

DIGITAL COMMUNITIES

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Digital skills and competences of local communities in rural areas



HANDBOOK



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1. Introduction

The degree of digitization is steadily increasing in our society and European countries have multiple mandatory digital solutions regarding public- and/or health services. As existing services move increasingly online, such as banking, groceries- and clothing stores, many and diverse problems arise for people, including senior citizens. In addition to these vast problems, populations in rural and remote areas have less access to services and activities and their situation may aggravate further when combined with poorer socio-economic conditions. This puts rural populations at a disadvantage compared to urban ones and can be particularly problematic for older adults who may face a greater risk of social isolation, reduced mobility, lack of support and health care deficits, because of where they live (UNECE Policy Brief on Ageing No. 18, March 2017). It is evident that rural areas require alternative solutions to equally benefit from the remote public services and strategies must be developed to teach digital literacy skills to isolated older adults. The Council of the European Union updated, in 2018, the recommendation on which key competences they considered essential for lifelong learning. The recommendation identified eight competences that are the key for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship, and social inclusion (European Union, 2019). Digital competence is among these eight key competences and refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life. According to the Digital Agenda Scoreboard 2015, 40% of the EU population has insufficient level of digital competence, including 22% who do not use the internet at all. In rural areas, digital skills and competences of citizens are a significant aspect for the community and so the project, *Digital communities*, aims to ensure that senior citizens in local communities and rural areas get the chance to develop digital skills, try new tools and technologies as well as build communities around the project. The project applies an inclusive approach to include the local population of rural areas, not only in training senior citizens but also in developing the activities to be offered. The project addresses senior citizens in rural areas and members of local rural communities, community volunteers, adult trainers and tutors, social and community development workers as well as community activists.

The project's first output was a desk- and field research where the project partners identified the most relevant online public services available in each partner's country as well as to identify the skills needed to access these services and the impacts of said services, that is, how the services can influence, change, and improve people's lives. Additionally, seniors and trainers were asked to participate in a questionnaire on current, and possibly beneficial online services for the older population. The results show that seniors want to learn how to navigate the internet for practical services, for their hobbies and for social interactions. These findings were the base for Intellectual output 2 where partners developed 5 animated tutorials and roadmaps for each country, to guide senior citizens through the online services identified in output 1. These products are available on the Digital project's website, [Digital Communities \(digital-communities.eu\)](https://digital-communities.eu). Intellectual output 3 is this handbook, developed by all partners, containing methods, tools, and examples to guide trainers' on how to teach senior citizens digital competences.

The participating organisations who implemented the desk-and field research, developed the virtual assistance tool and developed, adapted and translated the handbook are:

- ✓ **Nýheimar Knowledge Centre (NKC)** is an umbrella organisation for various groups and agencies working in education, research, innovation and culture in Höfn, **Iceland**. The Board of the centre comprises of members nominated from the twelve different groups and institute in the region. These groups and agencies have extensive interdisciplinary knowledge and experience.
- ✓ **Húsavík Academic Center (HAC)** is a lifelong learning-, research- and university center in Húsavík, **Iceland**. It's catchment area (Thingeyjasýslur) covers around 18% of Iceland's total area and spans through 6 municipalities.
- ✓ **Institut Za Podgotovka Na Slujiteliv Mejdunarodni Organizacii Zdruzhenie (ITPIO)** is a private non-profit organization, with the status of Association in **Bulgaria**. Members of the Association are 5 leading Bulgarian universities and collages, trade union in Bulgaria, one of the 6 national employers' association, the Bulgarian Construction Chamber, local and regional authorities, 7 SMEs, 2 Corporations, 1 private hospital, 3 adult education, 7 centres for vocational training, 6 NGOs active in the educational and youth fields and many schools.

- ✓ **Inthecity Project Development (Inthecity)** is a new media private company situated in the **Netherlands**. It's specialization is producing high quality professional media with educational purpose.
- ✓ **Hälsinglands Utbildningsförbund (HEA)** is a public authority, non-commercial collaboration between three municipalities in the county of Hälsingland (Bollnäs, Söderhamn, Nordanstig) in **Sweden**.
- ✓ **Soluciones Techno-Profesionales Consulting (STPC)** is located in Zaragoza, **Spain**. It offers training and technical support to private companies, public bodies, schools, NGOs into innovation in the areas of education sector and professionalization of non-profit sector.

2. The purpose of this handbook

Digital skills are increasingly required for performing instrumental tasks such as searching for contacts, medical help, measuring medical indicators in an online health service, paying bills, or taking part in democratic processes. To be able to participate in this digital world, senior citizens are often forced to rely on friends and family to aid them or get help at a local public day centre. Access to cultural resources, social connectedness and emotional well-being are also activities that require the adoption of digital skills.

The Digital Communities project methodology focuses on strengthening digital skills of senior citizens with identified trainers/tutors, for example, community volunteers, social and community workers, family members etc. The project aims to develop a pool of locals that are prepared to act as trainers/tutors and support senior citizens in their settings.

This handbook aims to provide trainers with the framework of the digital skills needed for the seniors to be competent, emphasising the importance of being digitally literate and provides practical ways on how to apply digital literacy in practice. The handbook provides methods, tools, and examples to engage and develop trainers' skills with digital competence training and support. It is intended to provide local community trainers with the necessary foundations for collaborative and inclusive actions to support their senior citizens in digital participation. The objective is to provide better training methods and content, tailored for senior citizens and thus increase the capacity

to commission digital inclusion and assisted digital support. The handbook is based on methodology for high-quality work with senior citizens by applying confidence-building approach and interactivity and provides a supporting role in implementing new methods and tools that helps overcome the barriers of adopting new digital skills. The handbook addresses the problems senior citizens might face in adapting new digital skills, as nowadays digitalization is permeating all sectors and everyday life. Senior citizens are therefore required to have more digital skills in order to participate in modern day society or to be able to advance in their professional careers. It can be challenging and demanding to learn new digital skills, not least for those who come across digital technology first in their upper years.

3. Background

The share of elderly people is growing as a percentage of the total population. Between 1960 and 2004 the share of the population aged 65 years or over has grown from 10% to almost 17% within 44 years. According to expectations, this trend will persist and the share of people over 65 will increase further until 2050.

The European Commission concludes that the magnitude of demographic changes at the turn to the 21st century provides Europe a possibility and necessity of changing old-fashioned practices with regard to the elderly people. There is a potential to make it easier for seniors to contribute to the labour market and after retirement. The abilities of people over 65 years represent a huge reservoir of resources that have not been recognized and mobilized so far. The increasing reliance on digital technology in people's everyday life necessitates the development of digital literacy skills to enable their continued participation in the Internet information age. As existing services, such as banking and shopping, move increasingly online, the likelihood of excluding certain demographic groups, such as the elderly and those living in rural areas, increases exponentially. The project aims to ensure that local communities and rural areas equally get the chance to develop digital skills, try new tools and technologies, as well as build communities around this. It will apply an inclusive approach to include the local population of rural areas, not only in training activities but also in developing the activities to be offered. The project addresses senior citizens in rural areas and members of local rural communities, i.e. community volunteers, adult (volunteer)

trainers and tutors, social and community development workers and community activists.

This handbook aims to be useful to a person for his/her future role as a trainer. It is a process that aims to develop his/her abilities and capacity to train other people from the target group. Some of the most important key elements for trainers' role are:

- Understanding the training needs of the target group.
- Understanding of content material and knowledge of the principles and methods of appropriate training.
- Organizing and conducting the training.
- Training impact assessment.
- Implement all necessary follow-up actions.

The needs of the target groups are to acquire knowledge in the following fields: downloading, using online services and understanding their purposes, such as downloading features in common web browsers, online communication, channels and tools; setting up email accounts and creating, writing and sending emails; creating and managing digital profiles, using social media and online communication tools, etc. The trainers of the senior citizens are senior citizens from the area/region, who have better digital skills and are willing to be volunteers and to be involved as trainers.

4. Target groups

The target groups are:

- Senior citizens in rural areas.
- Adult educators (including not professionals, working in non-formal education settings, adult education centres, schools for adults)
- Members of local rural communities, (social centres, associations, voluntary organisations, adult educators - freelancers) working with disadvantaged learners, especially with senior citizens.
- Learners from disadvantaged groups, especially seniors in age 65 and above.

The internet is an integral part of modern life, and its competent use is an important aspect of social participation.

The number of older people who are online has increased in recent years, but age remains the biggest risk factor to indicate if someone is digitally excluded. This is the case across all aspects of digital exclusion: being offline, lacking access to devices, having low/no digital skills, and lower confidence, motivation, or breadth of internet use. However, there are other risk factors to consider as well – including lower income.

Senior citizens in a digital world can be easily overwhelmed by all the new technology that surrounds them. We are all surrounded by a huge variety of digital devices, whether it's smartphones, tablets, laptops, computers, social media, there's no avoiding it, so they should learn how to use all these technological advances to make life easier.

Technology is used in every facet of everyday life because it can provide the speed, connectivity, and efficiency to make tasks easier. Nowadays everyone wants things to be easier and faster and for an older adult, it's important not to underestimate how technology can help them in their golden years.

But even if the percentage of older adults with computer skills grows every day, a huge chunk of this demographic is still computer illiterate. And while some of them may want to acquire computer skills, there are a number of barriers that often prevent them from acquiring them. There are a variety of reasons why people are not online or are digitally excluded, such as: low skills, low confidence, poor-quality internet connectivity, or lack of suitable devices.

The Barriers Seniors May Encounter to Learn Computer Skills:

1. They didn't grow up with a cell phone or a smartphone in hand, the gadgets when they were younger were quite simple.
2. Seniors tend to be very task-oriented when learning computer skills and need to understand exactly the benefit of learning technology.
3. Senior citizens who have not used social media may have very negative views about using a computer for social purposes. Senior citizens dislike social networking in part because they fear it will have a negative effect on their face-to-face social

interactions. However, with the pandemic, interactions have increased as some seniors now set up Skype or Facetime sessions with their grandchildren.

4. As humans, we have always been afraid of the unknown. Seniors may be afraid of putting any personal information on a computer and won't want to learn computer skills until they feel safe going online.

5. It's very common for seniors to forget their keys in the house and spend some time trying to find them. Unfortunately, this is another drawback of ageing. As we age, we start to forget a lot of things that we don't use in our day-to-day life.

6. New tech is not always cheap, sometimes it's quite pricey. New phones and computers can cost up to a thousand dollars and it can be a very big barrier if you want to adopt new tech.

The target group is very heterogeneous, and more diverse than ever before.

Some figures and statistics:

The different tech seniors' segments emerging this last couple of years. We have been focused on so-called 'young-old' seniors aged 65-74 who used the internet in 2019, just before the Corona crisis developed in some countries (Germany, Italy, UK, Sweden, etc.), and after the 2020 during the pandemic.

Some senior citizens in rural areas who were offline found it difficult to:

- Connect with family, friends and neighbours (14%);
- Had difficulty accessing health services and information (8%); □
And found paying for goods and services difficult (7%).

Some seniors who were online at the start of the pandemic also experienced challenges around the need to undertake new tasks digitally and needed support.

Two of these senior segments were identified as being relatively slow in their uptake of devices and usage of internet activities.

Those two groups are called the 'old traditionalists' and the 'striving pensioners'.

4.1. Old Traditionalists

Characteristics for the ‘old traditionalists’ include the fact that many of them don’t have any children. Therefore, they don’t have much contact with younger people who would push them to get a new gadget (a laptop, a tablet or a smartphone) and teach them how to properly use it. Members of this senior segment have fewer devices than average seniors, and they do fewer online and offline activities compared to the average senior. This senior group consists of about 20% of the seniors.

4.2. Striving pensioners

They’re more likely to live alone than the average senior, and they often have more health problems or have financial restrictions that limit their quality of life. This segment makes up 26% of the seniors.

4.3. Sociable Grandparents

More than the average, the senior segment called ‘sociable grandparents’ are often married, have kids. They use Skype, Whatsapp and Instagram and in this way they can keep in touch with their friends and families, including younger grandchildren.

