increase their quality of life and reduce their isolation, as well as to prepare this group of users for e-government services.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

This project uses videos and the practice is done through smartphones, tablets and e-readers.

WEB LINK: <https://libvratsa.org/>



CZECH REPUBLIC

AN EXAMPLE OF GOOD PRACTICE

TITLE: Academy of Modern Senior-Critical Thinking for seniors

ORGANISATION: Prave ted! o.p.s.

COUNTRY: Czech Republic

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

The main objective of the project was to define ways of educational work with older people (55+) in the area of critical thinking.

Trainers from Právě ted', while implementing one of the courses for seniors on the issues of information and disinformation, noticed that seniors have a problem with distinguishing true from false information. In the era of information technology and social media, the ability to think critically is considered one of the basic skills. Meanwhile, critical thinking is often confused with criticism. The problem of the lack of critical thinking appeared especially during the pandemic, with various types of fake news and false information,

The partnership project (six organizations working with seniors) addressed the following needs of seniors:

- 1) The need to improve orientation and understanding of the current functioning of the world and events
- 2) The ability to function in the world of the 21st century, understanding what is happening
- 3) Preparing people aged 55+ for the aging process (functional literacy).

TARGET GROUP

The primary target group of the project are seniors 55+, who are not able to properly process a large amount of information from the Internet.

The intermediate target group are the families of seniors, especially grandchildren (small children), who are also a very sensitive group due to their immediate perception of the world.

METHODS OF IMPLEMENTATION

The first step in the project was to collect the most common shocking fake news about Covid-19 in partner countries. This made it possible to initially assess the area of uncertainty and lack of knowledge of the elderly in a situation threatening their health.

Materials on "critical thinking" that the partners came to while analyzing the topic were also discussed. The exchange of experiences of the trainers participating in the project showed that in order to protect the elderly against incorrect assessment of the information they receive, it is necessary to develop education for seniors, the main goal of which will be "working with information". Each of the project partners has developed educational material that allows seniors to improve their "critical thinking" skills.

The project was implemented in Slovenia, Poland, Austria, Portugal, Lithuania

LESSONS LEARNED – OTHER DETAILS

Teaching "critical thinking" is not easy, especially for older people with a specific worldview and fixed stereotypes. It is important to make them aware that taking all the information they have access to on the Internet, newspapers, television for granted, exposes them to be considered naive at best, and to become a victim of fraudsters, hustlers or political populists at worst. You have to show them how to distinguish fact from opinion, the source where you can verify the information obtained and how to update your knowledge. Some of the teaching materials prepared are directly based on teaching 'critical thinking', but a creativity-oriented course was also proposed, which also improves the ability to analyze new information.

A set of prepared class scenarios was included in the publication "Best practices of the Modern Senior Academy project - critical thinking for seniors".

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

https://ec.europa.eu/programmes/erasmus-plus/project-result-content/a65d7af6-9a9d-4d13-9ac4-ded9649f054d/CriThink_Best_practices_EN_final.pdf

https://crithink.eu/wp-content/uploads/2022/04/CriThink_Best_practices_PL.pdf

WEB LINK:

[Home - CriThink](#)

REFERENCES:

<https://drive.google.com/drive/folders/1aYmnNQARK879FQXlp5rm28Yl2t0Lsdv?usp=sharing>

<https://portal.abczdrowie.pl/koronawirus-fakty-i-mity-dotyczace-zagrozenia>

<https://www.gs1pl.org/dokumenty/branze/transport-spedycja-logistyka-tsl/257>



FINLAND

AN EXAMPLE OF GOOD PRACTICE

TITLE: ICT for Seniors

ORGANISATION: Palmenia Center for Continuing Education, University of Helsinki

COUNTRY: Finland

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

The main objective is to support the daily welfare of seniors through Information Computer Technology. It is in the interest of the seniors themselves to be able to access these services by themselves without the aid of family members or the health care department and through ICT they can access these services that the municipality provides. It focused particularly on immigrant seniors.

The University of Helsinki, Palmenia Center for Continuing Education began teaching ICT for seniors in 2008 with a total of 32 students.

TARGET GROUP

Mainly senior immigrants, but also European seniors.

METHODS OF IMPLEMENTATION

Small groups of seniors (in this case, a total of 29 seniors participated, 22 participants were either Africans or Asians, and 7 were Finns).

The immigrants had 2hrs per week, while the Finns had 3hrs per week for 2 months. During the process, they had at least 5 tutors who participated regularly. The immigrant groups continued until teaching started with the basic ICT program for beginners and an advanced ICT program tailored for seniors with computer experience of at least one year. All the participants were Europeans and after 3 months, almost 50 % volunteered to be tutors in the Helsinki municipality social welfare department and some went to volunteer for non-governmental organisations. Since September last year, seniors meet in Helsinki social welfare for the elderly, Syytie Services centre in cooperation with the University of Helsinki. There are 8 senior men from Somalia, Bangladesh and Palestine. The class is held every Monday for 1.5hrs. They have noticed that there are many good practices during the group meetings. Introductory computer uses, various programs, accessory programs, add-ons and other computer devices such as printers.

1. Skype for communication
2. Internet
3. Online maps (Google maps, Helsinki route map and Helsinki transport map)
4. Online banking
5. Online reservation (health care reservation, private doctor's appointment)
6. Creating email and email uses
7. Online purchasing (tickets)
8. Online matter (Finland health services, post office services)
9. Folders and files
10. Ergonomic

LESSONS LEARNED – OTHER DETAILS

The multicultural group has helped the participants to appreciate and respect other cultures, reducing any preconceived prejudices. It is often difficult for immigrants to get to know local people and this kind of course offers an occasion to meet native Finns and cooperate with them.

Men and women have been able to choose whether they would like to study together or separately (for Muslim women this is important). In a multicultural group, special needs (like religious needs: possibility to pray at a certain time) have also been taken into account. This has increased the motivation of some participants.

Also, groups of small numbers have made learning much easier, since the teacher then has time for individual 'one on one' instruction. Teachers should respect and treat these students as individual people with unique backgrounds. Meetings are broken down by teaching for 60 minutes with a coffee break of about 15 minutes during which the students, tutors and the teacher have had an opportunity to share their experiences concerning the course. The duration of the meetings has been kept short and there is a coffee break of about 45 minutes, during which the students, tutors and the teacher have an opportunity to share their experiences concerning the course. Serving snacks is one way of increasing motivation to participate in the class and the exchanging of experiences increases the self-confidence of participants.

There are great differences in culture, race, personality, life history, schooling, skills, functional capacity etc. among aged people, and a tailored education is extremely important because of the group's heterogeneity. So besides tailoring different kinds of education to offer, this means also tailoring different pedagogical approaches/measures within certain educational courses. Learning new skills usually takes elderly people longer because the cognitive processes take more time and movements are slower. A teacher must be aware that younger people are usually fast in many aspects: speech, movements, reactions, etc. Teachers must always bear in mind that an aged student may have poor sight or hearing or have some other physical ailment affecting their capacity or concentration in the classroom. The involvement of the volunteer senior tutors in the class helps against the marginalisation of students in the classroom. Their participation has helped not only the students, but has also had a good effect on the tutors themselves by giving them an opportunity to share their knowledge and experience with others.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Website: <http://www.eduseniior.eu/>

http://www.eduseniior.eu/data/outcomes/wp3/EduSenior_C6_Contents_E3_ICT.pdf



FRANCE

AN EXAMPLE OF GOOD PRACTICE

TITLE: Les Bons Clics

ORGANISATION: We Tech Care – Emmaüs Connect

COUNTRY: France

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

Fun, intuitive and free, Les Bons Clics is an educational platform founded in 2016 to help people become independent in the digital age. More than 35,000 digital caregivers already use Les Bons Clics resources in their daily support:

Les Bons Clics is:

- More than 200 interactive educational resources
- Content designed in the field, built and tested with end users
- A space for exchange between peers, a community to progress

In 2021, Les Bons Clics is one of 33 national projects selected by the Ministry of Solidarity and Health as part of the Recovery Plan to make digital technology a lever in the fight against poverty and sustainable integration. This large-scale support will enable us to increase our impact and our digital support capacities.

TARGET GROUP

The platform is aimed at all actors who wish to support their audiences on digital issues. It could be seniors themselves or other groups not familiar with digital technologies or trainers willing to accompany those groups.

METHODS OF IMPLEMENTATION

The Les Bons Clics website offers interactive courses for the use of digital resources, for example

- use all computer media (PC, tablets, USB keys, smartphone applications, etc.)
- take administrative steps (Pôle emploi, CPAM, CAF, Trésor public, etc.)
- search for a job or training (professional emails, key sites...)

Les Bons Clics aims to build a national digital inclusion network to bring more than a million people closer to essential online services. The site offers tools and educational content to support users with

digital difficulties, in connection with a network of actors in the user's area and also offers a platform dedicated to digital mediators.

LESSONS LEARNED – OTHER DETAILS

Assessing the level of the public

Tools adapted to the context of each structure, to assess the level of the public in less than 5 minutes and to guide them towards an offer that meets their needs.

Leading group workshops

Interactive exercises, facilitation templates and summary sheets to be able to run group workshops, while reassuring the learner about the use of digital technology.

Building a training path

Tools to provide learners with basic digital skills, in order to lead them to a first step of autonomy.

Being informed about digital inclusion

A media with articles, feedback and webinars to inspire participants to accelerate their digital inclusion projects.

Training you

Guides for training in digital support or online procedures, to get started with digital inclusion.

Working with the network

A network map and a forum to identify the structures in the area, and exchange good practices with the community.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Users should connect on the platform:

Webinars available here: <https://www.eventbrite.fr/o/les-bons-clics-31436176571>

Resources online: tutorials and presentations

Exercises, tools, other materials (articles etc.)

WEB LINK: <https://www.lesbonsclics.fr/fr/> +
<https://www.youtube.com/watch?v=AefvBofg2qo&t=2s>

REFERENCES: <https://wetechcare.org/lesbonsclics-2/>



GERMANY

AN EXAMPLE OF GOOD PRACTICE

TITLE: Bridge the Gap!

