DigIT

TRAINING BOOKLET

PROMOTING DIGITAL SKILLS AMONG ADULT EDUCATORS OF OLDER GENERATIONS

Co-funded by the European Union

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INTRODUCTION

Hi there!

The training guidelines you are about to enrol were developed under the scope of DigIT project. DigIT project aims to promote digital skills among adult educators, for them to be able to design high-quality digital educational programs for senior population. This is an Erasmus+ Partnership Project in Adult Education funded by the European Commission, and developed by organizations from Spain, Portugal and Italy.

Through this training we aim to empower adult educators to design high-quality educational programs to develop
digital competences among senior learners.

The objectives of this training are:
-To deepen the needs and potential of the senior population regarding digital literacy and active ageing;
-To reflect on how to codesign digital activities with senior learners to re-skill or up-skill seniors' digital competences;
-To explore different digital tools for the design of educational opportunities for seniors;
-To innovate Lifelong Learning opportunities provided by adult education organizations, as well as enhance the teaching material and resources used in order to meet the needs of senior citizens.

The training is composed by 4 Modules:

The first module consists of some general "Guidelines for Adult Educators", where we will explore the principles of non-formal education, and some key concepts important to develop your educational activities and plan the learning process.

The second module is focused on "What you should know about working with seniors" which objective is to give an insight into the ageing process.

In the third module you will have the opportunity to learn how to "Codesigning activities to promote digital competence with seniors".

Finally, on module 4, you will find examples of resources you can use as digital tools or activities.

Enjoy!

#1 BASIC GUIDELINES FOR ADULT EDUCATORS

The intention of this module is to transfer some transversal knowledge to educators and facilitators creating educational activities for the senior population. An effective educational activity builds on both individual and group learning, always respecting participants needs. To achieve the learning goals, the learning process must be carefully planned and framed, although flexible and adaptable.

Objectives:
- To explore the principles of Non-Formal Education;
- To understand the role of the facilitator;
- To understand different learning styles and preferences;
- To get familiar with Experiential Learning.

Outcomes:
The overall outcome of this module is to have a comprehensive introduction of some key concepts related to Non-Formal Education Methodology that each Educator/Facilitator can further deepen according to their needs and interests.

Lifelong Learning

The potential of lifelong learning is recognised by EU policies: it empowers people, encourages sustainable economic growth, and promotes just societies. Over time, EU nations have improved their cooperation, creating a set of universal adult learning principles, and deciding on goals and activities. Despite this development, the challenge still persists. According to Eurostat, only one in ten adults in the EU took part in training in 2019. Sadly, the participation rate for inactive, unemployed, and low-qualified Europeans was even lower.

EU leaders made a number of bold decisions to address such concerns. They established the right to high-quality, inclusive education, training, and lifelong learning for all as its guiding principle in 2017 when they proclaimed the European Pillar of Social Rights. Through the Porto Declaration, they strengthened their commitment in 2021 and agreed to the EU-level goal of at least 60% of adults engaged in learning each year by 2030.

These significant steps will eventually lead to a much-needed skills revolution. A shared vision is established when access to lifelong learning is seen as a right. Having an objective allows to guide and track the progress. Together, they offer a solid platform for action and collaboration among European institutions and nations.

Formal, Non-Formal Education and Informal Learning

It is difficult to cover all the definitions, linkages, and points of view on this topic in this document because disagreements over the notions of education and learning date back to Socrates.

People are always and everywhere learning new things. Every single day results in the development of new abilities, competencies, and/or skills for every single person. Learning is a constant and integral element of life. Sometimes, we don't even recognize all the resources we use to educate ourselves and acquire new knowledge, yet doing so helps us grow, acquire new abilities, and manage day-to-day situations. However, learning is sometimes assumed to only occur in formal settings and learning environments, unaware to the fact that a lot of important learning actually occurs either consciously or unintentionally in daily life.

Along with others, we have discovered that making the distinction between: Learning is a process and Education is a system.