This segment consists of 25% of the young-old seniors.

4.4. Mature Life Connoisseurs

They are often married, and they define themselves more often than not, by being well educated and having a higher than average income. This reflects in the kind of life they lead, since they consume more, socialize with friends more, and to a larger extent, exercise more than the average senior. They also drive a car and use all kinds of devices more, from smartphones and tablets, to internet TV and connected home alarms. Mature life connoisseurs account for around 13% of the seniors aged 65-74 years.

4.5. ‘Ageing techies’

This segment does not primarily use devices and the internet for usage purposes.

Their main driver is an interest in the technology itself.

So, what kind of tech senior are you? Do you use technology more than most of your pals? Are you curious about it? Or are you mostly afraid of it and this is not appealing at all?

It is evident that the use of new technologies by the elderly population significantly contributes to a better quality of life, improving parameters of daily living such as transportation facilitation, communication and participation in social life.

Our aim is to motivate and assist seniors to become competent, safe and confident internet users and to proceed with public services.

The overwhelming majority of senior citizens in rural areas did not know of an organisation where they could get help to use digital technology (87%).

This is important – digital inclusion is not only about being online: internet users can lack skills or confidence and need digital support when encountering unfamiliar tasks (including even those who are generally confident).

During the pandemic, people have mainly relied on informal support from family and friends, or have experienced exclusion as a result. There is a real need to increase awareness of available support not only among people who may need it, but those who can provide a signposting role.

5. Typical skill gaps

During the implementation of the IO1 research study, several skill gaps were identified frequently between the participating countries when it came to building digital skills. A summary of the results will be included together with the approach on difficulties in acquiring the skills within this handbook (Desk research).

The skill gaps most frequently reported appears to be the following:

- Fear among the learners that errors will be made when using digital tools
- Lack of knowledge and skills when using digital tools
- Lack of information on what kind of online services are offered when using digital tools
- Fear of being exposed to crime when using digital tools

In the IO1 research study the elderly people assessed their own digital literacy on a five-step scale. Most of the elderly people assessed their own online digital skills to an average level. However, many of them also declared that they had a great interest in

acquiring more and newer digital skills whilst also being trained to learn more with the help of trainers and workshops.

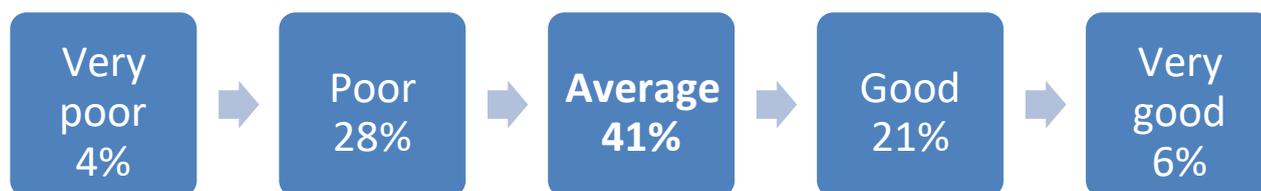


Figure: Question 15 result - Seniors

The elderly people were asked what digital skill gaps that they wanted to be able to improve (Senior form - question 21) where the top 5 skills were:

1. Online banking
2. Online safety
3. Listen to audio books or podcasts
4. Online shopping
5. Access the internet

In the study people who worked with elderly people in the local community also had a possibility to mention what they thought the skill gaps elderly people had and answered the following top 5 skills (Trainer form - question 11):

1. Listen to audio books or podcasts
2. Online banking
3. Access the internet
4. Listen to music
5. Online shopping and social media (Tied)

In our research study IO1 it seemed that one of the most common challenges for adult educators was to find information on how to use and apply the tools in the educational process when teaching elderly people digital skills. It suggests that the main problem is not the access to digital tools when working with elderly people but instead a lack of education and training on how to use digital tools and how to teach using the tools needed to access digital services online within the community of people working with elderly people.

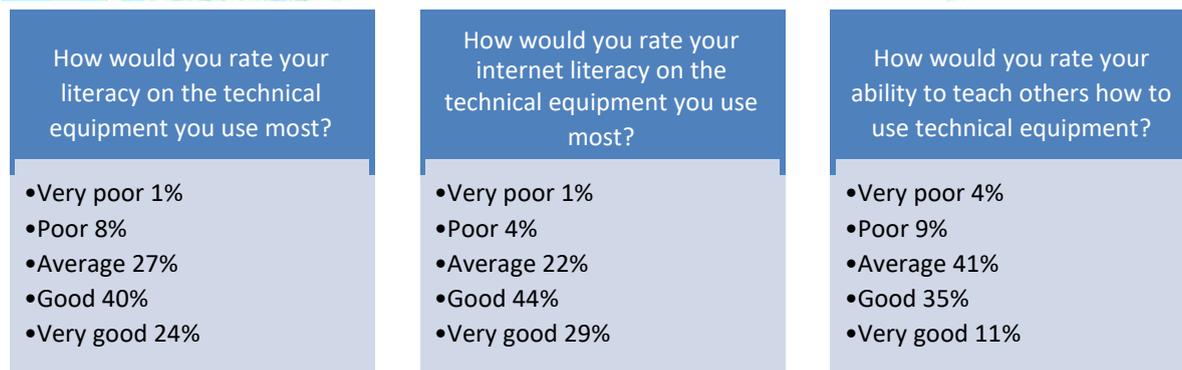


Figure: Question 6-8 result - Trainers

As seen in the previous figure, the big challenge for adult teachers seems to be the understanding on how to use online tools and their ability to explain how to use them. It is obvious, however, that most of the adult educators are able to interact with technology through their usage of a wide range of digital devices and applications, as well as using the internet, in both their workplace but also in their private life on a level that would be satisfactory when teaching digital skills. On the basis of this information, it seems that it is rather a question of how the trainers of adults can improve their skills in the area to create a common point of view that is somewhat diverse with the adult trainers.

When researching methods used by teachers to help students to improve their learning through digital interactive tools it is explained that teaching that is technologically innovative can improve the student's attention, motivation and learning whilst in school. The main point with this is that innovative technologies is the main key word when teaching students of all ages. This is because the innovative technologies are a newer and/ or more improved version of something that is already existing. For example, applications on smartphones teaching you a new language in your home instead of in a classroom. When teaching innovative it is also important to base the learning on the level that the student is actually on since a too hard or too simple assignment will decrease the attention, motivation and learning. It is therefore important that there is a possibility to individualise the learning experience.

In the results of the study done for this handbook it showed that the majority of adult learners have the same level of digital skills such as those for the trainers themselves. The challenge here is to provide activities that are technologically innovative since the participants in certain cases might be on the same level in their digital skills, whilst still taking the trainers digital skills in consideration. Because of this, it is important that the

trainers beforehand receive extra help and support when learning the new digital tools to make sure that they feel secure in their own knowledge when teaching the elder participants. This handbook can be read to help the trainer out when planning and practising before teaching, but also to participate in the workshop where questions and discussion regarding the material can happen.

To innovate teaching within this project the material has not been created just from assumptions from younger citizens in the community but instead in a combination between people who work with the elderly population and the actual target group to find the skill gaps already existing. Because the content is based on the skill gaps existing, the material will also be innovative in the sense that is catering after the needs in the local community. The workshop with the trainers will also increase the innovative teaching since there will be possibilities to improve and renew knowledge within their digital skills.

During the teaching it is also important to remember that the innovative teaching might seem as simple in some regards and to people with a better digital literacy they might seem simple. The identified skill gaps are however, on a broad spectrum from the basics of accessing the internet to actually using and developing more detailed and advanced digital skills which means that the teaching and learning of the digital skills has to be based on the participants from the elderly community but also the trainers. The material for teaching will contain different road maps and tutorial videos that cover different skill gaps. This means that there are good possibilities to individualise the learning experience because the learner can start on their level and not on a level too hard.

6. Common Mistakes

Seniors are a large and indeed a very diverse group. Some seniors are comfortable with using technology but a large part faces difficulties when adopting new technologies. In Digital communities the focus is on those who need support. Our experience tells us that minor technological mistakes can become a major obstacle to this group and reduce their desire to take advantage of technology. That can be very unfortunate as technology offers many possibilities and always becomes a bigger part

of daily life. Those who do not use technology are left out in more and more areas of society.

6.1. Physical barriers

As we get older our physical abilities change and we have trouble with fine motor skills. Our eyesight gets poorer and our reflexes are slower. This can influence how we learn and adopt digital skills.

- Many older adults have difficulty with touchscreens because of what often is called “leathery fingers” (dry skin that hinders the electricity passing through, meaning that the touchscreens do not recognize the touch) (<https://www.noisolation.com/research/digital-exclusion-report>).
- Seniors can have difficulties in using the keyboard, stylus, the mouse, touchscreen and touchpad, because this equipment can be unfamiliar to them and using it requires precise movements/fine motor skills. For example, when using the mouse, it can be unclear whether to click once or to double-click. And for some double-clicking is physically difficult which results in the time between clicks being too long.
- Websites are often designed by young people that have young people in mind as end users. Seniors can have difficulties reading text that is small and compressed. Some fonts are difficult to read and sometimes the color and contrast makes the text less readable for seniors.
- User interface (UI) elements are more difficult for users with declining fine motor skills, particularly on touch interfaces. Interfaces in websites and apps are often inflexible and unforgiving of errors. Many accepted user inputs are only in one form and it can be frustrating, e.g. in form fillings as many find it difficult to choose information from drop down list, radio buttons and check boxes.

6.2. Mentality

Fear of making mistakes and wider concerns about their social responsibility are among the reasons why older people are rejecting digital technologies. According to a study from Lancaster University some seniors put off using online tools because:

- They see them as time consuming. They feel that it is a burden having to learn how to do things themselves instead of being served by trained professionals as before.
- They are concerned about online security, in particular online banking.
- They have a strong sense of social responsibility. They can for instance be concerned that online shopping takes business from local shops.
- They are also worried about social isolation and loss of human contact. They welcome the social benefits of daily face to face contact when shopping in person.
- Researchers also found that some seniors use their age as a cover for other personally-held reasons not to engage with technology.

When learning a new skill, your mentality can either help you or stand in your way. To support seniors, it can be useful to know of discouraging ideas that they may have to be able to deal with them.

- The first computers were complex and easy to derange and damage. You could make irreversible mistakes only by pressing a faulty key. Older people remember this and some are still insecure because of this and afraid of trying out new things themselves.
- Lack of self-confidence is an obstacle in any learning situation, some seniors don't believe they can learn these new skills. This can manifest in people being reluctant to seek help.
- Many senior citizens believe that they do not have to participate in the digital world and unlike most younger people they are not forced, due to work or social life, to acquire digital skills.
- Seniors are not brought up in the digital environment like the generation that is now growing up (that do not know life without technology). They can have difficulties connecting these new terms and tasks to their former knowledge.
 - Many refrain from asking the same questions over and over again and may not ask the right questions as they don't know the correct terms or what possibilities they have.
- Many senior citizens do not give themselves enough time to learn and are too quick to give up if things do not go as planned.

- Some people are not aware of the potential of the technology, that some things are much simpler and easier to do, e.g. writing in Word instead of using a typewriter.
- When things are not working, some seniors start blaming themselves and get nervous whereas younger people are more likely to get annoyed.

6.3. Basic digital skills

Some seniors don't have digital skills as a foundation to build on. They have to start from scratch and need time to familiarize themselves with their equipment. As technology is evolving so rapidly, some can feel unable to keep up with this development.

- Some seniors find it difficult to use online search engines as they do not know what language is used online. They could use too many words or not the ones that will give the best search results.
- It can happen that people put the URL or keywords in the wrong boxes.
- Not knowing terms for e.g. apps, software, devices and browsers can be an hindrance.
- Sometimes the cursor is not in the right place and people have typed a lot without looking at the screen in the meantime which can be very frustrating.
- Some find it distracting when pop-ups and ads open over the webpages they are looking at and are not confident to close them.