ORGANISATION: ISIS Institut für Soziale Infra--struktur

COUNTRY: Germany

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

Bridge the Gap! Is an EU project that wants to find creative and sustainable ways to enable older people to live autonomously and to shape living environments in such ways to support the independence and the social participation of older citizens. Simultaneously, the transformative power of digitalisation is visible in almost every field of our society. The speed of digital development is going so fast, that even younger senior adults can't keep up the pace. It calls for new knowledge and skills to be able to fully participate in society. It is therefore highly important that we reduce the digital gap that divides certain groups (e.g. older people) from those with full access to the digital world.

Bridge the Gap! links these two challenges: Older people are empowered and trained to explore, analyse and (re-)shape their neighbourhoods with the help of digital tools.

A series of workshops, were made in Bad Vilbel near Frank-furt/Main, organised by ISIS Institut für Soziale Infra--struktur with the support of the Seniors' Office and the City Library, with the cooperation of the Neighbour-hood Association and the Seniors' Council.

The organisation prepared work-shops on how digital tools can facilitate age-friendly initiatives and were given the opportunity to deepen their know-ledge regarding digital applications such as MS Publisher, image data-bases or image editing programmes. The participants work together in a group on, for example, "the expansion of offers to promote the digital competence of older people" and plan in several project group meetings, among other things, the expansion of the smart-phone consultation hour of the neighbour-hood association.

TARGET GROUP

Older adults who will be supported to re-shape their neighbourhoods with the use of digital tools as well as practitioners in adult education, (local) initiatives and organisations working with older adults.

METHODS OF IMPLEMENTATION

-Development of a Training Concept and Curriculum as the basis for the training with older adults, who will develop their own ideas based on their interests and needs, and are supported and empowered to build-up strong teams and networks, and to implement their age-friendly neighbourhood initiatives. The curriculum will innovatively combine the issues of age-friendly environments and digital literacy.

- A Training Kit will include the curriculum as well as tools and methods that have proven helpful in the training. It will mainly address training providers, trainers in adult education (with a focus on older target groups) and organisations working with and for older people. The training kit aims to inspire others to implement similar training activities in their local contexts.

Practical aspects: Workshops have taken place with a frontal methodology, with an opening session in plenary followed by group ones with all participants using their own smartphones. Each workshop lasts an average of 3 hours, with breaks more or less every 30 minutes and the emphasis, requested by participants, on personalised learning, individually and/or in small and very small groups in the various meeting rooms and spaces.

Modules

00 – Discussion

Preliminary assessment of the participants' current knowledge of digital tools and about the use of smart-phones to understand everybody's needs and expectations.

01 – Smartphone

Introduction: what it is, how you turn it on / off (pin) what are apps. How to make a call / how to add contacts in the phone address book.

10 – Internet

What the internet is, why it is important to use it and what steps are necessary to take in order to be able to navigate. What a browser is. Navigating on the web. Web logic: pages, addresses, links. What a home page is. Using Google: how to search for information. Google maps, YouTube.

20 – Social

What a chat is. The use of WhatsApp. What is meant by "social network". What Facebook is.

50 – Internet (advanced)

Useful sites: to translate a foreign word, to know the value of a foreign currency, to find a past or future calendar, to calculate a fiscal code, to find a movie or a cinema or a TV programme, to check the latest news or past news, the weather forecasts, to calculate distances with public transportation, the use of Street View. How to download useful documents: from public administration websites, how to ask for a new identity card or passport.

100 – E-mail

How to communicate with one or more persons, through emails, and how to share images. The management of an one's own email account, how to check sent and received mails, and how to retrieve mails deleted by mistake.

200 – Word / Excel

Introduction to the office suite

LESSONS LEARNED – OTHER DETAILS

The following should be considered when planning the training:

- Clear communication about the goal of the training at the beginning (regardless of whether the goal is to be given or worked out in the training itself) and how the goals will be achieved is important.
- The training should be suitable for participants with different levels of prior knowledge and digital skills.
- Depending on the level of prior knowledge, the basics should be taught first, and participants should be encouraged to adjust their expectations if they have set themselves very high goals.
- During the training sessions, there should be an opportunity to playfully handle the medium and try out the functions. Homework is also seen as important to practice newly acquired skills at home.
- The training sessions should take place on a regular basis with not overly long intervals between the dates.
- In general, a group size of 5-8 persons is recommended for digital literacy training.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Website: <https://bridgethegap-project.eu/news/>



GREECE

AN EXAMPLE OF GOOD PRACTICE

TITLE: “KNOWLEDGE VOLUNTEERS”

ORGANISATION: UNIVERSITY OF SHEFFIELD – INTERNATIONAL FACULTY CITY COLLEGE,

COUNTRY: GREECE, ITALY, SPAIN, ROMANIA, CZECH REPUBLIC

ELEMENTS OF GOOD PRACTICE

- X Impact on a local level
- X Impact on a national level
- X Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- X Both

SHORT DESCRIPTION

The Knowledge Volunteers project [edit - implemented from 2012 till 2013] was a EU funded project, in the framework of the Grundvig – Lifelong Learning Program. It involved elders and young people in an educational and training plan, based on voluntary activities and an inter-generational, peer-to-peer learning model. It aimed to promote the acquisition of digital competences among elders at risk of exclusion. It also aimed to promote intergenerational relations between seniors and young people.

The project aims were two-fold: to educate older and digitally illiterate individuals on basic computer skills, and to promote intergenerational learning and volunteering. This way, many older individuals were provided with valuable tools to avoid social exclusion from a contemporary society that relies growingly on digital means to communicate.

(From: <https://slowlearning.eu/portfolio/3rd-best-practice-from-greece/>)

TARGET GROUP

The target group for this project was seniors (people over 50 years old) without any knowledge or with little knowledge of how to use computers and/or new technology.

Moreover, a target group was high-school and college students, who became the teachers of the elders who participated in the project.

(From: <https://slowlearning.eu/portfolio/3rd-best-practice-from-greece/>)

METHODS OF IMPLEMENTATION

The general objectives of the project were:

- The promotion of digital learning to older people who are risk at isolation because of the gap of generations
- The encouragement of active participation of seniors through voluntary activities, enhancing social relationships

- The improvement of production and dissemination of innovative programs and methodologies for seniors
- The creation of a friendly environment for volunteering, with more people participating in voluntary activities

The project was implemented in Greece, Italy, Spain, Romania and Czech Republic.

During the project 4 level courses were implemented (The ABC of ICT, Social Networking, E- Government and Easy technologies) and 4 pilot/testing programs in each country. Each course lasted about 20/30 hours and was organized during the school year, since the didactical model comprises, as a key factor, the presence of young students as tutors for elders (in a student/elder ratio of 1 to 1 or 2 to 1), under the active supervision of an adult teacher. Elders were enrolled in the courses by the local network of each country partner.

During the implementation of the project, a didactic kit including guidelines and handbooks for 4 levels of digital literacy competencies was developed in English, Italian, Czech, Greek and Spanish and is available to download free of charge on the project website. It is a useful tool for organizations or individuals who wish to replicate the experience in similar or different contexts.

The project was a 30 hour educational program of digital knowledge for seniors. The main objective of the program was to decrease the difference in level of knowledge about new technologies between the generations. When seniors know how to use a computer, they realize that it is necessary for their participation in the social life of a community and effective communication, in order to save time and other resources.

The difference and the innovation of this program was that the trainers were students of elementary and high school, with the supervision of their educators. Every senior had his personal student-trainer, and he/she had the chance to ask questions and go deeper into the subject of the lesson.

(From: <https://slowlearning.eu/portfolio/3rd-best-practice-from-greece/>)

LESSONS LEARNED – OTHER DETAILS

The course's curricula as well as lessons programmed were adapted continuously to the learning needs of the grandparents. Extra exercises were developed by teachers and volunteers for grandparents' practice during the lessons or at home. The poor previous knowledge of the grandparents required the application of a high degree of personalization of the lessons. In many cases, it was necessary to repeat the lessons, dedicating more time to the peer-to-peer practice. In many cases, grandparents faced difficulties learning and memorising. Especially for grandparents with no digital literacy competencies, the most difficult topics were how to use the mouse and how to download files or create folders. The grandparents' learning difficulties required an increment in the number of lessons dedicated to the basic literacy program. This, together with the lack of equipment in schools and laboratories hosting the lessons, made it sometimes very difficult for teachers and volunteers to enhance the level of the lessons based on more complex subjects

Young students, in their role during their learning and practice, and peer to peer teaching methods attending the courses, declared that tutors helped them to acquire skills and knowledge about ICT.

The teaching and learning approach based on intergenerational learning, networking and role exchange, was the key important aspect of the project teaching and learning methodology. Intergenerational exchange and socialisation opportunities were important to the project. TKV promoted social relationships through the active involvement of different generations who shared experiences of Edinburgh and the Fondazione Mondo Digitale.

Young students, in the role of tutors, supported the grandparents during their learning and practice, including through frontal lessons and peer to peer teaching methods. 100% of the Grandparents attending the courses declared that tutors helped them to acquire skills and knowledge about ICT.

Only a few grandparents had difficulties communicating with younger volunteers.

(From: <https://mondodigitale.org/sites/default/files/TKV%20Evaluation%20Report%20I.pdf>)

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

- <https://york.citycollege.eu/frontend/article.php?aid=1254&cid=12&t=Knowledge-Volunteers-at-CITY-College-%E2%80%93-Round-2>
- https://www.youtube.com/watch?v=EDA17lwUfqc&ab_channel=cybervolunteers

WEB LINK:

- <https://york.citycollege.eu/frontend/article.php?aid=1254&cid=12&t=Knowledge-Volunteers-at-CITY-College-%E2%80%93-Round-2>

REFERENCES:

Administration Office: 24, Proxenou Koromila Street, 546 22 Thessaloniki, Greece.