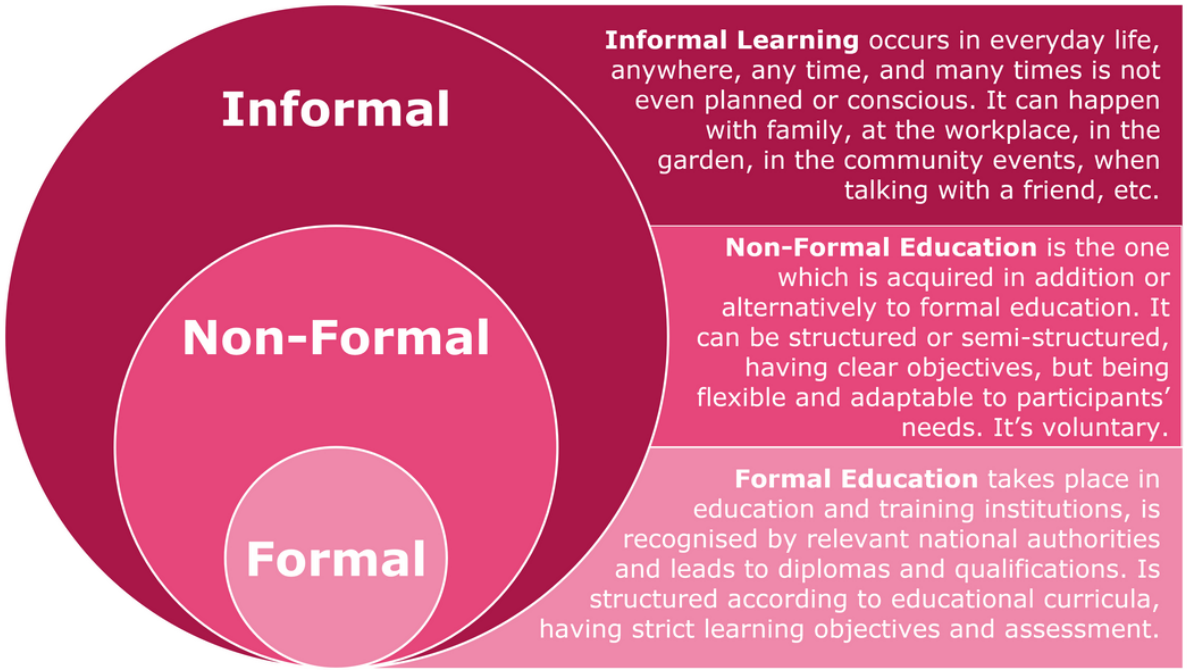
These ideas inevitably prompt several inquiries regarding the connections between the various forms of education and the ways in which formal, non-formal, and informal components might be distinguished. Without oversimplifying, the current consensus appears to be that:
- informal learning occurs almost constantly in daily life (at home, on the street, in cafés, etc.);
- non-formal education is voluntary, is assisted by others, and is planned; and
- formal education is structured, regulated from the outside, and involves some type of certification.

Therefore, non-formal education can be thought of as a system that operates independently of formal education and that combines resources, personnel, goals, tools, and methodologies to create an organized learning environment.

Non-formal education is defined for the purposes of this training as a planned educational process that coexists with traditional systems of education and training but often doesn't result in a credential. Because participation is voluntary, each participant actively participates in the learning process.

In contrast to informal learning, where learning occurs less consciously, a person who receives non-formal education is typically aware that they are learning. Through its connections to the real world, emphasis on social learning, and learner-centered processes of critical reflection of knowledge and values, non-formal learning has demonstrated a tremendous potential to enhance or supplement formal education.

This educational approach typically employs immersive, interactive, and participatory methods while learning in groups. Most people find these strategies appealing, which boosts their motivation and actually engages them.



The Role of the Facilitator

Making something simple is how facilitation is defined. Planning, leading, and managing a group is the job of the facilitator, who also makes sure that the goals of the group are successfully accomplished. Rather than providing the correct answers, asking questions helps the group reach a consensus during a discussion.

To facilitate effectively, the facilitator must be objective and take a neutral stance, stepping back from its personal point of view and focus on the group process.

The facilitator must have a thorough understanding of the intended result, the context, and the background before formulating a strategy and a plan that responds to the needs of the target group and promotes the overall objective. The facilitator assists the group's participants in a variety of capacities, including supporter, informational resource, and partner.