6.4. Security

Many seniors are concerned with online security. Sadly, there is a reason to be concerned as online scams and frauds are getting more common and advanced.

Seniors can be vulnerable targets.

Online crimes are for example scams and fraud. This includes threat-based impersonation scams, relationship scams and email scams.

- Many do the mistake of using passwords that cons can easily guess or crack. Choosing your pet name or your birthday is not recommended.

- Some seniors share too much information on social media, e.g. tell when they are going on holiday or share their social security number and bank information.
- Many do not set up a password or authentication such as face recognition/fingerprints to access their computers or cell phones. This is a problem if stolen.

6.5. Netiquette

The internet has many unwritten rules on conduct in social situations that many senior citizens are unaware or unsure of. This can lead to a misunderstanding and embarrassing situations.

- As for anyone, seniors can share too much personal information not protecting their privacy and in some cases the privacy of others.
- Some people share confidential/private material in the wrong place, e.g. on other people's Facebook wall for everyone to see, instead of a private message on Messenger.
- Some forget to think before sharing, and share material that is low grade or false.
- Inappropriate emoji/smiley can be used due to poor eyesight and deteriorating fine motor skills. This can cause misunderstanding in communication.
- In some programs like SnapChat or Messenger some seniors can accidentally press the call button when they want to press Go back button.
- During conference calls, a common mistake is to forget to turn on/off the sound or camera. Forgetting to turn off filters as fit the occasions can also be embarrassing.

6.6. The devices

Today's technology is changing fast and the devices are rapidly becoming obsolete leading to high costs. Older citizens in general do not always feel that it is necessary to always own the latest equipment.

- When devices are too old it can be very difficult to use them. All devices have to be updated and sometimes minor technical problems have to be fixed and this is often complicated for seniors. Some can turn to family members for assistance while others do not have this possibility and may give up due to minor technical issues.
- If the technology is too difficult to use they might abandon it and find other ways to accomplish the task.

7. Key themes of interest

What are the key themes of interest of elderly people who are less digitally connected than youth who were born in the digital age? Today, digitalization during the COVID19 pandemic has further emphasized these inequalities, as many elderly people have been struggling to access essential goods and services – from online vaccination appointment registration, to pensions, food and medication during lockdown periods – than if they could access them online. Our dependence on digital technologies during the pandemic has therefore focused policy attention on the importance of digital inclusion.

According to the research, that was in IO1, most of the senior citizens, who are 65 years old or older have access to technology equipment in their every-day lives. The majority had been using computers for 10+ years, as 83% used it every day, and they used the internet mostly for personal use or both personal use and for work. The majority of senior citizens had either family or teachers/trainers teach them how to use a computer. Most of them rated their skills as average. From the research it can be seen that 65% had used online public services and 92% reported they had a good experience using it.

From all public services the senior citizens categorized as common the following service:



Tax revenue



Healthcare service



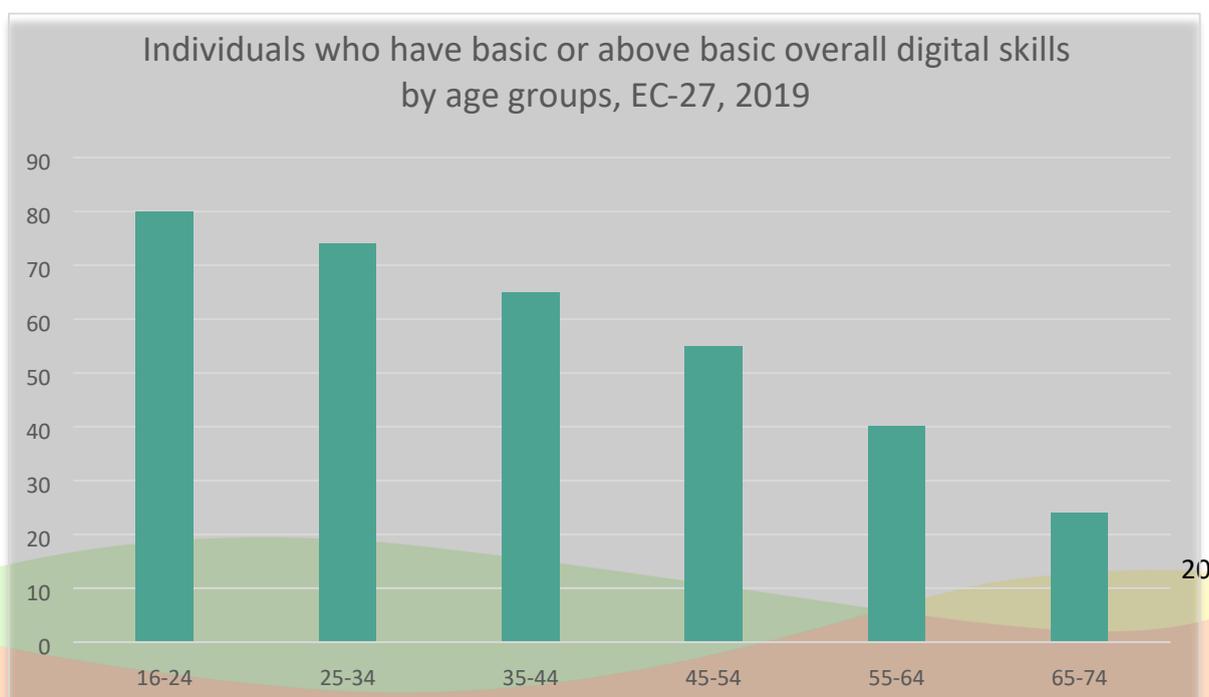
Why senior citizens aren't using online public services? The most common reason is „Lack of skills to use the internet and online services and Fear of doing something wrong. As it can be seen from our research, 71% were interested in participating in a course developed to enhance their skills in accessing and using online public services, but the most common answer, for those who were not interested in such a course, was because they thought they were too old, or they could get by on their own.

Digital skills are a precondition for digital inclusion. Many older people today will have passed their working and personal lives without exposure to digital technologies or routine computer use and without the need to acquire digital skills. Only one in four older Europeans have basic or above basic digital skills, compared to two in three in the age group 35 to 44, three in four among 25-34 year olds and four in five among youth (16-24).

Digital skills divide across generations:

Source: Eurostat

The most useful online services senior citizens could use is healthcare service and Social service, Social life services comes in the third place. Senior citizens rate



healthcare services in top place and social life services is highly rated. Many also answered that listening to audiobooks/podcasts came first, and online banking was very close second, followed by access the internet. Other top-rated activities for senior citizens, trainers' rate as useful are online shopping and listening to music, rated higher than filling/sending an online document and online safety.

This shows that we should consider giving social life and things that improve the quality of life a bit more room in our project.

7.1. Desk research summary shows the following ranking of the useful online services, by groups:

1.	Online public services
2.	Electronic ID
3.	Transportation
4.	National registry
5.	Health care
6.	Pharmacy
7.	Taxes
8.	Online banking
9.	Insurance
10.	Quality of life

Significant part of the senior citizens are interested in improving their digital skills to have easier access to communicate with their grandchildren and children through digital platforms and the use of social media, as well. Some of them are also interested in being able to keep up with fashion and do not lag behind in their development, despite the years. Others are interested in business or marketing opportunities. Others have very simple desires, such as being able to send emails, attach a document, and so on.

However, if we summarize, it can be said that the greatest interest for this group of people are online services, which are related not only to health care and also those

that would make their lives easier and which would help them to reduce queuing the state institutions, in order to save time. As well as online banking, of course.

Everything that seems complicated and difficult to understand will turn out to be not so at all. Despite the unpleasant circumstances surrounding Covid-19, it must be acknowledged that the phenomenon has led all people, regardless of their age, to be involved in the online world. The world will never be the same again and we know it.

8. Training for elder people (What is different/specific target group)

Despite increased internet access and affordability, older people still face challenges in learning internet skills. Economic challenges and cultural beliefs need to be considered in minimizing the grey divide.

Governments recognize the importance of funding such teaching but evidence-based research must continue to inform policy to maximize funding and solve the many physical age and cultural issues affecting older people's access to internet skills learning.

As the internet continues growing in developing countries, finding solutions that consider cultural and age differences issues is crucial to the success of having internet literate societies that have growing populations of older people seeking to use it.

The emerging disparity for older people is teaching them the necessary skills for using the Internet rather than its cost and access.

Governments are addressing the social inequality that the digital divide creates for older people. What has been increasingly found is that teaching Internet skills, specifically the skills of finding, assessing and using information across many types of Internet applications and platforms, is dependent on the availability of resources, the type of country, its cultural beliefs and if older people wish to learn them.

We look at the impact on people aged 65+ who experienced barriers related to digital technology and the internet, which we refer to as digital exclusion.

It has been found that the elderly population in a rural area lacked essential skills to use ICT. The older people stated they would like to use the Internet but had little chance of learning such skills due to a lack of teachers.

Internet skills education is a crucial part of minimizing elderly digital division, impacting on older peoples' decisions and choices to use technology. Older people are curious about using ICT for many reasons. It is also almost necessary to have some skills in using technology. For example, identified how older people needed skills to operate complex digitized entertainment systems. Governments have been pro-active in recognizing that training in computer and Internet skills is vital as it is creating strategies to support low cost or free training.

However, the current view is that older people must possess knowledge and skills, digital or computer literacy to remain socially included in a society. Many social changes, such as a lower work retirement age in some countries, increased life span and the imperative to learn to interact with technologies, such as smart phones or computers, have increased older people's desire to learn how to use ICT.

It is an ethical issue that older people must have access to the same opportunities to learn ICT skills should they desire them.

Training older people to use the Internet effectively is vital in daily life during pandemic. The Internet assists with gaining knowledge on issues that affect their daily lives, such as finding health information, maintaining social and family connections and using it for entertainment. Finding health information and critically examining it, as well as the use of telehealth to connect with specialists to assess health, is an area of concern when an older person does not have Internet skills to access these.

The main desires of older people are to learn topics that fit with their previous experiences and goals. Furthermore, it is important their tutors take an interest in the students' educational goals and provide appropriate problem-solving advice. It has been argued that increased use of computers and the Internet for older people must be tied to their current skills, abilities and needs by providing education at a variety of skill levels for all students.

Providing appropriate low-cost Internet skills education will create positive attitudes towards learning technology skills. Specific teaching practices and supportive learning

environments do encourage older people to use ICT and, increasingly, to continue to use them. Having tutors giving reassurances and demonstrating patience in teaching these skills is associated with older people experiencing lower levels of anxiety when using computers as well as encouraging a willingness to persist with learning to use the Internet and computers.

With face-to-face support lost as because of the pandemic, some have moved to telephone and video-calls to support people.

Providing support remotely has presented a number of challenges to both service providers and users.

In addition, the closure of libraries and community centres has highlighted the lack of access to devices and connectivity, with many people struggling to afford devices and data packages. Many local community groups have been delivering devices or digital skills training either as a standalone offer or as part of a wider programme.

Some organisations, including those that formed in response to the pandemic itself, have discovered the issues of digital exclusion affect people they are supporting and started providing digital support for the first time.

Support has been hugely valued by people facing the combined challenges of the pandemic, lockdown and other restrictions, and digital exclusion in rural areas for seniors.

Information access is a major barrier to older people and their inclusion in society. They must have opportunities to learn to use the Internet and be taught such skills regardless of their living circumstances. There are many ways older people can learn to use the Internet and ICT's. Therefore, if the grey digital divide is minimized by the types of learning styles and techniques then it needs to be further drawn upon by governments to see examples of practice that can achieve the aim of skilling older people.

However, the need for support did not end – many organisations have moved to remote support models and often faced overwhelming demand.

A number of national initiatives were launched either to support individuals directly or through support for organisations providing digital support.

For instance: a hotlines have been promoted in the local media, on social media and posters/postcards were distributed. Some local bodies refer their users to the digital hotline and they have received support from organisations to give tailored support to senior people. The hotlines support for recipients was vital in helping them learn to use the device and then get online so they could be connected to their loved ones and vital services.