Tel: (+30) 2310 224186, 275575

Information e-mail: acadreg@york.citycollege.eu



HOLLAND

AN EXAMPLE OF GOOD PRACTICE

TITLE: Escape Loneliness by Going Digital: A Quantitative and Qualitative Evaluation of a Dutch Experiment in Using ECT to Overcome Loneliness Among Older Adults

ORGANISATION: Netherlands Interdisciplinary Demographic Institute

COUNTRY: Holland

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- X Impact on a national level
- Impact on an EU level
- X Transferability
- Quality assurance
- X Innovative practice
-

A GOOD PRACTICE AREA

- x Improve digital skills
- x Improve soft skills
- Both

SHORT DESCRIPTION

This study evaluates the outcomes of an Internet-at-home intervention experiment that intended to decrease loneliness among chronically ill and physically handicapped older adults through introducing them to the use of an electronic communication facility. To determine the effectiveness of the experiment in terms of reducing loneliness, 15 older adults were interviewed three times: shortly before the start, two years later and immediately after termination of the experiment, while their loneliness scores at zero and post-measurement were compared with those of a control group. Both the participants and the control persons experienced a reduction in loneliness over time. However, the reduction was only significant for the intervention participants. Moreover, the changes in loneliness were significantly greater among the participants compared to the control persons. When looking more in detail, the effect of the experiment was only significant regarding emotional loneliness and among the highest educated. Findings of the qualitative research enabled us to understand the mechanisms through which the intervention helped alleviate loneliness. E-mail was found to facilitate social contact. Furthermore, the computer and Internet were often used to pass the time, taking people's minds off their loneliness. Unexpectedly, the intervention also improved people's self-confidence. The decline in loneliness is likely to be greater if persons under more favorable circumstances are selected and if more social functions of the Internet are used.

TARGET GROUP

Chronically ill and physically handicapped older adults

<p>METHODS OF IMPLEMENTATION</p> <p>This study evaluates the outcomes of an Internet-at-home intervention experiment that intended to decrease loneliness among chronically ill and physically handicapped older adults through introducing them to the use of an electronic communication facility.</p>
<p>LESSONS LEARNED – OTHER DETAILS</p> <p>Findings of the qualitative research enabled us to understand the mechanisms through which the intervention helped alleviate loneliness. E-mail was found to facilitate social contact. Furthermore, the computer and Internet were often used to pass the time, taking people's minds off their loneliness. Unexpectedly, the intervention also improved people's self-confidence. The decline in loneliness is likely to be greater if persons under more favorable circumstances are selected and if more social functions of the Internet are used.</p>
<p>WEB LINK:</p> <p>https://www.researchgate.net/publication/5959752_Escape_Loneliness_by_Going_Digital_A_Quantitative_and_Qualitative_Evaluation_of_a_Dutch_Experiment_in_Using_ECT_to_Overcome_Loneliness_Among_Older_Adults</p>



IRELAND

AN EXAMPLE OF GOOD PRACTICE		
<p>TITLE: Get yourself online ORGANISATION: An cosán COUNTRY: Ireland</p>		
<p>ELEMENTS OF GOOD PRACTICE</p> <ul style="list-style-type: none"> - <input type="checkbox"/> Impact on a local level - X Impact on a national level - <input type="checkbox"/> Impact on an EU level - X Transferability - <input type="checkbox"/> Quality assurance - X Innovative practice 		
<p>A GOOD PRACTICE AREA</p> <ul style="list-style-type: none"> - X Improve digital skills <input type="checkbox"/> Improve soft skills <input type="checkbox"/> Both 		
<p>SHORT DESCRIPTION</p> <p>Get Yourself Online campaign aims to boost the digital skills and confidence of adults across Ireland. By working with a network of 220+ community partners across the country, it is hoped the Get Yourself Online initiative will go a long way to helping Ireland achieve the EU target of at least 80% of adults with basic digital skills by 2030.*</p> <p>A webinar highlighted the digital divide – almost one in two adults in Ireland lack basic digital skills** – but also recognised the momentum that is building for state, corporate and community sectors to work together to equip and empower adults across Ireland with the digital skills required to fully participate in an increasingly digital world.</p> <p>It is relevant for Digit-Gera because it is a community based action.</p>		
<p>TARGET GROUP</p> <p>Adults in Ireland with a lack of basic digital skills</p>		
<p>METHODS OF IMPLEMENTATION</p> <p>First step: working with a network of 220+ community partners across the country</p> <p>Second step: Get Yourself Online is aimed at equipping community organizations and community educators to deliver digital skills training to adults to build their confidence and capacity in the use of digital skills.</p> <p>They believe that having basic digital skills is critical to supporting lifelong learning, active citizenship, employability and inclusion.</p>		

They hope that enabling adult learners currently lacking basic digital skills to get online confidently and safely will help Ireland reach the European Union target of **80% of adults with digital skills by 2030**.^{*} Through their network of 226 partners, they hope the Get Yourself Online campaign will reach thousands of adult learners across the country with events taking place to raise awareness and help adults get online confidently and safely.

LESSONS LEARNED – OTHER DETAILS

When other local partners are included in the strategy the impact is higher and more efficient.

WEB LINK: <https://www.ancosan.ie/getyourselfonline/>


AN EXAMPLE OF GOOD PRACTICE

TITLE: “FORMAZIONE ANZIANI ALL’USO DEL DIGITALE – DIVENTARE CITTADINO DIGITALE”

ORGANISATION: FONDAZIONE LEONARDO – CIVILTÀ DELLE MACCHINE, COMANDO GENERALE DELL’ARMA DEI CARABINIERI

COUNTRY: ITALY

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

During the June 2021, the *Foundation “Leonardo – Civiltà delle macchine”* and one of the most famous and popular Italian police force “*Carabinieri*”, implemented a national initiative, to reduce the digital divide among the elderly, and to help them to improve their digital skills around common digital devices (smartphone, tablet and PC).

The initiative’s courses involved several municipalities, from the north to the south of the Peninsula, and the courses were held in the Carabinieri police stations of Borghetto Vara (SP), Vico del Gargano (FG), Lazise (VR), Pontremoli (MS) and San Marco Argentano (CS)

All the municipalities involved are populated by under 8000 people.

TARGET GROUP

The Project target group were over 60 aged people.

METHODS OF IMPLEMENTATION

The project aimed to reduce the digital divide among over 60 aged people that lived in small centers of under 8000 habitants.

The Leonardo S.p.a. company provided its ICT capabilities, through a teaching team, composed of engineers, thanks to the help of technical documentation and training solutions, to introduce all learners in a real “digital citizenship” through PC, smartphone, and tablet.

Leonardo provided all the digital equipment.

In this project, the Italian police force “Arma dei Carabinieri” provided the venues for the courses. Carabinieri’s police stations are widely distributed on all Italian territory (small and large centers), and their uniform is respected and loved among the population especially for the common sense of security; mainly for this reason, Carabinieri opened their stations’ doors to the learners (and to the project also).

LESSONS LEARNED – OTHER DETAILS

The courses were implemented on-line and off-line, the first mode was chosen only for learners with the Covid19 disease. The main modality of the course was the off-line.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

- <https://formiche.net/2021/01/leonardo-carabinieri-digitale-formazione-anziani/>
- <https://www.leonardo.com/it/news-and-stories-detail/-/detail/digital-for-everyone>
- <https://www.civiltadellemacchine.it/it/news-and-stories-detail/-/detail/diventare-cittadino-digitale-al-via-oggi-la-terza-edizione>

WEB LINK:

- <https://www.civiltadellemacchine.it/it/home>

PALAZZO GRAZIOLI, VIA DEL PLEBISCITO 102 - 00186 ROMA

TELEFONO: +39 06 32473182

MAIL: INFO@FONDAZIONELEONARDO-CDM.COM



AN EXAMPLE OF GOOD PRACTICE

TITLE: Seniors on-line

ORGANISATION: Baltic-Nordic (Soros International House (LT), Biedrība Eurofortis (LV), Teadmine ja Tarkus OÜ / Tallinn Language Centre (EE) and Anmiro Oy (FI)).

COUNTRY: Lithuania, Latvia, Estonia, and Finland

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

Seniors On-line is a two-year project focused on ICT and English language learning for active aging. Launched in August 2015 the initiative is supported by the Nordplus Adult Programme.

The project aims to strengthen English language and ICT skills of the seniors from Nordic and Baltic countries in order to help them overcome the challenges arising from the fears of cultivating these skills in practice, foster communication between different cultures as well as create a solid background for seniors to apply newly gained competences in their everyday lives after the end of the project.

TARGET GROUP

Seniors from partner countries willing to improve their English language and digital skills.

METHODS OF IMPLEMENTATION

1. Development of a 60-hour integrated learning programme.
2. Forming the groups of learners.
3. Implementing the integrated learning programme in each partner country – courses for the seniors covering face-to-face lessons and online communication with teachers, making short videos on a chosen topic, as well as international online and face-to-face communication with peers from other partner countries.

4. Organizing partner meetings to discuss the progress of the project.
5. Organizing an international workshop for the project participants – senior learners in Tallinn.
6. Developing the final product of the project – an e-Book (downloadable version) containing language and ICT skills teaching methodology. There will be presentations on each partner country and sharing experiences gained by seniors during the implementation of the project.
7. Organizing local exploitation seminars for senior communities and associations, language and IT teaching professionals in all partner countries.
8. Organizing the final international conference with cross-cultural ‘Get-together’ events for senior associations and organizations, adult education institutions, local authorities, language and IT teaching institutions, etc.

LESSONS LEARNED – OTHER DETAILS

The main result of the project was the strengthened English language and ICT skills of the seniors from Nordic and Baltic countries helping them to overcome the challenges arising from their fears of cultivating these skills in practice in their everyday life activities such as traveling, on-line communication with relatives and friends, processing their payments, making doctors’ appointments, managing insurance issues, booking tickets online, etc.

Along with these, seniors have also increased their knowledge and understanding of different Baltic and Nordic cultures and became internet users making the internet a part of their daily routine. Moreover, the seniors established a long-lasting friendship with their international on-line friends from the partner countries and continue communicating with them.

The Integrated Learning Programme developed during the project is aimed at strengthening English language and ICT skills of the seniors from Nordic and Baltic countries. The programme which contains methodological aspects, topics for the modules and tasks to work on can be used by both partners as well as other education institutions in partner and other countries which will be able to adopt this programme to the specific needs of their target groups and/ or local specifics.