To bring the group to a successful conclusion, and achievement of the desired outcome, the facilitator will:

- **Create a safe and trustful learning environment**, providing physical, emotional, and intellectual security for the group, a space for sharing, thinking, growing and learning;
- **Design and plan the group process**, selecting the **learning tools** that best fit the dynamics of that group;
- **Guide the group**, ensuring that:
  - Participants have a good level of **self-awareness and motivation**;
  - Participants achieve a **mutual understanding** about the desired outcome;
  - There is **effective participation** of all members and that contributions are considered and included in the discussion;
  - There is an atmosphere of **self-reliance** among the group;
  - Participants take **shared responsibility** for the outcome.
- **Monitor, assess and summarise the outcomes** and impact of the activities performed by the group.

Learning to Learn

The ability to organise one's own learning, including through efficient time and information management, both individually and in groups, is referred to as "learning to learn."

It includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. It entails acquiring, analysing, and assimilating new information and abilities as well as looking for and using guidance.

In order to use and apply knowledge and skills in a variety of contexts, including at home, at work, in education and training, and in other contexts as well, learning to learn encourages learners to build on prior knowledge and life experiences. Motivation and confidence are crucial to an individual's competence.

Questions which can help the learner to reflect are:

- What does learning mean to me in general? What are my experiences so far?
- What are/were my learning goals? How did they change (if at all)? How will/Did I reach them?
- How do I want to learn? How did I learn?
- Which activities in a particular training motivated me most in my learning?
- Where did my skills and knowledge improve?
- Which methods do I want to/did I use to evaluate what I learned?
- Which learning style do I prefer: learning by doing, by reading and thinking, by observing? How did I explore the different ways of learning compared to learning in school or university?
- How will I use what I learned?
- How did I deal with challenges in my learning process?
- How do I motivate myself to deal with obstacles and continue learning?

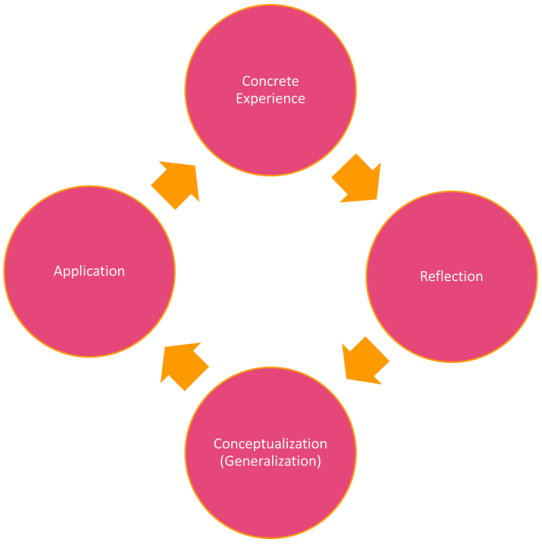
Experiential Learning

It is common for training courses to be described as either practical or theoretical: as either involving doing or involving thinking. In order to learn it is not enough simply to have an experience. Without reflecting upon this experience, it may quickly be forgotten or its learning potential lost. It is from the feelings and thoughts emerging from this reflection that generalisations or concepts can be generated. And it is generalisations which enable new situations to be tackled effectively.

Similarly, if it is intended that behaviour should be changed by learning, it is not enough simply to learn new concepts and develop new generalisations. This learning must be tested out in new situations. The learner must make the link between theory and action by planning for that action, carrying it out, and then reflecting upon it, relating what happens back to the theory.

It is not enough just to do, and neither is it enough just to think. Nor is it enough simply to do and think. Learning from experience must involve links between the doing and the thinking.

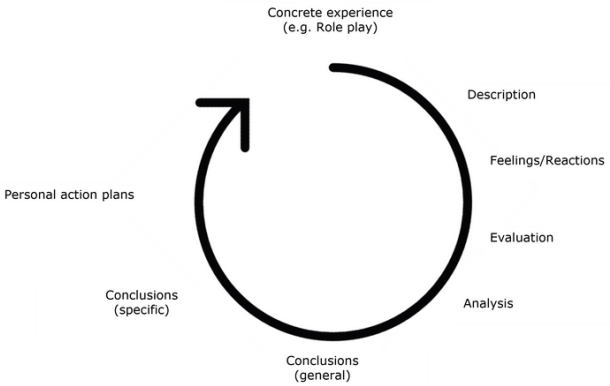
Learning from experience involves four stages which follow each other in a cycle, as in the following diagram:



The terms used here as labels for the four stages come from Kolb's Experiential Learning Theory, and placed in this sequence they form the experiential learning cycle.