The least likely form of support to have been started since the pandemic is courses – a series of sessions provided at fixed times to groups of learners. These are typically arranged with a large number of people in a single room.

Half of organisations were providing these, we assume mainly online. Online group sessions present challenges to learners and it is hard to replicate the benefits of face-to-face group sessions where people can easily socialise and work in smaller groups or pairs, for example.

Many internet users are comfortable with what is familiar, but need help with new tasks, or with the fast-pace of change in digital devices and services – such as the circumstances of the pandemic. Some seniors described only doing one thing online (“I only use WhatsApp as an alternative to texting”) as example.

An important way to overcome these issues is through signposting – which also enables organisations that do not provide digital support themselves to ensure digitally excluded people are supported.

While there are benefits to adopting remote support methods, organisations have found it challenging to provide digital support in this way and many senior learners struggle. We found a number of limiting factors identified:

- Establishing remote connections with clients that have low level tech skills is difficult
- Resolving problems remotely can take much longer, and
- Some issues are just too difficult to fix remotely
- Supporting people with special needs is more difficult, particularly visually impaired people
- Learners can be more nervous about remote support
- Some volunteers are not comfortable with providing remote support

In conclusion, many organisations reported both learners and people providing training have found it more difficult to do this remotely. Helping someone with digital skills remotely takes longer – often much longer and means that less people can be supported by staff or volunteers.

For senior people, existing relationships with trusted organisations provide the interactions where triaging of digital support needs can occur. This emphasises the need for local networks of a diverse range of organisational types, able to signpost between each other – rather than there being a single type of organisation that is best placed to support people. This may not be a problem where individuals are able to access in-person support or are satisfied being offline.

The training offers the following to take into account:

- Research the needs of service-users, potential service-users and/or local residents.
- Design digital services to meet digital accessibility guidelines and consider inclusion from the start.
- Offer remote support for any digital services your organisation offers. Remote digital skills support and device set up support is essential when running a device scheme.
- Set up device schemes. Engage with (potential) recipients about device preference, as different demographic groups may prefer smartphones, tablets, or laptops.
- Provide easy-to-read, hard-copy device guides when providing a device to a service-user.

However, we found that many people who do not know where to get ‘formal’ support from an organisation regularly accessed ‘informal’ support from family members, friends, or colleagues during the pandemic. More broadly, we call this type of support ‘informal’. Although this type of support can help to reduce the harms associated with digital exclusion, it’s not usually a sustainable solution.

These people can be offered training and access to resources to enable them to better support others. They could also be encouraged to refer to those they support to

specialist services, who may be able to better develop independence or provide more sustainable assistance.

Older people prefer a more practical rather than formal lesson delivery style. They also need to be problem-solving focused rather than the teaching of topics irrelevant for living their life.

9. The role of the trainers

The trainers are people, part of the target groups, who have more experience in using online services and can transfer their knowledge compared to the elderly people involved in the project. The trainers are expected to be capable to guide the less experienced participants and, in the process, improve their own skills as an informal teacher of digital skills and competence. The role of the trainers is not easy either, as they are often not experts in innovative teaching, digital competence or trained teachers, and for many trainers the digital skills only recently have been required.

9.1. Being a trainer

What is your role as a trainer and why is it important? As a trainer you will, first of all, be the leader of your group during a workshop and make sure that the participants know how and what the group will be doing during the workshop. Furthermore, you will be motivating, inspiring, and helping the participants during the workshop to increase their digital competence and learn new skills with the help of the virtual assistance tool. The goal for you as a trainer is not to be the expert that teaches participants without letting them explore the online services and developing their digital competence. Instead, you will be supporting and motivating the students in your group, discussing questions that will arise during the workshop but also making sure that the participants can achieve some skills during the workshop.

Some tips that might help you before your first role as a trainer

- Before teaching, research and look into the material on <https://digitalcommunities.eu/> Look through the different services and make sure that you understand what each service does. Take notes on topics or actions that

you think might be a problem for the student, in this way you can prepare to answer some questions beforehand that you think might appear when teaching. It might also be a good idea to prepare questions beforehand that can be discussed during the workshop.

- What digital devices will you and your students have access to during the teaching workshop? Make sure that you have an overview over the devices needed. Do you need to bring in more smart devices? Is it possible to ask the participants to bring their smart devices? It is not a self-explication that all the participants own a smart device, it could therefore also be possible to let them work together on one device. However, it is important to inform about the risks of logging in to a device that you do not own.
- It is good to be prepared that the participants might have issues with both hearing and seeing. It is therefore a good idea to plan ahead and visit or ask if the venue for the workshop has for example installed T-loop that can be connected to hearing aids. If you are planning on using a whiteboard or similar, remember to write bigger and read the text aloud when needed.
- Some of the online services described in the material will require some preparation work from the participant. It is therefore important to inform the participants before the workshop if they need to have or use something to participate in the activities. As an example, a participant might need to speak with their bank to access online banking services during the workshop.
- A good start of the lesson can set the tone for the whole workshop. Make sure that you start off by greeting and seeing all the participants and let the participants have some time to introduce themselves to each other. When you feel that everyone is ready you can introduce the material that will be used and how it is meant to be used during the workshop by the participants.
- In some groups it might be needed to explain terms like digitalization and the meaning of it to create an understanding of why it is important to develop a stronger digital competence to motivate the group's learning outcome. The following three categories can be used to explain the importance of digital competence:

Things – for example mobile phones, computers, program and apps that can be used with different digital devices.

Approach – How we change the way we work or act. For example, we use a GPS instead of reading a map.

Society – How our society changes and develops. For example, using online services to do taxes instead of using analogue forms like paper.

- Inform and discuss questions regarding online safety during the meeting. For example, taking photos and publish them online, risks with messaging people online and sharing personal information on the internet.
- Remember that the trainer does not have to be an expert but instead a guide and help when solving the different road maps and tutorials. Explore and find solutions together as a group with the help of the material.

9.2. Promoting motivation as a trainer

Remember that the students can have different sources for motivation to why they want to learn digital skills. Some may have an urge to learn because they see the benefits of learning the skill or task. For them, the motivation comes from within and is often called intrinsic motivation.

For example, some of the students might know of services that can simplify their life, like filing taxes or booking tickets that otherwise would require planning and time to accomplish. They will have a motivation to learn because they already see the benefits of learning these skills.

Another example could be students that know of a service or platform that friends and family use for communication and they see the benefits of being able to also use the service for reaching them easier.

Their motivation comes from an understanding of the benefits and they have intrinsic goals for learning the skill.

Others might have more of extrinsic motivation, they feel the outside pressure of needing to learn a skill because they will feel left out if they don't learn.

An example of that could be awareness of a local service that is reduced or cut, and they feel the need to learn a new skill to be able to participate in society the same way that they are used to.

Both types of motivation are valid and can help a person accomplish a task or learning a skill, but it is important to recognize that different students can have different reasons for learning a new skill.

9.3. Expectancy-value Theory

One way of thinking about motivation in learning can be what's known as expectancyvalue theory, where the expectancy of success is the first important step towards finding motivation for learning a skill. The students need to believe that they can learn the skill or accomplish the task. Here it's important to focus on goals that are closer to the student's current skill level so that they feel like the learning curve is not too steep or not too distant in the future. One way of motivating the expectancy of success can be to give examples of people close to the students target group that have accomplished similar tasks or mastery of skills. Otherwise, the student's preconceived notions of the difficulty level can lower their motivation in learning.

The other part of expectancy-value theory has to do with the perceived value of learning the skill. It's important to be able to relate the time and effort put into learning the skill compared to the perceived value of mastering the skill. If the student feels like it takes a lot of time and effort to learn something, but the reward or benefit is not great enough, they can also lose motivation. So, it's important to communicate what the skill can be used for and how learning it can be beneficial to the student. That can be done by starting the first few tasks to be something that the students see the benefits of learning or things they are relatable in their everyday life. Use a skill to simplify a task that the student already knows of or does. It can be something familiar that can be done easier digitally, before moving on to skills that the students are not yet aware of or not yet know that they want to learn. So, simplify the everyday life for the students before introducing skills that solely enrich their lives. Otherwise, it can be harder to see the benefits of learning a new skill if they feel like it only adds to things that they must do.

9.4. Self-determination theory

Another way of thinking about motivational factors can be found in self-determination theory. In this perspective there are three basic psychological needs that will promote internal motivation of wanting to learn something.

- Competence
- Autonomy
- Relatedness

Competence refers to the need of feeling like we can accomplish a task or using a skill. When the students feel like they understand a task and feel like they know what to do, they will feel competent in their skill. This can be promoted by giving clear instructions and structure to the learning experience. By giving constructive feedback, allowing questions to be asked and having discussions about problems, the trainer can help the students feel more competent in learning the skills. Using the roadmaps and virtual assistance tool can help the student by having the clear instructions that they need to practice the tasks and feel competent in their skills. Remember to let the students practice several times so that they don't feel like they move on too quickly to the next task.

Autonomy refers to the need of feeling in control of the environment and having ability to make choices. When the students feel like they can try something in their own way or manage to find out and remember how to do things on their own, they will feel autonomous in their ability. Part of what motivates people is when they feel like they master the skill and know what to do in different situations. It's therefore important to also let the students explore possibilities and come up with solutions to solve problems. This can be done by letting the students try to use a service on their own and do something a bit outside of the written instructions. But remember that autonomy and wanting to explore possibilities requires competence of the basic tasks first.

Relatedness refers to the need of feeling like we connect with others or belonging to a group. It's shown to be more motivating and engaging to share experiences with others and to have someone to talk about your progress. Remember to let the students talk about, show, or share their progress with you, others in the group or friends and family so they get a sense of accomplishment. This can be done by letting the students use their skill to communicate within the group or to someone they know. For example, if

one of the digital services that the students learn is a music streaming service or an audio-book service, they can try to make a playlist to share or send a recommendation.

9.5. Experience as trainer

During your first workshop as a trainer, it might be hard to understand what skill gaps, terms or actions will be difficult for the elderly people to grasp when learning and practising their digital competence. With experience, you as a trainer will probably find out where you need to explain more or how to use the virtual assistance tool. It is however important to remember that the elderly people have experience of accomplishing tasks, just not in digital environments which might be frustrating for them. It is therefore important to remember that even though you might be more used to digital interfaces the elderly participants probably are not. Because of these different bases of understanding it is important that you therefore must be clear and concise when teaching and to inform the students that no questions are too simple to ask during the workshop.

With experience as a trainer, you will also create mental models for remembering what to do in different situations that might appear when teaching the students about digital skills and competence. These mental models will help you to solve issues that usually arise during your workshops. Some of the mental models could be one of the following:

- Apps and programs will look different and will change over time because of the evolution of digital tools and possibilities. The virtual assistance tool used during the workshop was created during 2021 and will be used for the first time in 2022. There is therefore a possibility that some of the applications and web sites might have changed something. If this is the case, discuss and explore together with the group to find and learn how to use the updated version. The tasks and usage of the app or web sites will often stay the same since the service provided usually has the same purpose. More often than less it is just a new design in the app or web page.

To find out the digital competence level of the participants it might be a good idea to start easy with something that is unlikely to change. One example of this could be to access the virtual assistance tool on the web page <https://digital-communities.eu/>. This will allow the student to access the internet, use a web browser, change language on

a web site and read and watch videos online. To continue, you can simplify by choosing a similar task in the virtual assistance tools that will build on the first step instead of introducing new obligations.

10. Effective training approach

The target group is very diverse and any training activity should take this into consideration. The key to any success is to build the participant's self-confidence and make sure they interact and support each other. Finding the value and relevance of the training for the participants will ensure easier learning and more enjoyable training sessions.

10.1. Intrinsic motivation

When learning something new, your mentality is important. It always helps to know the value, the need and the personal relevance when learning new skills.

There are many benefits for seniors to go online. It would be good if the trainer or other participants would share knowledge on all the possibilities they have online.