The project received the Boldic Award for 2016 which aims to honour people or organisations excelling in the open distance learning (ODL) field in Nordic/ Baltic countries. The project was nominated and awarded as showcasing the best practice and successful experiences within the Nordic/Baltic area in the field of ODL connected to adult learning <http://www.boldic.org>.

The project outcomes and results contribute to the promotion of lifelong learning on an organisational as well as national and international level. The partner institutions have highly contributed to the promotion of innovation and diversity into seniors’ social and everyday life, by sharing and exchanging their experiences in the field of adult education and offering new cross-cultural perspectives.

Moreover, the project results help to raise awareness on the needs of successful ageing and active socialisation in elderly age in the Nordic/Baltic region and to create new networking possibilities.

WEB LINK: <http://www.seniorsonline.eu/>

REFERENCES:

Seniors On-line website. Available on: <http://www.seniorsonline.eu/>
<https://espresso.diku.no/projects/nordplus?4&lang=en>



AN EXAMPLE OF GOOD PRACTICE		
<p>TITLE: ICT4 the Eldery ORGANISATION: Tech.mt, Simbioza Genesis, Yinternet.org, Stiftung Digitale Chancen (SDC), ALL DIGITAL COUNTRY: MALTA, SLOVENIA, SWITZERLAND, GERMANY, BELGIUM</p>		
<p>ELEMENTS OF GOOD PRACTICE</p> <ul style="list-style-type: none"> - <input type="checkbox"/> Impact on a local level - X Impact on a national level - X Impact on an EU level - X Transferability - <input type="checkbox"/> Quality assurance - <input type="checkbox"/> Innovative practice 		
<p>A GOOD PRACTICE AREA</p> <ul style="list-style-type: none"> - X Improve digital skills <input type="checkbox"/> Improve soft skills <input type="checkbox"/> Both 		
<p>SHORT DESCRIPTION</p> <p>ICT 4 the Elderly is a strategic partnership project funded by the Erasmus+ program of the European Union. This initiative will address what has become known as “online aging”, by offering the public a learning opportunity on how the Internet can play an important role in improving the quality of life through on-line social interaction.</p>		
<p>TARGET GROUP</p> <p>The target group is addressed to people between the ages of 55 and 74 years.</p>		
<p>METHODS OF IMPLEMENTATION</p> <p>ICT4 the Eldery project methodology is split into three phases:</p> <ul style="list-style-type: none"> - First phase: collection of Best Practices and Open Educational Resources (OERs) – a study conducted to research any existing training materials related to digital skills, which could be adopted for this project, to ensure that no work has been duplicated. - Second phase: developing of Training Manual and Online Academy – Based on the findings during output 1, an engaging training manual made up of 30 hours developed, aimed at people between the ages of 55 and 74 years. - Third phase: a Project Exploitation Guide. The purpose of this part is to facilitate the transferring and scale up of the project results to organisations outside the project consortium, including key stakeholders and policy makers. 		
<p>LESSONS LEARNED – OTHER DETAILS</p>		

1. Be aware that elderly people are not a homogenous group. Definitions of who is an elderly person vary across countries. Some include people of working age, while others focus on retired people. Training providers should be aware of this difference. But more importantly, they should further differentiate between elderly people who already have digital skills and are interested in more advanced topics, and those who enter the digital world for the first time. The first group is more interested in future technologies²³, while the second - in more basic skills. Other factors such as income, contacts with family and friends, isolation and professional background have a bigger influence on their skills and interests than age itself.
2. Some of the main topics of interest with regards to digital technology, identified by older people during the ICT 4 the elderly project, are related to new online phishing schemes, new authentication tokens that were not there a few years ago, and staying in touch with family and friends via online tools. Older adults also do care about forward-looking topics related to future technologies such as VR and artificial intelligence.
3. Training programmes for older adults should be made practical and fun. They should be enabled to create their own digital content and not only to be consumers in the digital age.
4. The training content of such programmes should be varied in terms of content, but also methods, combining class time with self-study and outside visits, e.g. visiting a museum and testing the media guide, trying out AR / VR. Participants in the ICT 4 the elderly international training session have learnt as much in an informal education setting (outside the classroom, while visiting Malta) as they did during the classroom activities. The sharing process of personal stories and knowledge was constant.
5. It is important to tailor the training to the specific needs and requirements of older people. Training programmes should be flexible, and should answer topic requests and provide individual support. Participants should be asked about their specific interests and needs in the planning stage of the training. Moreover, elderly people should be included from the very early phases in a co-design process not only of developing training programmes, but also of applications designed for them. A label « certified » by elderly persons can also be envisaged.

(From:

https://ict4theelderly.com/wp-content/uploads/2022/01/O3.Policy-Recommendations_FINAL.pdf)

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Down below there's a document which includes some results of the project that also primarily show some recommendations about implementation for "old people's" aims to improve their digital skills.

https://ict4theelderly.com/wp-content/uploads/2022/01/O3.Policy-Recommendations_FINAL.pdf

WEB LINK:

- https://ict4theelderly.com/wp-content/uploads/2022/01/O3.Policy-Recommendations_FINAL.pdf
- <https://ict4theelderly.com/about-the-project/>

REFERENCES:

Tech.mt, AM Business Centre,
Level 1, Labour Avenue,
Zejtun, Malta
Email: techmt.info@tech.mt



POLAND

AN EXAMPLE OF GOOD PRACTICE		
<p>TITLE: Cyfrowi Debiutanci - oswajamy technologie ORGANISATION: Fundacja PFR, Centralny Dom Technologii COUNTRY: Poland</p>		
<p>ELEMENTS OF GOOD PRACTICE</p> <p>X Impact on a local level X Impact on a national level <input type="checkbox"/> Impact on an EU level <input type="checkbox"/> Transferability <input type="checkbox"/> Quality assurance <input type="checkbox"/> Innovative practice</p>		
<p>A GOOD PRACTICE AREA</p> <p>X Improve digital skills <input type="checkbox"/> Improve soft skills <input type="checkbox"/> Both</p>		
<p>SHORT DESCRIPTION</p> <p>The project “Cyfrowi debiutanci – oswajamy technologie” ("Digital Debutants - taming technologies") was created by the Polish Development Fund Foundation to enable people over 60 to acquire new skills in the use of new technologies in everyday life.</p> <p>Project participants gain completely new skills, but also deepen their knowledge of computers, smartphones and applications, for communication via the Internet. In addition, participation in the Project allowed each participant to learn and understand the basic principles of safe navigation on the Internet. All activities provided in the project are FREE.</p> <p>During the classes, participants gain basic knowledge of using a computer, smartphone and applications, and learn the rules of safe use of the Internet - from online shopping to useful applications that make everyday life easier.</p> <p>The project developed a report on how seniors use technology, about effective digital education practices. It also includes recommendations on effective ways of educating mature people in the field of digital competences.</p>		
<p>TARGET GROUP</p> <p>The project involves people aged 60+, both those who already have experience in using devices connected to the Internet, as well as those who would like to use them. No knowledge in this area is required to participate in the project.</p>		
<p>METHODS OF IMPLEMENTATION</p> <p>As part of the project, free stationary courses and publicly available online webinars were organized. All classes are conducted by experienced educators of the Central House of Technology.</p>		

LESSONS LEARNED – OTHER DETAILS

Over 730 people were trained in the project - 155 in stationary training and as many as 576 remotely during webinars. The educators of the Central House of Technology held a total of 50 hours of individual technology consultations and visited 9 towns across Poland to meet workshop participants and jointly learn about practical applications and learn how to use the Internet safely.

The educational activities consisted primarily of 2-day training sessions, which were conducted in smaller towns throughout Poland, and weekly webinars available to everyone. The skills for computer and smartphone use, as well as safe navigation on the Internet, were developed. Participants learned about the most popular communicators and methods of remote communication. Individual problems related to the use of mobile devices were solved during telephone consultations.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Recordings from online workshops:

<https://youtube.com/playlist?list=PLu9QKDijC7CWaFPrSOyj3omcFAOqNSgrf>

Smartphone for digital debutants

<https://youtube.com/playlist?list=PLu9QKDijC7CWg8f3Le01O4ZNOh2b4PMEY>

Knowledge base

<https://cdt.pl/baza-wiedzy/cyfrowi-debiutanci>

Report on how seniors use technology, about effective digital education practices

<https://cdt.pl/dam/jcr:1fd6c1d7-47d8-4115-9444-6c0dc30fdaf0>

WEB LINK:

https://fundacjapfr.pl/cyfrowi_debiutanci.html

<https://cyberplac.pl/e-senior/>

REFERENCES: Report on how seniors use technology, about effective digital education practices

<https://cdt.pl/dam/jcr:1fd6c1d7-47d8-4115-9444-6c0dc30fdaf0>



PORTUGAL

AN EXAMPLE OF GOOD PRACTICE

TITLE: CYBER_SENIOR

ORGANISATION: Foundation Dr. José Lourenço Júnior (IPSS)

COUNTRY: Portugal

ELEMENTS OF GOOD PRACTICE

- X Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- X Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

The practice-relevant training field is focused on digital skills. This field emerges as a necessity because in the face of an increasingly technological society, the elderly population may feel more excluded by their difficulty in handling technological devices, having access to them and may also feel some limitations in the capacity for learning. The non-development of digital skills may lead to the social isolation of this population, limitations in access to more technological information and services, and increased sense of inability to adapt to technological development. Thus, the Foundation Dr. José Lourenço Júnior, in partnership with the computer resources and librarians of the Nursing Home Otilia Lourenço and with the social support of the community, has developed a Digital Inclusion Center called CYBER_SÉNIOR, which aims to provide elderly residents in the municipality of Pombal simplified and appropriate knowledge about writing programs, the operation of the internet, Skype, how to use network access safely to read news, exchange emails, access social pages, communicate with family. (see Web Link)

This practice is considered important for the DIGIT-GERA project as it promotes the inclusion and development of digital skills of the senior community contributing in a certain way to the active aging of this same community. In this way, it can serve as an example of good practices for the construction of the project.