Concrete Experience: is where the learner actively experiences an activity such as a lab session or field work.
Reflection: is when the learner consciously reflects back on that experience.
Conceptualization (Generalization): is when the learner attempts to conceptualize a theory or model of what is observed.
Application: is when the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

One of the most challenging stages is what happens after learning experiences and how learning points can be drawn out through structured reflection. The diagram below relates the **stages of a full structured debriefing** to the stages of the experiential learning cycle:



Description: What happened? Don't make judgements yet or try to draw conclusions; simply describe.

Feelings/reactions: What were your reactions and feelings? Again don't move on to analysing these yet.

Evaluation: What was good or bad about the experience? Make value judgements.

Analysis: What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on? Were different people's experiences similar or different in the important aspects?

Conclusions (general): What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?

Conclusions (specific): What can be concluded about your own specific, unique, personal situation or way of working?

Personal action plans: What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

Learning Tools

A tool is usually any physical item that can be used to achieve a particular physical result, especially if the item is not consumed in the process.

However, informally the word has also come to be used to describe a procedure or process with a specific purpose.

Tools can be classified according to their basic functions (cutting tools, cooking tools, drawing tools, etc.) but in fact they can be creatively used to other purposes.

A learning tool is something that creatively and inventively initiates or supports an action or process that leads to a learning result or outcome.

Tools alone have no influence. **It is educator/facilitator' task to adapt them to the context, objectives and target group, but most importantly to own skills to turn them into something powerful!**

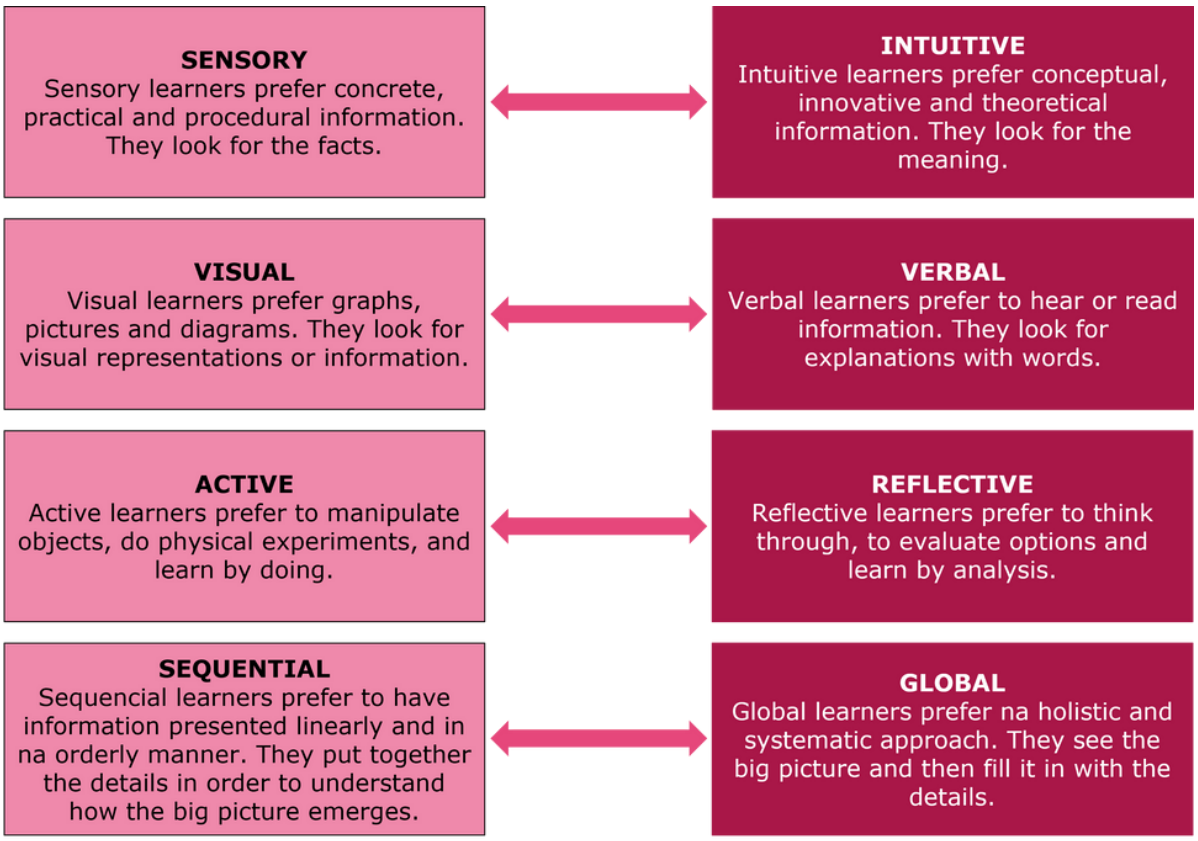
Usually, a learning tool:

- Can be transferable and capable of further change and development depending on context;
- Results in identifiable learning outcomes;
- Can be adaptive to a variety of learning methods and approaches, for example group work, games, discussions, simulations;
- Can support participants in identifying their own learning needs and capacities;
- Engages and stimulates participants in the learning process;
- Should be user friendly and flexible.

Communication and Learning Preferences

'Every time you are facilitating/training or communicating with others, you have ideas and information which you want them to understand and learn effectively and efficiently. Learning preferences and styles vary for each person and in different situations. By considering and understanding that other people can have quite diverse learning preferences, you can improve your communication to transmit your message effectively, in a way that more people can understand, making the most out of their learning potential.

One of the most widely used models of learning styles is The Index of Learning Styles. According to this model there are four dimensions of learning styles. Think about these dimensions as a continuum line with one learning preference in the extreme left, and the other one in the extreme right. The middle of the line is the balance, and this is the key for a great learning capacity, not limiting your ability to receive and understand new information.



Your preferred facilitation and communication methods may in fact be influenced by your own learning preferences, so it's important to understand your own learning preferences and develop skills that help you to learn and teach in a variety of ways. For example, if you prefer visual rather than verbal learning, you may tend to provide a visual learning experience for your learners, which may not be the best learning approach for them.

Be conscious of your preferences and the range of preference of your group. Provide a balanced and well-adjusted learning experience by:

- Sensory-Intuitive: Provide both hard facts and general concepts.
- Visual-Verbal: Incorporate both visual and verbal cues.
- Active-Reflective: Allow both experiential learning and time for evaluation and analysis.
- Sequential-Global: Provide detail in a structured way, as well as the big picture.

#2 WHAT YOU SHOULD KNOW ABOUT WORKING WITH SENIORS

Objectives
This module aims to give an insight into the ageing process, exploring the changes and the positives of ageing. In fact, although sometimes the perception of age and ageing is predominantly negative, research shows that in many areas we improve as we age. The module also gives an overview of andragogy –the term used to describe a set of principles, methods, and practices for teaching senior learners.
Besides exploring the positives of ageing, this module also introduces the key principles of active ageing, defined by the European Commission as "helping people stay in charge of their own lives for as long as possible as they age and, where possible, to contribute to the economy and society". We will therefore explore the relevance of lifelong learning in ageing societies.
The module also aims to offer an overview of ageism, or rather, the stereotypes, prejudice and discrimination towards others or oneself based on age.

Structure of the Module
2.1 Understanding the ageing process
2.2 Active ageing: definition and strategies for promoting active ageing
2.3 Ageism on the digital era

Outcomes
- To be able to analyse the population structure and ageing in Europe
- To be able to understand the changes and the positives of the ageing
- To understand the changes and the positives of ageing
- To be able to investigate into the main principles of andragogy
- To be able to explore the principles of active ageing
- To be able to understand the role of lifelong learning in ageing societies
- To be able to discover the benefits of active ageing
- To be able to understand age discrimination
- To be able to understand the consequence of ageism for people's health and wellbeing
- To be able to understand the key barriers that ageism brings to the use of digital technology.

Understanding the ageing process

In this module, participants will be introduced to the ageing process and understand the changes the elderly experience, as well as the benefits that come with ageing.

At the end of this module participants should:

- Be able to understand the "ageing of Europe" demographic phenomenon
- Be able to explore the role of lifelong learning in ageing societies
- Be aware of the changes of ageing
- Be able to understand the positives of ageing
- Be able to identify the main principles of andragogy
- Be aware of the three major types of learning styles

The ageing of Europe, also known as the greying of Europe, is a demographic phenomenon in Europe characterized by low birth rates and higher life expectancy. According to Eurostat, these two factors "are transforming the shape of the EU's age pyramid; probably the most important change will be the marked transition towards a much older population structure, a development which is already apparent in several EU Member States. Data presented in this article can also help assess if there has been an impact by the COVID-19 pandemic on the size and structure of the EU population". Eurostat states that in 2021 more than one fifth of the EU population was aged 65 and over; Statista's 2021 data shows that Europe is leading in the proportion of the elderly population with 19%.