Below is a list a few of the benefits:

- More efficiency, making life easier
- More independence
- A new way to gain knowledge, easy access to information
- Access to online public services
- Easier communication, such as email and social media
- The possibility to participate in social and cultural activities
- Online banking and shopping
- Getting medical advice and information
- Making travel arrangements

Having motivation to learn is of great value. Therefore, you should take time to build learning environment that supports autonomy and builds on what seniors really need and want.

Theories on intrinsic motivation can help us understand this better:

- *Social Relationships*: We need to be close to others and accepted by those closest to us. We need to belong.
- *Competence*: We need to feel we have the skills to achieve the desired results. Get suitable assignments and regular feedback.
- *Autonomy*: We need to feel that the decision comes from ourselves, that we have a choice of ways to get to the set goal.

10.2. Teaching methods

The trainers have to take many things into consideration that can make the training sessions more successful. These advices are applicable to training in general but some are specifically relevant when training seniors.

A. *Training environment and preparation*

- It is necessary for people to feel comfortable in the classroom. Check for e.g. good acoustics, comfortable chairs, appropriate room temperature, good lighting, good ventilation and no environmental distractions.
- In the beginning of each training it is a good start to select fonts that are easy to read and to adjust the brightness of the device as appropriate.
- Before the session starts the trainer should be familiar with the contents that is to be covered and have a lesson plan.

B. *Effective communication in the training*

- Speak loud and clearly.
- Always use simple terms and avoid the usage of technical jargon.
- Be careful not to be or appear patronizing and be careful not to speak as if you were speaking to children.
- Be friendly and patient.

C. *Repetition, take it slow*

- Allow sufficient time during instruction for seniors to process events and information.

- Provide pauses during training to take notes and allow to ask questions. □
Minimize the amount of reading required during instruction—or provide extra time for reading.
- Repeat! It is important to use the knowledge immediately and re-train what you've learned.
- Repetition is very important, so show patience even when teaching gets repetitive...

D. *Learning by doing*

□ Learning by doing refers to a theory of education expounded by American philosopher John Dewey. Learning by doing is the idea that we learn more when we actually “do” the activity instead of watching how others e.g. the teacher does things. It is an effective technique because it helps ingrain knowledge into your memory and is an effective way for seniors to learn.

10.3. Intrinsic motivation

- Having motivation to learn is of great value. Therefore, you should build on what the seniors really need and want and support their autonomy.
- It is useful to make the tasks smaller and give people the chance to feel that they have accomplished something. This helps fight the belief that acquiring digital skills is too difficult.
- There are many benefits of going online, sharing examples on how seniors use the internet can give an idea of its possibilities.
- Making a story/a narrative to engage people can be motivating; creating a story around what they do encourages a sense of connection.

A. *Step-by-step*

- Break up instruction into small units with specific goal and relate new information to existing knowledge.
- Be careful that the procedures are not too long with a large number of steps as it may be too much information to process and remember.
- Define clear learning objectives which participants should be competent in by the end of the training session.

B. *Assessment*

- Part of giving people confidence is making sure they realize what they have learned. A short informal evaluation in the end of each session can make a difference. Use questions such as: “What did you learn today?” “Do you feel like you can use this program now?”
- For the trainers it is also good to review with the groups in the end of the session what went well so they can learn and improve their training methods.

C. *Sustainable*

- When you reach the point that the seniors are able to train each other you know that the training is successful. The participants will learn a lot from showing and sharing their knowledge.
- Plan with your participants how to continue to build people’s capacity after the initial training.

10.4. Address security concerns and emphasize internet safety

Many seniors are concerned with online security. Sadly, there is a reason to be concerned as online scams and frauds are getting more common and advanced. Seniors can be vulnerable targets. A part of the training therefore must be on security issues, the maintenance of the devices such as how to update them but also a good overview of the basics of internet safety. In many languages there are available good instructions for seniors on online security which is well worth sharing with the participants. Here is a short overview on things to consider.

A. *Passwords that cons/hackers can easily guess or crack*

- It is important not to use passwords such as birthdays, the names of loved ones, pet names and other unsafe passwords (such as the common ones; 123456, password, 1q2w3e, qwerty, abc123, password1).
- It is also not recommended to use one password for many accounts. A good password needs to be at least 14 characters long, as random as possible, letters and numbers, non-dictionary *words*, *mix* of uppercase with lowercase, and punctuation.
- It’s also important to change your passwords every few months.

B. A password set up to access their computers or cell phones

□ It is important to setup a password to access their device such as phone, computer or tablet. Person's information should not be left wide open to all people, and it is important if the equipment is stolen to have a password.

C. Scams and fraud

- Online scams are changing all the time, getting more difficult to detect. It's not unusual for people to get tricked, it is important not to be embarrassed to seek help and report it
- It is recommended not to open, replying or clicking links or attachment that are not from a trusted source. Often they try to mimic a legitimate source.
- If you are not sure you should check it twice.

Common online scams are:

- Email scams: Emails are sent to people in the hope that they will enter their personal and financial details. Some spam or junk mail may also have a link or file attack to click or open. It is not advised to open them or click on the links. □ Fake websites: Fake websites can look official. They might even look very similar to the official one and only a few details may be different. They often request you to provide personal or financial information.
- Computer viruses: Downloading free software from an unknown source, especially software that comes to you via email or a pop-up ad, is often a source of infections. If you are uncertain, simply don't click.
- Relationship scams: Often it is hard to spot this kind of scams. Scammers can use social networks like Facebook or dating websites and take long time, even years to build up a personal relationship and trust. Once they've gained your trust they'll start asking for money, often by telling you an emotional or hard luck story.

D. Privacy settings on social networks

- When using social media the use of privacy settings are important. It is a tool to decide who gets to see what.

- Whether it's a picture, video, or comment, what you post and what you share is a reflection on you. Make sure you feel good about being associated with anything you say online and be sure not to post anything that you wouldn't want to share with the world. Even if you're using privacy settings to limit the audience, there is always a chance that what you post can be copied and shared by others.

Too much information on Social Media

- One of things to consider when online is not to share too much information and to pick the correct place to share them. Sharing family photos, photos of your house, and photos from your vacations can be used for crimes such as burglaries.
- It is better to avoid posting your email address, phone number, social security number, home address, vacation plans, and other personal info on social media.

10.5. Examples on how to use Digital Communities training material:

Title:	<i>Online services, computers and smart devices. A course for senior citizens, beginners</i>
Duration:	<i>Two hours. Eight lessons in total</i>
Facilities:	<i>Participants bring their own computers or smart devices</i>
Number of participants for 2 trainers participants/trainers:	<i>8 participants</i>
Objectives:	<i>The course focuses on increasing the interest and self-confidence of senior citizens in the use of computers and smart devices (iPad and smart phones) and going online. This is done by analysing and activating their areas of interest, finding out their needs and linking it to the uses of the devices and online possibilities.</i>
Contents: <input type="checkbox"/> Learn the basics of the operating system so you can make your devices user-friendly.	<ul style="list-style-type: none"> • <i>Guide on the use of the most common web browsers and search engines on the Internet.</i> • <i>Learn to browse websites that are useful and fun in their own field of interest. Use Digital Communities Roadmaps and Tutorials to guide you.</i> • <i>Create an access to web pages that are necessary in modern society, such as online public services. Browse some of these pages and learn how they work. Use Digital Communities Roadmaps and Tutorials to guide you.</i> • <i>Learn how to chat with family and friends on smart devices either with video calls or on chat threads.</i> • <i>Learn to receive and send emails with attachments. <input type="checkbox"/> Learn the basics of online security.</i>
Teaching methods:	<input type="checkbox"/> <i>Direct instruction</i>

- *Self-directed learning*
- *Practice-based workshops*
- *Peer-support*

Assessment: □ *A short informal evaluation in the end of each session to further establish what they learned in the lesson.*

- *Formal evaluation at the end of the course for instructors to realize what was well done and what could be done better.*

Name: *Online services. A course for 60+*
 Duration: *Two hours. Three lessons in total*
 Facilities: *Participants bring their own computers or smart devices*
 Number of participants/trainers: *6 participants for 1 trainer*

participants/trainers:	
Objectives:	<i>The course focuses on increasing the interest and self-confidence of senior citizens in the use of online services. This is done by analysing and activating their areas of interest and finding out what online services they need to use.</i>
Contents:	<ul style="list-style-type: none"> • <i>Learn how to adjust the settings on your devices such as fonts size and brightness.</i> • <i>Explore and create an access to web pages that are necessary in modern society, such as online public services. Browse the pages you need and learn how they work. Use Digital Communities Roadmaps and Tutorials to guide you.</i> • <i>Learn to receive and send emails with attachments.</i> • <i>Learn the basics of online security.</i>
Teaching methods:	<ul style="list-style-type: none"> • <i>Direct instruction</i> • <i>Self-directed learning</i> • <i>Practice-based workshops</i> • <i>Peer-support</i>
Assessment:	<ul style="list-style-type: none"> • <i>A short informal evaluation in the end of each session to further establish what they learned in the lesson.</i> • <i>Formal evaluation at the end of the course for instructors to realize what was well done and what could be done better.</i>

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BEST PRACTICES

SPAIN

Practice 1: Digital Competence Assessment System

TITLE OF THE PRACTICE	
Digital Competence Assessment System	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>BASQUE GOVERNMENT (SPAIN)</i>
Implementation period	2017

Area of implementation	<i>BASQUE COUNTY</i>
Partners in the practice	<i>NO</i>
SECTION B – DESCRIPTION	
Context	<i>The Digital Competences Assessment System in the Basque Country is evolving from a system of evaluation of knowledge and ICT tools towards a competency assessment system digital based on knowledge, skills and attitudes aligned with the European framework of DIGCOMP Digital Competences.</i>
Target group/ Beneficiaries	<i>Professional profiles that require digital skills</i>
The main objectives	<i>The model is aligned with the strategic guidelines defined in the European Digital Agenda and identifies the key components of digital competence in terms of knowledge, skills and attitudes necessary to be digitally competent.</i>
The description of the practice	<i>The new BAIT platform develops the License area of the IKANOS project based on the framework DIGCOMP, providing a certification model based on an ICT solution to evaluate the key components in professional profiles that require digital skills.</i>
Outcomes of the practice	<i>Users receive the results of the evaluation automatically during the performance of the test, being able to visualize their progress in the test. After the test is complete, the user's history is updated</i>
	<i>automatically.</i>
Methodology	<p><i>Technologically assisted assessment: Tests are carried out through a web platform consisting of:</i></p> <ul style="list-style-type: none"> <i>• User website, where to manage the registrations in the tests.</i> <i>• Web of the exam, where the tests are carried out.</i> <i>• Administration website, from where the evaluation platform is managed.</i> <p><i>Performance-based evaluation on the DIGCOMP framework: Performance-based evaluation shown in the realization of a series of digital challenges that are proposed to users and they have to carry out. The evaluation items are aligned with the DIGCOMP descriptors.</i></p>

Strengths	<i>Users have to interact with a number of programs during testing such as office packages, browsers, etc. The evaluation items are raised in such a way that users do not have to know the specific tool to use</i>
Weakness	<i>none</i>
Recommendation and guidelines	
Additional information	<i>none</i>
SECTION C – Contact details	
Name	<i>Basque Government</i>
Company/Institution	<i>Basque Government, Department of Economic Development and Infrastructure. Directorate of Innovation, Entrepreneurship and Digital Agenda</i>
Address	
Telephone	
E-mail	
Website	<i>In progress</i>

Practice 2: Skilful senior

TITLE OF THE PRACTICE	
Skilful senior	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>SKILLFUL SENIOR</i>
Implementation period	<i>2021</i>
Area of implementation	<i>ONLINE (ALL)</i>
Partners in the practice	<i>NO</i>