<p>TARGET GROUP The practice is aimed at the population over 65 years, without knowledge in this field.</p>					
<p>METHODS OF IMPLEMENTATION Using several partnerships, namely with professional schools and companies in the municipality, the Foundation Dr. José Lourenço Júnior was able to increase the formative quality. Thus, using young students from the Professional School of Sicó, with the objective not only of helping learning but also in order to bring generations together through social interaction. Certified training actions were thus taught by young tutors of senior students, supervised by computer teachers and new technologies. In this way, this methodology is based on an intergenerational view of active aging. (see Web Link)</p>					
<p>LESSONS LEARNED – OTHER DETAILS The digital inclusion centre offers a variety of training, all of which are incidents of digital skills. Thus, in the digital inclusion centre, students will be able to develop their skills taking into account the following training offers:</p> <ul style="list-style-type: none"> – Course of "Initiation to Informatics" – Course "Digital Photography" – Course "Online games and memory stimulation" – Course "Introduction to Informatics" – Course "Social Networks- Facebook and Instagram" – Course "Internet and e-mail" <p>The tables below will specify each course, based on the objectives, contents, duration, participants and registration value for each participant. (see Web Link)</p>					
Course	Objectives	Contents	Duration	Participants	Registration value
"Initiation to information technology"	Simplified computer skills	<ul style="list-style-type: none"> ● Introduction to computers and the desktop; ● Word Processing and Editing; ● Internet and Video Conferencing; 	30 hours	+ 65 years old	5€
Course	Objectives	Contents	Duration	Participants	Registration value

"Digital photography"	Simplified Knowledge of digital photography	Unspecified	15 hours	+ 65 years old	5 €
"Online games and memory stimulation"	Simplified Knowledge of Online Gaming and Memory Stimulation	Unspecified	15 hours	+65 years old	5 €
"Introduction to information technology"	Simplified computer skills	<ul style="list-style-type: none"> • Introduction to computers and the desktop; • Text processing and editing; • Internet and video conferencing; 	30 hours	+ 65 years old	5 €
"Social Networks - Facebook and Instagram"	Simplified computer skills	Unspecified	15 hours	+ 60 years old	Free
"Internet and email"	Simplified knowledge of internet and email	<ul style="list-style-type: none"> • How to access the internet; • Creating an email account; 	15 hours	+ 60 years old	5 €

FEEDBACK

Taking into account the feedback provided, this strand will be divided into two parts: **the feedback provided by the students** who attended the courses and **the feedback provided by entities external** to the organisation and inserted in the project.

The Students who have attended training in this field report that they have achieved the development of new skills in the handling of technological devices, also mention some challenges in acquiring new knowledge despite revealing good ability to overcome their difficulties and adapt to the contents learned. In general, the feedback shown by the students in the presentation video of the program was positive. (see video presentation)

The organisation has been highlighted in several ways, among which is:

- Development of partnerships as a permanent bet – Congratulations for the quality of services and team with the objective to continue the growth of the partnership with the Professional School of Sicó in a sustained and profitable way . (see NEWS ³)

- Distinction of the Project with the award "Good Practices of active and healthy ageing"- The Centre's Regional Coordination and Development Committee.

The following citations are highlighted:

"Promoting equal opportunities and social inclusion of older people by advocating the need for access to them and all the dynamics of civil society with a view to promoting a full and enlightened citizenship is assumed as a true project of social entrepreneurship "

(ETP SICÓ, 2018 see NEWS ¹)

" This project aims to empower seniors to use through certified training actions (..) up to the date, more than 60 seniors have already been involved "

(Imprensa, 2018 see NEWS ²)

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

- **Free phone line (number: 800 100 555) – line name : "We are all equal"** – The line that immediately and continuously supports all people with internet access who have greater difficulty in using digital technologies.- **Complementary Resource**
- <https://www.youtube.com/watch?v=Vramz6BB7e8> – **Video Presentation**
- <http://cyber-senior.pt/wp-content/uploads/2018/11/Capturar.jpg> - **Informative Poster**

WEB LINK: <http://cyber-senior.pt/>

REFERENCES:

<http://cyber-senior.pt/wp-content/uploads/2019/01/Pombal-Jornal-29.11.2018.pdf> - News - Foundation distinguished by Cyber Senior – **NEWS** ¹

<http://cyber-senior.pt/wp-content/uploads/2019/01/Terras-de-Sic%C3%B3-01.12.2018.pdf> – News – Foundation distinguished by the Coordination Committee of the Regional Centre – **NEWS** ²

<http://cyber-senior.pt/2022/02/21/etpsico/> - Partnership with ETPSICÓ – **NEWS** ³



SLOVAKIA

AN EXAMPLE OF GOOD PRACTICE

TITLE: New methods and forms of cybernetic security for seniors

ORGANISATION: CPM-Centrum prevencie mladeze

COUNTRY: Slovakia

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

The main goal of the project is to innovate and develop new forms and teaching methods in seniors' education that will focus on cyber security not only on the Internet but also on social networks and will reflect the requirements of necessary prevention of ever-increasing cyber attacks on seniors

Other goals:

- Improvement and development of competencies in media literacy of lecturers in individual partner organizations in the education of seniors
- Creating an open and free international website where it will be possible to share outputs of the project, new experiences for the practice and education of seniors on the safe use of modern technologies can be shared, focusing on social security as well as on-line education for seniors
- Joint creation and design of innovative methods and forms of senior cyber security education through outputs (video, comics, experiment, research, learning method, game, interactive exercises, etc.) for each project partner will provide for organizations that are dedicated to security on the Internet for seniors in each country to support open pedagogy in the field of senior education
- International experience of lecturers in the field of adult education
- Long-term sustainability of the project and further cooperation with involved partners and organizations even after the end of the project

The project was implemented in Slovakia, Czech Republic, Spain, Italy, Poland.

<p>TARGET GROUP Lecturers, instructors, adult education teachers with a focus on seniors</p>
<p>METHODS OF IMPLEMENTATION They use a mix of the following methods depending on the needs of the participants and the group:</p> <ul style="list-style-type: none"> - Theoretical inputs - Workshops - Good practice sharing + Innovations (local and European). Management of project - Visits, recognizing the landscape culture....
<p>LESSONS LEARNED – OTHER DETAILS</p> <ul style="list-style-type: none"> - Increasing teachers' competencies in digital security education or a specific target group such as seniors - Streamlining cooperation between the relevant institutions involved in the project - New, informal and accurate informal learning methods that will reflect the need to prevent ever-increasing cyber attacks on seniors. - Development of media literacy of lecturers in individual partner organizations - International experience in the field of adult education - long-term sustainability of the project and further cooperation with stakeholders and organizations within the EU after the end of the project
<p>MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS New methods and forms of cybernetic security for seniors https://www.cybernetsecurityforseniors.eu/share/uploads_galleria/a4bc3-cybernetic_methodological-material_2019.pdf</p>
<p>WEB LINK: https://www.cybernetsecurityforseniors.eu/index.htm</p>



SLOVENIA

AN EXAMPLE OF GOOD PRACTICE

TITLE: Computer literacy lessons for the elderly in the City of Ljubljana

ORGANISATION: Ljubljana city

COUNTRY: Slovenia

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

The municipality of Ljubljana has made efforts to better respond to the needs of the elderly, this is reflected by its active participation in the who's network of Healthy European Cities and its membership in the global network of age-friendly cities and communities in 2011 and 2013. In addition, the municipality approved two action plans, one from 2013 to 2015 and a second from 2016 to 2020, representing the continuity of the activities (WHO, 2011). The plans contain about 100 individual measures with targets, which are distributed over 8 key areas, defined by the WHO. In addition, the municipality of Ljubljana has built a guide on "healthy aging" that describes some needs of the elderly population of the municipality and what it has done to respond (i.e. Ljubljana actively solving accommodation problems, services and programmes in the social care field intended for older people in Ljubljana, care field intended for older people, among others..)

The WHO Age-friendly programme, of which Slovenia is a partner, intervenes in these 8 areas mentioned above that are interrelated and which focus on supporting the identification and resolution of barriers to the well-being and participation of the elderly. These domains are :

- 1. Community and health care;
- 2. Transportation;
- 3. Housing;
- 4. Social Participation;
- 5. Outdoor Spaces and Buildings;
- 6. Respect and Social inclusion;
- 7. Civic Participation and Employment;
- 8. Communication and information (WHO, 2017).

One of the age-friendly practices of interest to the DIGIT-GERA project in the field of communication and information, of the AGE-FRIENDLY programme, of which the municipality of Ljubljana in Slovenia was the first to explore and apply it was the free computer literacy classes, systematically for the elderly population, since 2007. These classes aimed to empower the elderly to use new technologies and communications.

This practice is considered relevant to the DIGIT-GERA project, since it enables participants to develop and/or strengthen their abilities, skills and resources that the elderly have to face at this stage of their lives in the best possible way (Temaer, 2020), believing that it meets the contribution that generates in education in the elderly.

TARGET GROUP

The target groups of this practice are aged between 68 and 94 years, but the program is aimed at the elderly in general. The practice presented in this municipality highlights more the interest of the female sex for this type of course.

METHODS OF IMPLEMENTATION

Not specifying in the available documents the type of methodology, we consider that by the type of content/tasks described from the digital writing of a simple text to the autonomous and independent use of a computer, from a more basic level to a more advanced level, we can consider that computer literacy classes cover all methodologies, taking into account the theoretical part of explanation and absorption of knowledge and the practical part of training, development and acquisition of skills. So we can consider the expositive, interrogative, demonstrative and active method (Siglas, n.d.).

In the exhibition method, the oral transmission of information and content by trainers to the trainee is limited to receiving, assimilating and understanding the information transmitted by the trainer (Siglas, n.d.). We can refer to the theoretical part.

In the demonstrative method, the transmission of technical and practical knowledge to the trainees by the trainer is through the exemplification/demonstration and reproduction of competencies. This method focuses on how a particular task is performed. The trainer plays the main role, since it motivates, explains and demonstrates the task of the trainee (Siglas, n.d.). We can refer to the practical part.

In the interrogative method, a process of verbal interaction is provoked and directed by the trainer to the trainees, through the formulation of questions and the presentation of answers. It is a method characterized by self-discovery. The trainer, through questions, encourages the trainee to discover what he should learn, involving the trainee in the construction of his own learning (Siglas, n.d.). We may refer to the interactions between trainer and participant.