Age-related changes

What happens during ageing? The body changes with ageing because changes occur in individual cells and in whole organs. These changes result in changes in function and in appearance. The most typical age-related changes experienced by the elderly are:

- Physical and Sensorial Changes (Vision, hearing, smell, Motor function, balance, energy, and taste)
- Cognitive Changes (Attention span, memory, and processing speed/fluid intelligence, decline gradually over time.)
- Psychological Changes (Identity changes, integrity versus despair, stress, fear of die, less patience
- Social Changes (Retirement, Grief, social isolation, less dopamine levels)

The challenges of population ageing have often been presented in a way that portrays old age as a problematic stage. However, it is important to focus also on the positives of getting older:

- Neuroplasticity doesn't stop at age 55, search shows that we become indeed wiser.
- Improved crystallized intelligence and ability to detect relationships between diverse sources of information, capturing the big picture, and understanding the global implications of specific issues.
- Vocabulary is resilient to brain ageing and may even improve with age, even with the difficulty of searching for words.
- New studies begin to show that with practice orienting skills improve about four to five times from middle age to older adulthood, whereas executive control increased up to the mid-to-late 70s.

- It might take a little longer than normal to complete tasks at work, but seniors can still finish them with quality and enterprises that have different generations working, have a better decision-making.
- Better mental resilience, emotional regulation, and stress management.
- More connection to spirituality, altruism, and creativity in later life when people have a positive image of ageing.
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- More connection to spirituality, altruism, and creativity in later life when people have a positive image of ageing.
- Happier and increased well-being (less depression).

Teaching older adults

Teaching seniors differs from teaching children and young people and understanding how seniors' access and process new information is crucial to provide meaningful and quality learning opportunities. Facilitators should indeed be experienced in applying effective adult learning strategies.

Andragogy refers to a set of principles, methods, and practices for teaching senior learners. Andragogy theory was developed by Malcolm Shepherd Knowles, an American educator. Unlike pedagogy that describes principles for teaching children and young learners, andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning (Kearsley, 2010).

Differences Between Children and Adults as Learners:

CHILDREN	ADULTS
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and experience.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw – are relatively "clean slates."	Have much experience upon which to draw – may have fixed viewpoints.
Little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Significant ability to serve as a knowledgeable resource to trainer and fellow learners.

From: Teaching Adults: What Every Trainer Needs to Know About Adult Learning Styles

Knowles suggested 4 principles that are applied to adult learning:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centred rather than content-oriented (Kearsley, 2010).

Conclusions and tips

Learners of all ages achieve more when they are motivated. It is indeed crucial to inspire, challenge, stimulate and motivate students. However, when teaching adults, developing insight into how seniors learn helps facilitators become more successful. Facilitators should therefore focus on understanding how seniors learn, taking into consideration their skills, experience and expectations when planning an educational experience.

To this end, besides being aware of the age-related changes experienced by the seniors, facilitators should be familiar with the three major types of learning styles:

- Visual Learners – Visual learners are those who generally learn best when information is presented in a written language format or in another visual format. They remember things best by seeing something.
- Auditory Learners – Auditory learners are those who generally learn by hearing and listening. An auditory learner depends on listening and speaking as a main way of learning. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are drawn but if the writing is in a logical order it can be easier to understand (Wikipedia).
- Kinaesthetic Learners – Kinaesthetic learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information. (Kelly,2010).

Below you can find some tips to better accommodate and encourage senior students learning:

1. Make learning relevant
2. Assess seniors' interests and experience
3. Use seniors' life experience as a resource
4. Let them explore on their own
5. Putting theory into Action
6. Tailor the activities to seniors' needs
7. Consider seniors' learning patterns and styles
8. Break up information to avoid cognitive overload
9. Provide educational material in an interactive and problem-based manner (e.g., quizzes, interactive activities, and discussions to involve the learners) Help students hear senior learners often have hearing loss. Facilitators should speal clearly and repeat.
10. Help students see senior learners often have poor eyesight. Facilitators should use a larger font, write clearly on the board.
11. Help students remember: Cognitive development, recall, and problem solving may show decline with ageing. Facilitators should help learners to integrate memory activities.