SECTION B – DESCRIPTION	
Context	<i>The Barriers to Technology Accessibility and Acceptance Among Seniors</i>
Target group/ Beneficiaries	<i>Seniors</i>
The main objectives	<i>Exploring the different barriers on this front will certainly help seniors make the most of the process and come out of problems that keep on arising. So following this particular task will bring in changes and help everyone out to a huge extent</i>
The description of the practice	<i>Collection of services that help seniors in every step of utilizing technologies like a professional. Our support program offers the best tech education to seniors with a range of facilities for their well-being.</i>
Outcomes of the practice	<p><i>Home Care & Support Services</i></p> <p><i>Our basic home care and support services are meant for all seniors who want to learn at their homes.</i></p> <p><i>Social Day Program</i></p> <p><i>We conduct regular events for our members to help them socialize and adjust to the new norms of society.</i></p> <p><i>Psychology & Counselling Services</i></p> <p><i>We ensure that our members receive the best counselling for their</i></p>
Methodology	<i>It touts their product as “Quick, Easy, and Fun” and is perfect for anyone getting behind a computer for the first time. This simple computer skills program has easy-to-understand tutorials on the basics of using a mouse and keyboard and uses typing games that help make it fun to practice and improve typing speed.</i>
Strengths	<i>Teaches the use of tech hardware to seniors and The Ultimate List Of Technology Resources For Seniors.</i>
Weakness	<i>none</i>
Recommendation and guidelines	
Additional information	

SECTION C – Contact details	
Name	
Company/Institution	<i>SKILLFUL SENIOR</i>
Address	
Telephone	
E-mail	
Website	https://www.skillfulsenior.com/

Practice 3: To re-address the digital gap in the elderly

TITLE OF THE PRACTICE	
To re-address the digital gap in the elderly	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>Cesaraugusta Neighborhood Union</i>
Implementation period	<i>2020-2021</i>
Area of implementation	<i>ZARAGOZA (SPAIN)</i>
Partners in the practice	<i>City Council of Zaragoza</i>
SECTION B – DESCRIPTION	
Context	<i>To re-address the digital gap in the elderly. The "covid-19 has evidenced the need to know and know how to use information and communication technologies", both for activities of daily life and for carrying out administrative procedures. They consider that those who have the most difficulties in using these technologies are "the elderly".</i>
Target group/ Beneficiaries	<i>Seniors</i>
The main objectives	<i>This training courses pretend to eliminate the digital gap in the elderly and to get from them " to lose the fear of the computer and the mobile".</i>
The description of the practice	<i>the Cesaraugusta Neighborhood Union launched at the end of 2020 several workshops to reduce the digital gap, with the aim "of bringing ICT to those people who presented the most difficulties,".</i>

Outcomes of the practice	<i>They carried out 14 courses(twenty-hours) in six districts of the city of Zaragoza, in which 140 people participated and which allowed, in the words of the association "that they could learn to function in a basic way with their Smartphone and to interact online with different administrations, in particular with the City Council of Zaragoza".</i>
Methodology	<i>to learning how to use the municipal page or make appointments at the doctor. "We insist that they be careful with scams, especially in banks.</i>
Strengths	<i>These courses, free of charge, were also divided into three levels, depending on the previous knowledge of the users.</i> <i>It has launched a "digital support" point, where they help free of charge to carry out basic administrative procedures online. this initiative has been a success and that many people have already approached to request help to obtain electronic certificates, keys, appointments in health or even the Minimum Vital Income.</i>
Weakness	<i>none</i>
Recommendation and guidelines	
Additional information	
SECTION C – Contact details	
Name	
Company/Institution	<i>Cesaraugusta Neighborhood Union</i>
Address	<i>Union vecinal cesaraugusta Andador Gutiérrez Mellado, 17</i>
Telephone	<i>0034 976 400 478</i>
E-mail	<i>correo@ unioncesaraugusta.org</i>
Website	<i>https://unioncesaraugusta.org/</i>

BULGARIA

Practice1: Digital Competence Workshops

TITLE OF THE PRACTICE Digital Competence Workshops in LAG Glavinitsa-Sitovo
SECTION A – IDENTIFICATION

Name of the Organization/Institution implementing practice	<i>LAG "Glavinitsa - Sitovo, Kraydunavska Dobrudzha" in cooperation with LAG "Local Action Group Delta Dunarii" and LAG "Local Action Group Muntii Macinului - Dunarea Veche" from Romania</i>
Implementation period	<i>2017-2018</i>
Area of implementation	<i>Glavinitsa - Sitovo, Kraydunavska Dobrudzha, Delta Dunarii, Muntii Macinului - Dunarea Veche</i>
Partners in the practice	<i>LAG "Glavinitsa - Sitovo, Kraydunavska Dobrudzha" in cooperation with LAG "Local Action Group Delta Dunarii" and LAG "Local Action Group Muntii Macinului - Dunarea Veche" from Romania</i>
SECTION B – DESCRIPTION	
Context	<i>A local action groups organized a series of three-day workshops in nine municipalities for residents over 50years old with limited computer skills. The workshops were conducted by a professional trainer. After passing a competency test and committing to 100% attendance at the workshops the participants received tablets and keyboards to continue practicing their skills.</i>
Target group/ Beneficiaries	<i>Residents over 50 years old with limited computer skills</i>
The main objectives	
The description of the practice	<i>These workshops were organized in response to the identified need to develop computer skills among inhabitants aged over 50 in the LAGs areas.</i>
Outcomes of the practice	
Methodology	<i>Ninety people over 50 years old acquired, or improved their computer skills. Participants learned how to carry out everyday activities, such as finding information on the web, searching for job offers, making</i>
	<i>electronic payments and online purchases or sending emails. The new digital competences helped to improve the participants' quality of life and contributed to building social capital in the LAGs areas. The project is an example of good practice that other entities can look to when organizing similar initiatives for digital education, regardless of the target age group.</i>
Strengths	<i>Organized a tailored digital training programme to address the needs of this specific age group giving them the opportunity to participate in group training with peers who face the same challenges. Gaining new digital competences has definitely improved the quality of life of the participants. In addition, thanks to the tablet they earned, the workshop participants have the opportunity to continue developing their skills.</i>
Weakness	<i>No weaknesses</i>

Recommendation and guidelines	<i>The project succeeded in overcoming fear new technologies and modern electronic forms of communication. Older people not only acquired knowledge but were also provided with equipment, thus removing another major barrier. Participation by local organisations in the project allowed for increased social activity, enhancing possibilities for mutual motivation among participants to undertake social initiatives. This is leading to the promotion of social integration with the aim of systematically strengthening and building social capital. The project has inspired local leaders to undertake similar activities, strengthening not only the digital competences of participants of various age groups, but above all building social capital.</i>
Additional information	
SECTION C – Contact details	
Name	
Company/Institution	<i>LAG Glavinitsa-Sitovo</i>
Address	<i>BULGARIA, 7600, Glavinitsa Dunav Street №13A</i>
Telephone	<i>0884 459599 08636 22-58</i>
E-mail	<i>mig_glavinitsa_sitovo@abv.bg</i>
Website	<i>https://www.mig.glavinitsa-sitovo.org/bg/m-dokumenti- bg/mstrategia-bg.html</i>

Practice 2: National Bulgarian University "Third Age"

TITLE OF THE PRACTICE	
National Bulgarian University "Third Age"	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>National Bulgarian University "Third Age"</i>
Implementation period	<i>2018</i>
Area of implementation	<i>Sofia region</i>
Partners in the practice	<i>no</i>
SECTION B – DESCRIPTION	

Context	<p>A training program initiated by Acad. Gancho Popov educates Bulgarians over the age of 55 free of charge within the project National Bulgarian University "Third Age".</p> <p>National Bulgarian University "Third Age" provides training free of charge to people aged 55+, and lecturers will teach on a voluntary basis. The trainings at the university will include lectures on healthy living, personal finance management, tax and social security regime, family budget, computer literacy, work with a tablet, with mobile devices.</p>
Target group/ Beneficiaries	<p>People aged 55+</p>
The main objectives	<p>The choice of training topics was made after a survey among retirees about the needs of training. People put computer literacy training first. And that's understandable, adults want to be in touch with their children and grandchildren who are abroad or living in other cities. At the same time, they want to be informed about things that interest them. In the second place are the topics related to health and a healthy lifestyle.</p>
The description of the practice	<p>The first course of the university's curriculum is in basic computer literacy, through which older people will acquire computer skills and use Skype and e-mail.</p> <p>The second course of the university's curriculum includes learning foreign languages, legal advice, lectures on topics related to art - are also listed as important and will be included in training programs for the elderly, as well as lectures on healthy lifestyle, eating, etc.</p>
Outcomes of the practice	<p>Citizens over 55+ years old acquire basic knowledge on digital skills, like:</p>

	<ul style="list-style-type: none"> • Searching of information on Internet; • Basic knowledge about social medias; • Creating and managing of online profiles; • Downloading and saving documents; □ Creating and sending emails; □ etc.
Methodology	<p>Teaching methods: lectures, practice, group and individual work, visual methods, individual consultation, demonstration, presentation, etc.</p> <p>Methods for assessing students and feedback: self-assessment, pair assessment and in subgroups, discussion, written answer to a question, performance of practical tasks.</p>

Strengths	<p><i>Training enables many people over the age of 55 to gain the knowledge and skills they lack in order to communicate effectively in today's global and technologically advanced society.</i></p> <p><i>This will give them the confidence that they are not unnecessary and will motivate them to continue to develop in order to adapt to modern requirements, which will motivate them and help them find a better job and position themselves better in the society.</i></p>
Weakness	<p><i>It is hard for the participants in technical trainings to be technical enough literate to follow the pace of learning without slowing down the group's progress.</i></p>
Recommendation and guidelines	<ul style="list-style-type: none"> • <i>The whole training strategy must be focused.</i> • <i>The introduction to the training must correspond to the required level of the trainees.</i> • <i>The training should be such that all trainees are active partners in the learning process.</i> • <i>Training must adopt a holistic awareness-raising approach, motivation, knowledge and skills.</i> • <i>The learning environment should be interesting, motivating and stimulating. In distractions should not be allowed in the learning process.</i> • <i>Proper time management of the course is essential. Must follow the training schedule.</i> • <i>Applying what you have learned in real life is recommended.</i>

SECTION C – Contact details

Name	<i>Acad. Gancho Popov</i>
Company/Institution	<i>NATIONAL BULGARIAN UNIVERSITY - THIRD AGE Non-profit association for public benefit</i>
Address	<i>BULGARIA, Sofia, 77A Hristo Botev Blvd.</i>
Telephone	<i>0888 705 325</i>
E-mail	<i>nbu_tretavazrast@abv.bg</i>
Website	<i>https://nbu3age.org/</i>

Practice 3: Generation Bridge

<p>TITLE OF THE PRACTICE</p> <p>„GENERATION BRIDGE“</p>
<p>SECTION A – IDENTIFICATION</p>

Name of the Organization/Institution implementing practice	<i>Local action group Svilengrad Areal</i>
Implementation period	<i>November 2020-June 2021</i>
Area of implementation	<i>Svilengrad Area</i>
Partners in the practice	<i>No</i>
SECTION B – DESCRIPTION	
Context	<i>Through the project, adults and young people will create a bridge between them through the exchange of knowledge and experience. Young people will teach older people to use digital devices and work with the internet, and adults will teach young people how to plant and grow their livelihoods. A strong intergenerational link will be created, which will be an example of civic awakening. There will be a civic campaign, including a strategic meeting and training.</i>
Target group/ Beneficiaries	<i>Adults and young people</i>
The main objectives	<i>Exchange of knowledge and experience between adults and young people</i>
The description of the practice	<p><i>Conducting an agricultural school for young people - 25 young people divided into 5 groups of 5 people visit 5 settlements in the municipality of Svilengrad. Each group make 3 visits to the settlement. The visits take place during the months: March, April, May. Transportation is provided for participants. 5 young people and 5 adults participate in each school hour of the agricultural school. Older people train young people by passing on their knowledge and experience in the field of agriculture. Everyone receive gloves, a sprayer, a trident, a hoe and fruit shears.</i></p> <p><i>Conducting a digital school for adults - 25 young people divided into 5 groups of 5 people visit 5 settlements in the municipality of Svilengrad.</i></p>