Active method – consists of placing the trainee as an active agent, conscious and voluntary of his own learning, through the performance of group work. This method is based on action. The trainees function as a group in which there is verbal exchange of ideas. The role of the trainer is moderator who guides the trainees (Siglas, n.d.). We can refer to the group dynamics and autonomous learning of each trainee.

LESSONS LEARNED – OTHER DETAILS

Class participants are divided into small groups of up to 12 people. These classes are taught at the district head office. Classes are organized in three-hour blocks (8 a.m., 11 a.m. and 14 p.m.) every two

days and are taught by trained teachers with years of experience working with the elderly and as assistants.

The technological literacy classes were structured in 3 levels: basic, intermediate and advanced, specifying each of the levels. The basic level consists of 35 hours, lasting 4 weeks. At the level of content covered, participants learn to write simple text on the computer, how to search for information, and learn about email as a modern form of communication.

The intermediate level consists of 30 hours, participants learn how to use USB sticks, learn about computer viruses and antiviral programs, and how to connect a digital camera with a computer and antiviral programs, and how to connect a digital camera with a computer, and other interesting topics. The advanced level consists of 20 hours and has as its main objective the maximum independent use by the participant of their personal computer. At the content level, propositions were the learning of digital photo editing, the use of some Google applications (i.e. Google earth), knowledge of social networks (facebook, twitter, Instagram) and familiarising yourself with the operation of new technologies in this area (tablet, smartphones).

In terms of feedback from the participants of the program, questionnaires were administered that allowed us to perceive an evaluation in general terms. Thus, the feedback provided was positive. The participants showed great satisfaction in general with the course and considered it extremely pleasant and relaxing in terms of the environment. At the teaching level, the participants praised the professionalism and relaxed manner of the teachers who taught the classes, and gave relevance to their attitude and sympathy towards the elderly. Participants showed a high interest in participating in computer courses, making the project expand into the future.

MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS

Computer literacy lessons in Ljubljana (presentation) -

<https://extranet.who.int/agefriendlyworld/afp/computer-literacy-lessons-for-the-elderly-in-the-city-of-ljubljana/>

AFE-INNOVNET Workshop: "Digital Social Inclusion – How technology helps seniors remain socially active" (PDF document) – view more in www.ljubljana.si

WEB LINK: <https://www.ljubljana.si/si/moja-ljubljana/starejsi-v-ljubljani/>

REFERENCES:

- Ljubljana City. (2008). Healthy Ageing – A challenge for the city of Ljubljana. (document). Retrieved from <https://www.ljubljana.si/assets/Moja-ljubljana/Starejsi/broua-zdravo-staranje1.pdf>
- Siglas. (n.d.) Metodologias e Estratégias Pedagógicas. Retrieved from <http://www.2siglas.com/metodologias-e-estrategias-pedagogicas/>
- Temaer Asistencia. (2020). La Geragogia: Pedagogía de la vejez. Retrieved from <https://temaerasistencia.com/la-geragogia-pedagogia-de-la-vejez/>
- World Health Organization. (2011). WHO Global Network- City Ljubljana. Retrieved from <https://extranet.who.int/agefriendlyworld/network/ljubljana/>
- World Health Organization. (2017). The WHO Age-friendly Cities Framework. Retrieved from <https://extranet.who.int/agefriendlyworld/age-friendly-cities-framework/?msckid=803aae2dc15311ec898bae3aae83c752>



SPAIN



ICELAND



POLAND



CROATIA

AN EXAMPLE OF GOOD PRACTICE

TITLE: HeiM (Heritage in Motion)

ORGANISATION: Permanent University of the University of Alicante, U3A Reykjavik, Democratic Society East Foundation and Public Open University of Zagreb

COUNTRY: Spain, Iceland, Poland and Croatia

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills Improve soft skills Both

SHORT DESCRIPTION

“Heritage in Motion” aims to promote the knowledge of heritage at a local and European level for the purpose of encouraging the values inherent in cultural heritage — which make it a fundamental part of the development of European society — amongst citizens.

Providing lifelong learning opportunities for older-adults, which enable them to continue playing an active part in society, has become a priority in aging societies. Modern older adults, like others, wish for a full, active and healthy life which may simultaneously prove meaningful and useful both for them and for their society. This entails the chance to reinvent themselves, so older-adult students need to acquire high-stake competencies previously unfamiliar to them.

This project consists of:

- **ANALYSIS AND STUDY:** A mapping of the possible heritage resources for older adults.
- **TRAINING PROGRAMME:** Innovative techniques for older adult training were implemented with a twofold aim: on the one hand, encouraging trainers to use innovative tools; and, on the other hand, training older adults with new skills.
- **RESEARCH ON ROUTES:** Each country prepared different heritage routes.

TARGET GROUP

People over 50 years old.

METHODS OF IMPLEMENTATION

The project develops and implements innovative methods for older adult teaching which value this group's experience and skills and include both constructive and cognitive methodologies: learning in context; flipped classroom; project-based learning; and the use of ICT, since open education as well as the innovative practices characteristic of the digital era must play a fundamental role in today's society. The HeiM Erasmus+ project proposes a methodology which provides an opportunity for older adults to learn about their heritage and to disseminate this knowledge of international settings, applying the acquired linguistic, digital and professional competencies. The challenge was twofold as, on the one hand, the project had to enable seniors to become efficient heritage agents, and on the other hand, to improve effective interpretive strategies to disseminate their outcomes. This methodology is based on previous needs analysis, experts' consultations, coordination with content lecturers, collaborative action research and a focus on digital genre literacies.

The HeiM project was assessed using a triangulation method that consisted of a survey, an experts' consultation and a final evaluation by the quality committee. Results show that authentic tasks that require high-stake disciplinary and digital literacies become feasible with adequate support, guidance and collaboration, even if learners are not motivated by future professional prospects.

The methodology sampled in the HeiM project follows the tenets of Geragogy in the sense that it is a training programme especially conceived to enhance older adults' knowledge and skills which also integrates a critical stance, insofar as it tries to meet such needs as: democratisation of knowledge; social integration and participation; generation of opportunities; and empowerment of older adults.

LESSONS LEARNED – OTHER DETAILS

The project "Heritage in Motion" (HeiM) encouraged knowledge about European cultural heritage through the preparation of older adults in this field, which had a positive impact on the people involved in the project as they noticed an improvement of their skills (cultural and language) and also of the technologies. Thus, it helped elderly people in their personal development and social skills, which motivated them to participate in the training program as, at the same time, there was a better understanding and appreciation of the culture and diversity of Europe.

The Research on Routes phase of the HeiM project provided highly valuable experience on how to train and acquire skills and knowledge about utilising modern ICT technology, with a specific emphasis on the needs, interests and abilities of this project's target group: people over 50. The interest and success of the teams who worked on the different routes was remarkable in a wide variety of ways; for example, many of their members gained enough confidence to be able to define a route by themselves and to teach their peers to do the same. The teams especially praised the valuable training and guidance they received throughout the process.

The HeiM project has clearly shown the value of combining new teaching and training methods aimed to meet the needs of older people when acquiring new knowledge and skills that can enable them to design their own routes about cultural heritage using smart technology. The methodology described in the Guide is thus highly recommended.

WEB LINK: <https://www.heimheritage.eu/>

REFERENCES:

HeiM Methodological Guide. Available on: https://www.heimheritage.eu/sites/default/files/2021-02/HeiM-Methodological_Guide-EN.pdf

HeiM Newsletter. 05/2020. Available on: <https://www.heimheritage.eu/sites/default/files/2021-02/HeiM-Newsletter-NW5-EN.pdf>

U3A Reykjavík. University of the Third Age. Available on: <https://u3a.is/u3a-reykjavik-university-of-the-third-age-english/>



UNITED KINGDOM

AN EXAMPLE OF GOOD PRACTICE

TITLE: One Digital

ORGANISATION: Age UK

COUNTRY: UK

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

The goal was to support older people in areas of high digital exclusion to get online or to develop their basic digital skills. Working with the other partners and delivering through their network of local Age UKs, they recruited and supported over 600 specialist Digital Champions who were focused on the needs of older people.

It is important for its huge impact and the Digital Champions' role. A Digital Champion is someone who is trained and supported to inspire others to get online and can spend time showing them how.

TARGET GROUP

Older people in areas of high digital exclusion

METHODS OF IMPLEMENTATION

One Digital was a National Lottery Community funded project involving Age UK and four other partner organisations. We collaborated with Digital Unite, SCVO, Clarion Futures and Citizens Online to deliver better digital skills in the UK through empowering, supporting and inspiring trusted intermediaries or Digital Champions.

Between 2015 – 2020, the One Digital partnership recruited over 4,700 Digital Champions and helped more than 61,000 people across the UK to learn new digital skills

LESSONS LEARNED – OTHER DETAILS

These older people will find it increasingly difficult to engage with public services and their wider community and may miss out on opportunities that digital offers to improve their lives.

There is a large organisation funding the project.

The role of digital champions is a key element.

WEB LINK: <https://www.ageuk.org.uk/our-impact/programmes/digital-skills/one-digital/>



AN EXAMPLE OF GOOD PRACTICE

TITLE: Location-based games as a contemporary, original, and innovative method of seniors' teaching and learning.

ORGANISATION: Pro Scientia Publica Foundation, University of Ss. Cyril and Methodius in Trnava, Kairos Europe, Mykolo Romerio Universiteta

COUNTRY: Poland, Slovakia, United Kingdom, Lithuania

ELEMENTS OF GOOD PRACTICE

- Impact on a local level
- Impact on a national level
- Impact on an EU level
- Transferability
- Quality assurance
- Innovative practice

A GOOD PRACTICE AREA

- Improve digital skills
- Improve soft skills
- Both

SHORT DESCRIPTION

ICT courses for seniors conducted in the organizations that developed the project showed that seniors often participate in the same courses several times, learn by repeating certain sequences of actions and have serious concerns about using digital tools on their own. Therefore, it was decided to create a comprehensive educational program that would not only prepare seniors to use new technologies, but would also be implemented in an interesting and effective way.