And above all...be flexible! It's important to structure your courses and plan the sessions in advance. However, being flexible is imperative: be ready to make some adjustment to your lesson plan to students' needs.

Active ageing: definition and strategies for promoting active ageing

This module aims to increase your understanding of the main principles of *active ageing* and the relevance of the strategies to promote it. Indeed, after the Pandemic, the need for a long-term strategy on active and healthy ageing is more evident than ever. "In order to counteract the impact of COVID-19 on older people, action is necessary in multiple aspects. Firstly, improving digital literacy for older people should become an even bigger priority: it is no longer an advantage, but a necessity to prevent loneliness. [..] A long term plan is needed. While the COVID-19 crisis came to our cities in an instant, the effects are here for the long term. European populations are still ageing, and the share of older people is expected to rise to 30% in until 2030. COVID-19 has made long term strategies on active and healthy ageing priority number one" Healthy and active ageing is more important than ever.

By the end of this module participants will:

- have an improved understanding of active ageing
- explore the benefits of staying healthy and active
- be able to recognise that active ageing is a result of interaction between an individual and his/her own environment
- be able to understand the relevance of adopting a long-term plan to promote healthy and active ageing

***Active ageing*: definition and principles**

The Europe's population is ageing fast and that in the past two decades, the proportion of people aged 65 and over has increased significantly. According to the European Commission, the only way that Europe will be able to meet the challenges of demographic change is through *active ageing*. In fact, the European Commission is promoting active and healthy ageing to "help people stay in charge of their own lives for as long as possible as they age and, where possible, to contribute to the economy and society" (European Commission). The World Health Organization (WHO) defines active ageing as "the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age", while according to the International Council on Active Aging, it "promotes the vision of all individuals—regardless of age, socioeconomic status or health—fully engaging in life within all seven dimensions of wellness: emotional, environmental, intellectual/cognitive, physical, professional/vocational, social and spiritual". With the aim to support governments and organisations to promote active ageing, the International Council of Active Ageing identified nine key principles:

From: Nine Principles of Active Agi

***Active ageing*: a priority across Europe**

Healthy and active ageing are high in the European policy agenda. Indeed, enabling seniors to stay health and seniors has become key for the sustainability of health and social policies in Europe. In that sense, the following issues can be considered keys to active ageing:

1. Promotion of psychical activity: according to the WHO, physical activities is one of the strongest predictors of healthy ageing. Regular moderate physical activity promotes mental, physical, and social well-being and helps to prevent illness and disability".
2. Promotion of lifelong learning: there is growing need to promote lifelong learning in local and community settings and for all age groups. Lifelong learning plays indeed a key role in ageing societies, since it has a "central role in promoting well-being and a good quality of life in old age" (UNESCO, Embracing a culture of lifelong learning: lifelong learning in ageing societies: lessons from Europe). Lifelong learning is indeed the key tool that can support elderly people in remaining socially active and staying involved in the community.

At this point, we better explore the reasons why it is important to stay healthy and active as we age. From a healthcare point of view, active ageing contributes to promote healthy living, and hence extend life expectancy and quality of life. However, active ageing is much more than this. In fact, if we stay healthy and active as we age, we can maintain our mental and physical well-being, and this is crucial to ensure our active engagement with life and participation in society. It is therefore clear that healthy and active ageing can play a key role in facilitating active citizenship.

Conclusions and tips

The ageing of Europe, also known as the greying of Europe, poses challenges and opportunities that one should considered to build a more sustainable and more egalitarian society. In that regard, active and healthy ageing can play a major role in meeting the challenges of demographic change. The concept of *active and healthy ageing* is very broad and complex. since it involves different social and political domains: from the labour market participation, social participation and healthcare.
Considering that active ageing is about ageing better, and it refers to the well-being of individuals as they age, lifelong learning is a key element of the conceptual framework of active ageing. Indeed, senior learners can experience active ageing through participation in lifelong learning. Research shows that Lifelong learning is a catalyst for a healthier and more socially engaged life.

Lifelong learning can indeed support seniors to:

- Improve their health and psychological wellbeing
- Acquire/develop new knowledge and skills
- Enhance relations with same-aged or older/younger.

Below you can find some tips to promote active ageing in non-formal and informal settings:

1. Help senior learners to gain a better knowledge about three key dimensions: their social well-being, health, and civic participation.
2. Support them to expand their network by promoting interaction with other people.
3. Help them develop new interests.
4. Recognize their skills and knowledge.