	<p><i>The visits take place during the months: February, March, April. Each group make 3 visits to the settlement. Transportation was provided for participants. 5 students and 5 adults participate in each lesson of the digital school. The young people train the elderly by passing on their knowledge and experience of working with the Internet, Facebook and others.</i></p> <p><i>Preparation and printing of agro calendar. An agro calendar was prepared and printed, providing important information for the cultivation of agricultural crops.</i></p> <p><i>Preparation and printing of a manual for work on the Internet. A manual was prepared and printed to help the elderly.</i></p> <p><i>Conducting a civil campaign, which includes the following activities: -</i></p> <ul style="list-style-type: none"> <i>- Conducting training in civic activity, where attended 20 people representing local government, NGO sector and citizens. The training aimed to create civic self-awareness and understanding of the opportunities for participation in solving local problems of different nature. A network for teamwork was created, which, if necessary, will be activated in the event of various types of problems and cases to be solved in the community.</i> <i>- Conducting a strategic meeting, attended by 20 representatives of local government, NGO sector and citizens.</i> <i>- Publication of a handbook "How can I be an active citizen". The handbook contains summary information on the topics of the civic activity training and practical information for the participants and other people on how they can apply the acquired knowledge in the context of the project idea.</i>
Outcomes of the practice	<p><i>Older people train young people by passing on their knowledge and experience in the field of agriculture. The young people train the elderly by passing on their knowledge and experience of working with the Internet, Facebook and other. Created a network for teamwork and a handbook "How can I be an active citizen".</i></p>
Methodology	<p><i>Exchange of knowledge between young citizens and old citizens in Svilengrad area.</i></p>
Strengths	<p><i>Acquisition of knowledge and skills and exchange of knowledge between young citizens and old citizens in Svilengrad area.</i></p>
Weakness	<p><i>No weaknesses</i></p>
Recommendation and guidelines	<p><i>No</i></p>
Additional information	<p><i>No</i></p>
<p>SECTION C – Contact details</p>	

Name	<i>Milena Yaneva</i>
Company/Institution	<i>Local action group Svilengrad Areal</i>
Address	<i>BULGARIA Svilengrad 6500, 6 Septemvriytsi Str</i>
Telephone	<i>0884 574269</i>
E-mail	<i>migsvilengrad@mail.bg</i>
Website	https://migsvilengrad.org/

ICELAND

Practice 1: Reykjavik welfare department

TITLE OF THE PRACTICE	
Reykjavik welfare department	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>Reykjavik welfare department</i>
Implementation period	<i>From 2020 and onwards</i>
Area of implementation	<i>Reykjavik, the capital of Iceland</i>
Partners in the practice	<i>Reykjavik welfare technology center National association of senior citizens in Iceland Financial support from the ministry of social affairs in Iceland</i>
SECTION B – DESCRIPTION	
Context	<i>Computer courses for small groups and individuals</i>
Target group/ Beneficiaries	<i>Senior citizens in Reykjavik. Most participants have been 67 years old or older but there are no specific age limits for the courses.</i>
The main objectives	<i>The focus of the courses is on technical literacy in the aim to increase seniors' computer skills. The computer courses were even established to promote social life and activities in times of the covid-19 pandemic. The courses were intended to decrease risk for isolation of seniors when many activities and events were cancelled (or difficult to participate in) because of</i>

	<p><i>disease control measures.</i></p> <p><i>An objective of the courses is thus to contribute to leisure activities, mental health, exercise and prevention and increase quality of life for seniors in general.</i></p>
<p>The description of the practice</p>	<p><i>In 2020, the Icelandic government decided to support activities for senior citizens to counteract negative effects of the pandemic on this group. Financial support was provided to municipalities that allocated the funds at their own request, for the benefit of senior citizens. Reykjavik welfare department chose to use the grant to fund computer literacy courses for senior citizens.</i></p> <p><i>The computer courses started in the summer of 2020, implemented by the projects working group. During this first summer of operation, 16 beginners' courses and 11 advanced courses were held. The courses aimed to enhance the knowledge and skills of senior citizens in using tablets, both Android and iOS operating systems. The courses were organized as 3-day beginners' courses and then 2-day advanced courses were offered.</i></p> <p><i>Participants in the courses in 2020 were about 140 persons. Men in particular attended the courses and were interested in learning about computers.</i></p> <p><i>One year later, the summer of 2021, computer courses were organized again. On this second summer in operation, even more courses were offered, with a greater variety and more specifications. Seniors got the chance to learn about more aspects of computers, for example playing computer games and using various smart devices. Again, it was a three-day beginners' course but new for this year were micro-courses and "a presence" where individual assistance was offered. Various recreational equipment was introduced during the summer, for example virtual reality glasses.</i></p> <p><i>Participants in the beginners' courses in 2021 were 166 persons. Additionally, 361 persons got computer assistance in the social centres that was not a part of the planned courses. Numerous short instructional videos have been prepared for the courses.</i></p>
<p>Outcomes of the practice</p>	<p><i>The work of the technical literacy team has been highly valued. The courses have been very popular, and their popularity has been growing. The courses even created a demand for more courses in the city's social centres for seniors.</i></p> <p><i>Participants and employees in social centres consider there is a great</i></p>

	<i>need for the courses even during the wintertime. Because of high demand and positive reaction, the computer courses from now on will be offered all year round.</i>
Methodology	<i>The computer courses have an interesting methodology that is supposed to imitate personal training method in a gym. The courses give group lessons, in small groups, and individual training. Even distance training is available.</i>
Strengths	<i>The courses are held in the municipal's every social center for seniors which makes the courses assessable for people in the city's different neighbourhoods.</i> <i>A part of the course material is a well-known and widely spread instruction brochures from the National association of senior citizens in Iceland.</i>
Weakness	<i>The main weakness, or the main challenge, is how many employees must be in each course to ensure that all participants get all the assistance they need.</i>
Recommendation and guidelines	<i>It is important to take good time for each course and try to not have too much material at once. Rather, offer more specialized courses to go deeper into specific topics. The "drop-in times" are optimal for reviewing topics of special interest.</i> <i>It is vital that employees on the courses have good technical skills but also good communication skills and motivation. Good communication skills and motivation are even more important than great technical skills.</i>
Additional information	<input type="checkbox"/> Facebook page https://www.facebook.com/velferdarsvid/

SECTION C – Contact details

Name	
Company/Institution	<i>Reykjavik welfare department</i>
Address	<i>Borgartún 12–14, 105 Reykjavík</i>
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E-mail	upplysingar@reykjavik.is
Website	https://prod.reykjavik.is/velferdarsvid

Practice 2: Simple instructions for tablets

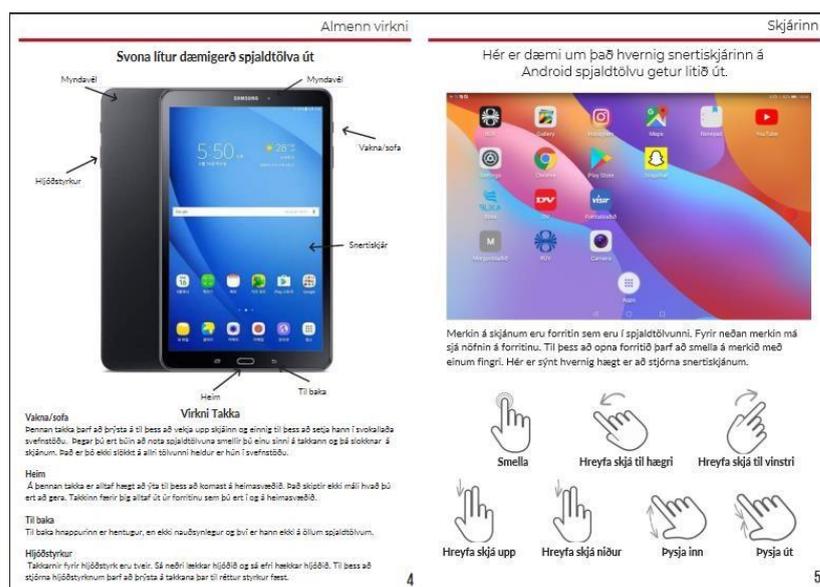
TITLE OF THE PRACTICE	
Simple instructions for tablets	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>National association of senior citizens in Iceland</i>
Implementation period	<i>From 2019 and onwards</i>
Area of implementation	<i>Iceland, the whole country</i>
Partners in the practice	<i>The project was implemented with a grant from the Ministry of Social Affairs.</i>
SECTION B – DESCRIPTION	
Context	<i>The National association of senior citizens in Iceland got a grant from the state to make instructions for using tablets.</i>
Target group/ Beneficiaries	<i>Senior citizens in Iceland that want simple and clear guidance, in Icelandic, for using tablets. Focus on the group of seniors that fears to use digital devices. The National association of senior citizens is for people of age 60 years and older.</i>
The main objectives	<i>Publication of two instruction brochures, available both online and in a printed format. Wide distribution of the instructions to reach as many people as possible.</i>

<p>The description of the practice</p>	<p><i>In 2019 the national association of senior citizens in Iceland published two instruction brochures for tablets, one for android and one for apple. Two years later the instructions were even accessible online.</i></p> <p><i>The instructions in the brochures are clear and simple. Many and informing pictures and icons are used to make the instructions easy to understand. On the first pages of the brochures the content is introduced, with supportive words to the reader. Explanations of the instructions are also to be found in the beginning of the booklet.</i></p>
	<p><i>The instructions show basic settings of tablets, for example how to switch the keyboard to Icelandic. They also teach how to use the internet and the tablet's camera. Instructions on how to get new apps are even to be found in the brochures as well as chapters on some popular apps like Facebook and gmail. Each brochure counts about 20 pages.</i></p> <p><i>A person was hired to make an informative brochure. There was no specific model for the Icelandic brochure but instructions from other countries were reviewed in the process.</i></p> <p><i>The instruction has been used in popular computer courses for seniors in Iceland.</i></p>
<p>Outcomes of the practice</p>	<p><i>Simple, illustrated instructions are accessible for seniors in Iceland.</i></p> <p><i>No specific evaluation has been implemented on the advantage of the brochures but what is known is that the instructions are very widespread among elderly in Iceland.</i></p> <p><i>The response has been very positive. Users (both the seniors and teachers in computer courses for elderly) seem to consider the instructions useful.</i></p>
<p>Methodology</p>	<p><i>The projects methodology emphasizes on relieving older people from fear of using computers and technology. The brochure is in a big format (A4), with clear, constructive text that is easy to read. Illustrations and pictures make the instructions accessible and easy to follow.</i></p>

<p>Strengths</p>	<p><i>The instructions are accessible to most Icelandic senior citizens as the material is available both online and in a printed version. Seniors that prefer a printer version can get a copy home delivered for a small fee.</i></p> <p><i>It is an advantage, as well as use the booklet, to be able to get help or guidance from a person who knows how to use tablets. That help, however, needs to let the seniors operate themselves.</i></p> <p><i>Participation in computer courses for senior citizens, where the instruction booklets are used, has been very successful and is considered a very effective way to increase digital skills.</i></p>
<p>Weakness</p>	<p><i>The brochures become obsolete quickly. As soon as on the year that the brochures were published, certain guidelines were no longer up to date due to changes and updates in tablets.</i></p> <p><i>The guidelines are only sufficient as a basis but cannot cover the variety of tablets on the market. It would require a great many kinds of instructions that would be impossible for the association to publish.</i></p>
<p>Recommendation and guidelines</p>	<p><i>The publishers of the booklet ponder the purpose of the rapid changes that are taking place in tablets and their software. Increasing consumption may be the only reason in some cases, they assume.</i></p> <p><i>It was mentioned whether it should be some regulatory framework that ensures a certain level of stability and simplification, as has been suggested for chargers for mobile phones.</i></p>

Additional information

• **Pictures**



• **Facebook page:**

<https://www.facebook.com/landssambandeldri borgara/>

• **Online version of the brochures:**

https://issuu.com/yaraiceland/docs/android_b_klingur_2_u_tq

https://issuu.com/yaraiceland/docs/android_b_klingur_2_u_tq

SECTION C – Contact details

Name	
Company/Institution	Landssamband eldri borgara
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E-mail	leb@leb.is
Website	https://www.leb.is/

Practice 3: Computers, no problem. Computer and smart device course for senior citizens.