The aim of the project "City games as a contemporary, original and innovative method of teaching and learning seniors" was to test the city game as an educational method in working with seniors and to prepare a manual containing suggestions for scenarios of classes based on this method that could be used by educators.

City games used so far in the education of children and youth turned out to be very useful also in educational activities with seniors. Shifting the focus of learning for acquiring knowledge to a game associated with a pleasant and easy activity, also in the case of seniors, turned out to be useful for acquiring or developing new skills.

At the end of the project, a publicly available methodological guide for educators of seniors on the use of new technologies using the method of field classes and games was created.

The project "City games as a contemporary, original and innovative method of teaching and learning for seniors" was implemented in partnership with four organizations: Mikołaj Romerio University with Fundacja Pro Scientia Publica from Poland, Kairos Europe Limited from Great Britain and the University of Cyril and Methodius from Slovakia.

<p>TARGET GROUP</p> <p>The participants of the project were seniors aged 60+</p>
<p>METHODS OF IMPLEMENTATION</p> <p>In four organizations participating in the project, research was conducted to compare the effects of improving digital competences of seniors using the traditional method and using elements of the urban game. Two educational paths were prepared, both improving competencies in using a smartphone and the same applications. In one group (control) the classical school method was used, in the other (experimental) the participants acquired skills using a city game.</p>
<p>LESSONS LEARNED – OTHER DETAILS</p> <p>153 seniors, 66 educators and 14 scientists participated in the project. The control group implemented the didactic program using the classical method, implemented according to the adopted scenario. In the experimental group, games were played between two teams for 10 days, with the participants using prepared instructions. In the experimental group, seniors completed twice as many tasks in the same time as in the group working with the classical method. While the control group mainly used notes and the help of the facilitators, the seniors in the experimental group made decisions and solved problems on their own.</p>
<p>MATERIALS AND ADDITIONAL INTERACTIVE MATERIALS</p> <p>A manual containing scenarios of classes for seniors based on the City Game method in four language versions.</p> <ul style="list-style-type: none"> - https://ec.europa.eu/programmes/erasmus-plus/project-result-content/a59cd95b-40cb-441e-9541-f4b9267980a8/logaset EN 20190430 with cover.pdf - https://ec.europa.eu/programmes/erasmus-plus/project-result-content/aaed44ff-9afe-4815-9f09-4f0697c94029/logaset LT 20190430 with cover.pdf - https://ec.europa.eu/programmes/erasmus-plus/project-result-content/36be944e-a6c2-4840-b2bc-e9ec476d70c3/logaset SK 20190430 with cover.pdf - https://ec.europa.eu/programmes/erasmus-plus/project-result-content/a59052a4-01e5-45e3-bcbf-5111c872d76f/logaset PL 20190430 with cover.pdf - https://www.bibliotekacyfrowa.pl/dlibra/publication/102900/edition/95768/content
<p>WEB LINK:</p> <p>https://ec.europa.eu/programmes/erasmus-plus/project-result-content/a59cd95b-40cb-441e-9541-f4b9267980a8/logaset EN 20190430 with cover.pdf</p>
<p>REFERENCES:</p> <p>https://psychologdlaseniora.pl/artykuly/jak-nowoczesnie-uczyc-osoby-60-o-grach-miejskich-w-edukacji-seniorow/</p>

5. CONCLUSIONS FOR ORGANIZATIONS IMPLEMENTING CHANGES IN SENIORS' EDUCATION PROCESSES

The processes of educating seniors towards digital citizenship usually take place as part of non-formal education. The partnership work in the DIGIT-GERA project focuses on two types of actors involved in these processes: organizations and trainers/facilitators, from the perspective of the educational needs of mature learners.

The organization - an organizer of educational services, creates a space for the implementation of development programs for seniors, based on the best practices and learning models for mature people. It develops programs based on analysis and research on the current development needs of recipients. It conducts activities raising the awareness of the society, especially seniors, about the importance of lifelong learning. It cares for the improvement of learning systems for staff, professionals, with particular emphasis on personal, relational and pedagogical / geragogical competencies needed to conduct lifelong learning processes of people in mature age.

It cares about enabling and promoting the use of information and communication technologies in the learning process of seniors - it creates and improves the development of the Digital Educational Community Friendly to Elderly People **Digital Age-Friendly Learning Community DAFLC**.

What do we mean by DAFLC?

The concept of a digital educational community friendly to the elderly (DAFLC) - is a concept of extensive use of digital and information technologies for learning by people of mature age and for the exchange of experiences of staff organizing adult learning processes.

An age-friendly digital learning community is any learning environment where digital devices, resources and applications are used in a manner appropriate to the inevitable technological evolution.

Contemporary organizations with a holistic approach to the education of seniors should aim at creating Digital Age-Friendly Learning Communities.

The Age-Friendly Digital Learning Community (DAFLC) is a 'sandbox', a digital bubble where adults can safely learn by doing. This is especially true for seniors and cybersecurity.

How does the organization create an age-friendly digital learning community (DAFLC)?

- By organizing educational processes in accordance with the assumptions of geragogy, taking into account the provision of seniors with digital competences necessary for learning
- By creating a digital environment in which seniors can move safely, which they will know and how to use it,

In the DAFLC space, the staff of the organization also cooperates, exchanging experiences and knowledge.

Organizations can use publicly available resources on the Internet, using them in accordance with copyright law for their educational processes.

Various forms of work in a senior-friendly digital educational community that organizations use:

- a) study circles using online sources of knowledge,
- b) activating the participants of the learning process during stationary classes, through ICT tools,
- c) online groups, internet forums,
- d) blended learning,
- e) e-learning.

Organizations can use these forms using more or less integrated digital platforms, e.g. Moodle, Google Workspace, Edmodo, Wakelet, and others.

Study circles, using online sources of knowledge.

Study Circle work is a development activity carried out by participants according to their needs and interests. There is no limit to the topics that can be developed in circles.

The main assumptions of the Study Circles working method - learning circles:

- Each person has some knowledge and experience that they can share with others.
- Participants in learning circles are both students and teachers.
- People who want to gain knowledge or skills in a certain field, solve a problem that bothers them, etc., meet regularly in small groups (Study Circles) in order to jointly explore the topic that interests them.

- The Study Circle group works under the direction of a leader, chosen and accepted by its participants.
- The whole group together sets the purpose of its meetings and the rules of cooperation in the group.
- Each person is responsible for achieving the set goal.
- The process - a democratic discussion among equals, is as important as the content that the circles deal with.
- The group is supported by a facilitator who is a representative of the institution organizing education using the Study Circles method.³¹

The organization of senior learning in accordance with the Study Circles methodology is in line with the trend of critical geragogy. It gives participants the opportunity to set their learning goals. The group is led by a democratically elected leader (often the group's natural leader or someone recognized by the group as an expert on the subject of the circle). Participants assume the roles of listeners and/or experts, which gives them a sense of empowerment and self-realization. Substantive experts may also participate in the work of the circle, if the issue requires it. Substantive materials on most issues can now be found on the Internet, which stimulates the development of digital competences of seniors.

Participants of learning circles improve their skills of searching for information on the web and assessing its credibility. At the beginning, the role of the facilitator is important here, who should pay attention to developing a critical approach and awareness of copyright in seniors. The facilitator/expert can also indicate valuable content.

In the process of learning in circles, seniors:

- use a variety of digital tools to exchange information and source materials;
- they learn to develop issues in common documents using from cloud solutions;
- present the effects of their work using digital media;
- use the possibilities of video meetings.

In a natural way, developing their interests, they immerse themselves in the digital world.

The facilitator helps in creating repositories of valuable educational materials, addressed to mature listeners.

All of the above-mentioned features of the Study Circles method remind senior learners that they can influence, that they can co-decide, that their experience is important and someone

³¹ A. Kłujczo i in., *Study Circle. The Swedish method of adult education*, CRIS, Rybnik, 2014

can benefit from it. The inclusion of digital sources and the Internet in the process of acquiring knowledge, communication and information exchange, various applications and cloud solutions definitely brings participants - seniors closer to digital citizenship.³²

The use of digital technologies during face-to-face classes, using digital tools to activate the participants of the learning process is another way to prepare seniors for active participation in the digital society.

During classes with mature students, the trainer uses various tools to achieve educational goals during given stationary classes, e.g.:

- applications for conducting questionnaires and surveys
- work in the cloud, sharing resources
- collaborative apps
- applications for various exercises

When planning classes with seniors, the trainer makes a thoughtful selection of tools that will help students achieve their educational goals. Seniors are motivated to use technology because they develop interests, because classes are more dynamic. They get used to technology. Their motivation to improve digital competences grows.

Online groups, discussion forums - a form of discussion involving the exchange of correspondence on the Internet, a place for exchanging views and information. Typically, newsgroups focus on topics of interest to forum participants.

A discussion group enclosed in the DAFLC space, which brings together participants around a topic of interest to them, moderated by a facilitator, can become a safe space for deepening Digital Literacy of seniors.

Blended learning - learning in groups, combined with self-learning from the Internet. The educator and the learner aim at the assumed educational goals through joint classes and independent learning of students from Internet sources indicated by the educator.

This method can be very practical for seniors as it responds to the many needs of this group of learners. It enables building relationships during face-to-face meetings, training sessions and workshops. It also allows you to develop the digital competences of seniors. Thanks to

³² J. Ratyńska, red. Study Circles methodology in seniors' education, 2022, <https://drive.google.com/drive/folders/1l0GE4zWuMRla8QiaotHXeuAVtzzV3SWb?usp=sharing> access 30/01/2022

access to an educator, their sense of security in using technology increases, as they are not alone in contact with issues that are new to them. At the same time, digital materials allow for an individualized approach. Learning seniors can devote as much time as they really need to explore the topic, they can expand their search in a given topic, they can share it with others.

E-learning - Self-learning from online, structured courses.

In the case of seniors, the educator can recognize the development needs of the senior and indicate and suggest a course that is thematically appropriate and corresponds to their level of digital advancement.

This method requires the senior to be independent in setting educational goals and to be aware that they know how to use technology. At the same time, with the vast resources of knowledge gathered on the Internet, it is a great way to develop individual passions. It is also a way of involving people who have difficulty leaving home for training and meetings in education.

It is important that the senior has the support of the organization also in the case of taking up learning with the e-learning method, both technologically, as well as substantively and advisorily, e.g. through a forum for exchanging experiences, a discussion group, etc.

The organization's tasks include providing diverse, sustainable, easily accessible learning opportunities for seniors and shaping development programs based on the diagnosed needs of seniors.

Research and experience from partner organizations show that seniors have mainly concerns about issues related to security and privacy on the Internet, as well as issues related to the use of ICT platforms for communication between citizens and public administration units. For this reason, it is suggested to put more emphasis on public service applications that seniors can use, and on security and privacy issues.

The organization provides well-prepared staff, using digital technologies to organize learning for seniors. Trainers working with seniors should have high social competences, understand the specifics of working with seniors: their motivations, pace of work and limitations. The trainer should inspire the trust of seniors, motivate them and infect them with passion for new technologies. A great help in the implementation of development projects for seniors by organizations (animations, training, projects) is networking and creating a community of trainers. This facilitates the exchange of knowledge and experience.

A few tips for trainers / educators

The role of the staff is to provide a motivating, flexible learning environment that meets the needs of mature participants and a kind, empathetic approach.

1. Effective actions with seniors require building a close, friendly relationship with them.
2. The subject of development activities should be a pretext to present seniors and give them the opportunity to use new technologies. It should also be tailored to the individual interests and needs of the participants.
3. The digital issues discussed should be based on the life contexts that seniors come into contact with.
4. Meetings should be conducted in plain language, and technological issues should be explained without the use of incomprehensible IT terminology.
5. Face-to-face training is definitely better for seniors than online.
6. The pace of the classes should be adapted to the group. Repeating the content many times gives seniors the opportunity to understand, remember and consolidate skills.
7. Digital competences need to be actively applied and repeated many times in order to be consolidated.
8. A game-based approach is a good way to teach mature listeners.
9. Classes and materials must be designed specifically for mature learners, taking into account their specific needs. Here are some suggestions:
 - digital materials should be accompanied by printed materials,
 - learning materials must be simple and as visual as possible,
 - it should be taken into account that some people lack the most basic digital skills,
 - gradation of difficulty and repetition are important.
10. Activities aimed at acquiring basic competences and habits of internet and digital technology use should not be subject to formal assessment, competence measurement or certification.
11. A voluntary, soft form of evaluation can be carried out using quizzes and other gamification tools.
12. It is worth promoting, among mature listeners, awareness of the benefits of digital citizenship and lifelong learning, trying to engage them in safe discussion forums. Social digital learning can reduce the feeling of loneliness of seniors.
13. Research should be carried out that will indicate the current development areas in changing senior groups.

Summary:

With the development of technology, older people have more and more needs for contact with digital tools, platforms and applications. The way we learn and how we function in everyday life has changed. Therefore, it may be necessary to create digital age-friendly learning communities (DAFLC).

Here are some tips on how to create such a community.

First of all, it is important to create policies that will enable the exploration of digital technologies in the educational space. This should be in line with the legislation as well as with the institutional framework of the institutions. Rules must be in place to ensure that any age-friendly digital learning space is safe for learners, instructors and visitors alike.

Secondly, educators, trainers, administrators and mature learners must have a certain attitude of openness to the use of digital technologies in the classroom, in the learning process. This includes being open to discovering new technologies, treating them as learning opportunities, and being willing to use a range of different digital tools, apps and platforms.

Thirdly, it is important to create an environment where digital tools are available to all participants. This means that any digital resources used in the learning space should be accessible to every student with the right device. To encourage the use of these resources, educators should provide instructional materials with detailed instructions on how to use digital tools effectively. In addition, it must be ensured that all students have access to digital devices, and the curriculum should be designed in a way that allows the use of digital resources.

Finally, it is essential to provide learners with the necessary training and support to use digital resources effectively. This should be done in a variety of ways, from offering online tutorials and webinars to providing on-site support from teaching staff.

Creating an age-friendly digital educational community is essential if we want to ensure that seniors can fully use digital technologies to learn, develop and extend the time of independent living. Through the implementation of appropriate policies, readiness to use digital tools and resources, the availability of digital devices and the provision of appropriate training, we can create age-friendly digital learning communities that foster positive, collaborative learning for seniors.

6. REFERENCES

- Battersby D., Glendenning F. (1992). *Reconstructing Education for Older Adults: An Elaboration of the Statement of First Principles*. Australian Journal of Adult and Community Education, t. 32, nr 2
- Creech, A. & Hallam, S. (2015). *Critical geragogy: A framework for facilitating older learners in community music*. London Review of Education. Volume 13 (1)
<https://files.eric.ed.gov/fulltext/EJ1160345.pdf> access 30.12.2022
- Cardona M. (2021). *Apprendere le lingue nella terza età è possibile ed è salutare. Il cervello ci dice perchè*. REVISTA ITALIANO UERJ – ISSN 2236-4064 – Vol. 12, n.º 2 <https://www.e-publicacoes.uerj.br/index.php/revistaitalianouerj/article/view/67581/42228>, access 30.12.2022
- Findsen B., Formosa M. (2011). *Geragogy* in Lifelong Learning in Later Life.
https://www.researchgate.net/publication/312833579_Geragogy access 30.12.2022
- Formosa M. (2012). *Education and Older Adults at the University of the Third Age*.
https://www.researchgate.net/publication/233459965_Education_and_Older_Adults_at_the_University_of_the_Third_Age access 30.12.2022
- Jacob, L. (2020) *Gerontology and Social Education: Senior Universities in the World and the Portuguese Model of U3A*. (s.l)
<https://repositorio.ipsantarem.pt/bitstream/10400.15/3868/1/Book%20Gerontology%20and%20Senior%20Education.pdf> access 30.12.2022
- Jasiewicz J., red. (2015). *Ramowy katalog kompetencji cyfrowych*. <https://mc.bip.gov.pl/rok-2015/ramowy-katalog-kompetencji-cyfrowych.html> access 30.12.2022
- Kern D. (2011). *Vieillessement et formation des adultes*. Dans *Savoirs* 2011/2 (n° 26),
<https://www.cairn.info/revue-savoirs-2011-2-page-11.htm> access 30.12.2022
- Kiljan M. (2015). *Metodyka edukacji osób w starszym wieku. Podstawowe wskazówki i zasady*. Forum Pedagogiczne 2015/1,
https://bazhum.muzhp.pl/media/files/Forum_Pedagogiczne/Forum_Pedagogiczne-r2015-t1/Forum_Pedagogiczne-r2015-t1-s171-185/Forum_Pedagogiczne-r2015-t1-s171-185.pdf access 30.12.2022

- Kłujczo A. i in. (2014). *Study Circle. Szwedzka metoda edukacji dorosłych*. CRIS
https://epale.ec.europa.eu/sites/default/files/study_circle.pdf access 30.12.2022
- Kowalska-Dubas E. (2020). *Geragogy as a pedagogical subdiscipline*.
[https://www.researchgate.net/publication/343922835 Geragogy as a pedagogical subdiscipline](https://www.researchgate.net/publication/343922835_Geragogy_as_a_pedagogical_subdiscipline) access 30.12.2022
- Kozerska A. (2014). *Sposoby teoretyzowania na temat edukacji seniorów* [w:] Podstawy edukacji. Trendy cywilizacyjne, M. Piasecka, A. Irasiak (red.).
[https://www.academia.edu/11284182/Sposoby teoretyzowania na temat edukacji senior%C3%B3w w Podstawy edukacji Trendy cywilizacyjne M Piasecka A Irasiak red Krak%C3%B3w 2014](https://www.academia.edu/11284182/Sposoby_teoretyzowania_na_temat_edukacji_senior%C3%B3w_w_Podstawy_edukacji_Trendy_cywilizacyjne_M_Piasecka_A_Irasiak_red_Krak%C3%B3w_2014) access 30.12.2022
- Kricheldorf C. (2012). *Geragogy Integration and Social Participation by Learning in Later Life*. *RevistaeSalud.com* Vol. 8, Nº 31.
<https://dialnet.unirioja.es/descarga/articulo/4206503.pdf> access 30.12.2022
- Leszczyńska-Rejchert A. (2009). *Geragogika jako subdyscyplina pedagogiczna - założenia i formy realizacji*. w *Chowanna 2*, 225-233.
<https://bazhum.muzhp.pl/media/files/Chowanna/Chowanna-r2009-t2/Chowanna-r2009-t2-s225-233/Chowanna-r2009-t2-s225-233.pdf> access 30.12.2022
- Purificación Causapié Lopesino red., *Envejecimiento Activo*, s. 281-316,
https://imserso.es/documents/20123/102884/8088_8089libroblancoenv.pdf/358004b5-399a-236b-bf30-bb88e8946059 access 30.12.2022
- Raport. Jak seniorzy korzystają z technologii? O skutecznych praktykach edukacji cyfrowej. *Cyfrowi Debiutanci*, 2021, <https://cdt.pl/dam/jcr:1fd6c1d7-47d8-4115-9444-6c0dc30fdaf0> access 30.12.2022
- Ratyńska J., red. (2022) *Metodyka Study Circles w edukacji seniorów*.
<https://drive.google.com/drive/folders/1IOGE4zwuMRla8QiaotHXeuAVtzzV3SWb?usp=sharing> access 30.12.2022
- Ribble M. (2019). *Digital Citizenship Handbook for School Leaders*. ISTE.
<https://innovationhub.bcps.org/digital-citizenship> access 30.12.2022
- Veloso, E. (2017). *Learning for older adults in Portugal: Universities of the Third Age in a state of change*. *Australian Journal of Adult Learning*. Volume 57 (3)

<https://files.eric.ed.gov/fulltext/EJ1164159.pdf> access 30.12.2022

Wyszkowska D. red., Gabińska M., Romańska S. *The situation of older people in Poland in 2018*,
https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/6002/2/1/1/sytuacja_osob_starszych_w_polsce_w_2018.pdf access 30.12.2022

Zych A. (red.) (2014). *Starość darem, zadaniem i wyzwaniem*. Wybór materiałów konferencyjnych. <https://gerontologia.org.pl/wp-content/uploads/pliki/ol/zych.pdf>, access 30.12.2022