TITLE OF THE PRACTICE

Tölvur, ekkert mál. Tölvu- og snjalltækjanámskeið fyrir eldri borgara. Computers, no problem. Computer and smart device course for senior citizens.

SECTION A – IDENTIFICATION

Name of the Organization/Institution implementing practice	<i>Þekkingarnet Þingeyinga (Húsavík academic center)</i>
Implementation period	<i>From 22.01.20 to 05.02.20</i>
Area of implementation	<i>Húsavík</i>
Partners in the practice	
SECTION B – DESCRIPTION	
Context	<i>Course in the use of computers and smart devices for senior citizens.</i>
Target group/ Beneficiaries	<i>Senior citizens 60 years and older.</i>
The main objectives	<i>To increase the interest and self-confidence of senior citizens in the use of computers and smart devices.</i>
The description of the practice	<p><i>The course focused on increasing the interest and self-confidence of senior citizens in the use of computers and smart devices (ipad and smart phones). This was mainly done by analyzing and activating their areas of interest and linking it to the uses of the devices.</i></p> <p><i>These included exploring national news websites, navigating Íslendingabók (www.islendingabok.is), which has a database that contains genealogical information about the inhabitants of Iceland, dating more than 1,200 years back. Senior citizens in Iceland are generally very interested in genealogy. Also exploring weather websites for example (www.vedur.is) and Icelandic Road and Coastal Administration (www.vegagerdin.is), listening to Storytel, viewing groups on social media such as the facebook group “HÚSAVÍK: Past and present”, viewing photo galleries, explore map websites and anything else that everyone found interesting.</i></p>
Outcomes of the practice	<i>In general, the result was that students gained a better sense of computer and smart device use.</i>
Methodology	<i>This was mainly done by analyzing and activating their areas of interest and linking it to the uses of the devices.</i>
Strengths	<i>Everyone was working on their own field of interest which made the teaching even more effective.</i>
Weakness	<i>Due to covid, it was not possible to hold advanced courses that would have been necessary to better establish the knowledge. In such an advanced course, the teacher would have divided the students into groups according to what equipment each one had.</i>
Recommendation and guidelines	<i>The teacher recommends dividing students into groups according to which device each one is working with.</i>
Additional information	Facebook page https://www.facebook.com/thekkingarnet
SECTION C – Contact details	
Name	<i>Þekkingarnet Þingeyinga (Húsavík academic center)</i>

Company/Institution	<i>Þekkingarnet Þingeyinga (Húsavík academic center)</i>
Address	<i>Hafnarstétt 3</i>
Telephone	<i>464-5100</i>
E-mail	<i>hac@hac.is</i>
Website	<i>www.hac.is</i>

SWEDEN

Practice 1: Senior Surfers

TITLE OF THE PRACTICE Seniorsurfarna <i>(Senior Surfers)</i>	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>UR (Swedish Educational Broadcasting Company) is part of the public service broadcasting group in Sweden, with Swedish Radio (SR) and Swedish Television (SVT).</i>
Implementation period	<i>From 20/02/20 to 09/02/21</i>
Area of implementation	<i>Sweden, National level.</i> <i>Broadcasted on National Television and published online with material teaching seniors to use digital services</i>
Partners in the practice	<i>UR, SR and SVT</i>
SECTION B – DESCRIPTION	
Context	<i>An educational and entertaining Television series with famous senior swedes learning to use digital services like E-mail, Bank-ID, social media and more. The program is in short form, 5 minute episodes with 6 episodes per season. There have been 2 seasons of the series so far with an additional 12 Web-exclusive episodes. “Senior surfers” also has a website with teachers guiding material for study associations.</i>

Target group/ Beneficiaries	<i>Seniors and study associations.</i>
The main objectives	<i>Digital knowledge can break loneliness and isolation and give the individual a voice in society. "Senior surfers" want to inspire both those who have some experience and those who are not so experienced, to dare to try new things.</i>
The description of the practice	<i>The series can be viewed by seniors at home or be used as educational material for study associations.</i>
Outcomes of the practice	<i>The first episode of the series was watched by 582.000 people when it first aired, it has been nominated for TV awards, and many senior associations and study associations in Sweden link to the material on their website or use the teachers guiding material.</i>
Methodology	<i>Short form video episodes showing seniors trying to learn to use common digital services in an educational and entertaining way. Comes with teachers guiding material with tips and tasks to use when teaching seniors how to use the services shown in the episodes.</i>
Strengths	<i>Big reach and awareness of the material in the target group.</i>
Weakness	<i>Sometimes more entertaining and inspiring than educational.</i>
Recommendation and guidelines	<i>Can be used as an introduction to the subject of digital skills.</i>
Additional information	<p><i>Press material:</i></p> <p>https://www.ur.se/press/#/pressreleases/folkkaera-kaendisarutmanas-digitalt-i-ur-s-nya-tv-serie-seniorsurfarna-2969411 Streaming link (Season 1 and 2):</p> <p>https://urplay.se/serie/219710-seniorsurfarna Teachers guide (Season 2):</p>
	https://www.ur.se/mb/pdf/handledningar/221000-221999/221439-2_lararhandledning_seniorsurfarna_sasong2.pdf
SECTION C – Contact details	
Name	<i>Press contact: Karoline Malitzki</i>
Company/Institution	<i>UR (Swedish Educational Broadcasting Company)</i>

Address	Besöksadress: Oxenstiernsgatan 34 i Stockholm. Postadress: Sveriges Utbildningsradio AB, 105 10 Stockholm
Telephone	08-784 40 00
E-mail	kontakt@ur.se
Website	https://www.ur.se

Practice 2: Introduction to Internet for elderly

TITLE OF THE PRACTICE Introduktion till internet för äldre (Introduction to Internet for elderly)	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>Internetstiftelsen (The Swedish Internet Foundation), an independent, private foundation that works for the positive development of the internet. They are responsible for the Swedish top-level domain .se, and has a vision that everyone in Sweden wants to, dares to and is able to use the internet.</i>
Implementation period	<i>From 07/04/10 to 25/06/20</i>
Area of implementation	<i>Sweden, National level. Online publication</i>
Partners in the practice	<i>“The Swedes and the Internet” is the Swedish part of the “World Internet Project”, an international research project involving some thirty countries. Since 2010, The Swedish Internet Foundation has been the head of the Swedish study.</i>
SECTION B – DESCRIPTION	

Context	<p><i>The Swedish Internet Foundation publishes reports on seniors use of Internet in Sweden every 3-4 years with the latest statistics from surveys and research in that area.</i></p> <p><i>“Introduktion till Internet för äldre” is a guide with the findings from that research.</i></p>
Target group/ Beneficiaries	<p><i>Elderly and people who wants to help elderly people learn how to use Internet.</i></p>
The main objectives	<p><i>The guide offers tips and educational insights for you who want to help year-old relatives, friends or acquaintances to take advantage of the network's many opportunities.</i></p>
The description of the practice	<p><i>The guide includes research in the area, tips on what to learn and why, pedagogical methods as well as examples and glossary</i></p>
Outcomes of the practice	<p><i>To offer digital education and knowledge that gives a greater understanding of the impact of digitalization on individuals and society. To promote research, innovation and education with a focus on the internet.</i></p>
Methodology	<p><i>The guide is a mapping and compilation of research on the subject of elders' use of Internet, what areas that elders could benefit from learning and a research overview of methods to teach seniors.</i></p>
Strengths	<p><i>The guide is very comprehensive in it's descriptions and includes many references to research for context.</i></p>
Weakness	<p><i>May be great for educating people who want more information about internet and how to teach elders, but is too comprehensive to be used as a study material.</i></p>
Recommendation and guidelines	<p><i>Is best used as a reference for research in the area and for specialization on the subject.</i></p>
Additional information	<p><i>Link to the guide: https://internetstiftelsen.se/guide/introduktion-till-internet-for-aldre/</i></p> <p><i>All reports on elders and Internet: https://internetstiftelsen.se/kunskap/rapporter-ochguider/?more=1&filter[s]=%C3%A4ldre</i></p>
SECTION C – Contact details	
Name	<p><i>Internetstiftelsen</i></p>

Company/Institution	<i>Internetstiftelsen (The Swedish Internet Foundation)</i>
Address	<i>Hammarby Kaj 10D Box 92073 120 07 Stockholm</i>
Telephone	08-452 35 00
E-mail	info@internetstiftelsen.se
Website	https://internetstiftelsen.se/

Practice 3: Digital technology for social inclusion among elderly

TITLE OF THE PRACTICE Digital teknik för social delaktighet bland äldre personer <i>(Digital technology for social inclusion among elderly)</i>	
SECTION A – IDENTIFICATION	
Name of the Organization/Institution implementing practice	<i>The Public Health Agency of Sweden</i>
Implementation period	<i>From 02/10/18</i>
Area of implementation	<i>Sweden, national level. Online publication</i>
Partners in the practice	<i>The project is a cooperation between five public agencies: The Public Health Agency of Sweden, Swedish Research Council for Health, Working Life and Welfare (FORTE), National Board of Health and Welfare, Swedish Agency for Health Technology Assessment and Assessment of Social Services (SBU), Swedish Agency for Participation (MFD)</i>
SECTION B – DESCRIPTION	

Context	<i>Five Swedish National Agencies have worked together to create a guide to educate and promote the subject of social inclusion for elderly through digital technology.</i>
Target group/ Beneficiaries	<i>The target group for the project is primarily decision-makers at the local and regional level, but also people who work in social services, cultural activities, IT services and others who have the opportunity to initiate activities affecting older people and their well-being and health.</i>
The main objectives	<i>The knowledge support material provides guidance in the planning of activities to promote social stimulation and participation among older people through education in and use of digital technology.</i>
The description of the practice	<p><i>The project gives guidance on how to coordinate work between many organizations. It describes subjects such as:</i></p> <ul style="list-style-type: none"> - <i>the state of knowledge based on research</i> - <i>examples of how municipalities can work to give elderly people access to and knowledge about using digital technology</i> - <i>what is important to consider legally and ethically when offering or using digital technology.</i>
Outcomes of the practice	<i>The material is in use in many regions and supported by many Swedish National Agencies.</i>
Methodology	<i>The project cooperates with organizations that carry out training on a local level, and describes how that is done in an effective way and relates that to a review of scientific studies in the field.</i>
Strengths	<i>The material helps local decision-makers and organizations understand the importance of social inclusion through digital technology backed by scientific studies. It also describes how it's been successfully implemented in different regions in Sweden.</i>
Weakness	<i>It does not give a concrete plan or complete study material, just guidance for local organizations and decision-makers on how they can plan activities.</i>
Recommendation and guidelines	<i>Use the material from the project as a way for local authorities and organizations to come to a common understanding of the problems and benefits when it comes to promoting social inclusion for elderly people.</i>

Additional information	<p>Several of the national agencies and partnering organizations in the project has landing pages with more information.</p> <p>For example:</p> <p>https://www.sbu.se/sv/om-sbu/nyheter/digital-teknik-for-socialdelaktighet-bland-aldre-personer/</p> <p>https://www.digitalvardochomsorg.se/digital-teknik-for-socialdelaktighet-bland-aldre-personer/</p> <p>https://digidel.se/kunskapsbank/it-for-aldre/ https://hjarnkoll.se/vad-vi-gor/seniorambassadorer/</p>
SECTION C – Contact details	
Name	Folkhälsomyndigheten
Company/Institution	The Public Health Agency of Sweden
Address	Folkhälsomyndigheten, Nobels väg 18, 171 82 Solna
Telephone	010 2052000
E-mail	info@folkhalsomyndigheten.se
Website	https://www.folkhalsomyndigheten.se/publiceratmaterial/publikationsarkiv/d/digital-teknik-for-social-delaktighetbland-aldre-personer/