Ageism on the digital era

This module aims to provide an insight into ageism that is stereotyping or discriminating against people based on their age. The World Health Organization calls for swift action to implement effective anti-ageism strategies, since ageist attitudes lead to poorer physical and mental health and reduced quality of life for older persons, costing societies billions of dollars each year [..]. Ageism seeps into many institutions and sectors of society including those providing health and social care, in the workplace, media and the legal system. Healthcare rationing based solely on age is widespread. A systematic review in 2020 showed that in 85 per cent of 149 studies, age determined who received certain medical procedures or treatments Ageism is a global challenge: UN.

Ageism can be also a barrier to the use of digital technology in later life and suggests recommendations to address it. Indeed, "in a rapidly digitalizing society, equal opportunities to access and use digital technology are essential for social inclusion and participation" AGEISM & DIGITAL TECHNOLOGY: Policy Measures to Address Ageism as a Barrier to Adoption and Use of Digital Technology.

After completion of this module, you will:

- To be able to understand age discrimination
- To be able to understand the consequence of ageism for people's health and wellbeing
- To be able to understand the key barriers that ageism brings to the use of digital technology.

***Ageism*: definition and impact**

Ms Claudia Mahler, the UN Independent Expert on the enjoyment of all human rights by older persons, claims that "ageism manifests in stereotypes, prejudices and/or discrimination against older persons based on their age or on a perception that a person is *old*".

Considering that, according to the half of the world's population is ageist against older persons, it is a priority to ensure that older people are protected against discrimination. According to the WHO "*ageism* refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age. [..] Ageism is everywhere: from our institutions and relationships to ourselves. For example, ageism is in policies that support healthcare rationing by age, practices that limit younger people's opportunities to contribute to decision-making in the workplace, patronizing behaviour used in interactions with older and younger people, and in self-limiting behaviour, which can stem from internalized stereotypes about what a person of a given age can be or do. [..] Half the world's population is ageist against older people and, in Europe, the only region for which data is available on all age groups, younger people report more age discrimination than other age groups. Ageism can change how we view ourselves, can erode solidarity between generations, can devalue or limit our ability to benefit from what younger and older populations can contribute, and can impact our health, longevity and well-being while also having far-reaching economic consequences".

The UN High Commissioner for Human Rights Ms. Michelle Bachelet claims that "ageism is so pervasive in our society that it goes largely unrecognised and unchallenged. [..] To combat ageism, we must shift our mindsets and challenge the narrative of older people as frail, dependent and vulnerable".

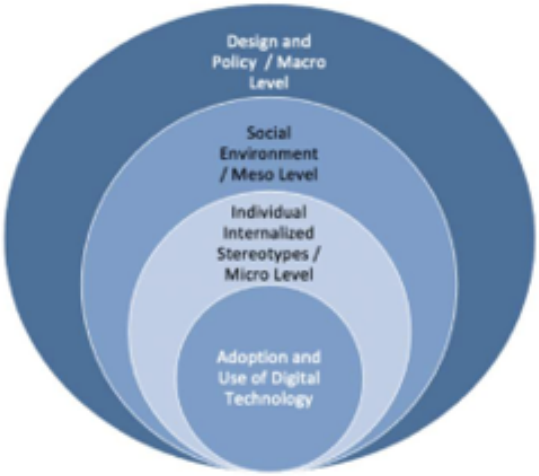
Which are the consequences on age discrimination?

- Ageism has a negative impact on physical and mental health. Ageism is also associated with increased social isolation and loneliness, greater financial insecurity, decreased quality of life and premature death. According to the WHO " an estimated 6.3 million cases of depression globally are estimated to be attributable to ageism".
- The UNGlobal Report on Ageism states that "ageism aggravates other forms of inequalities based on gender, disability, gender identity and sexual identity, ethnic origin, and other grounds. The report emphasises that to ensure older persons realise the potential of longer lives in dignity and equality, it is important to address how older age intersects with other "*isms*," such as racism, sexism and ableism".
- Ageism can be a disadvantaging factor that hinder equal access and technology adoption.

Ageism and the use of digital technology

The document AGEISM & DIGITAL TECHNOLOGY identifies three levels of ageism in the context of adoption and use of digital technology:

1. **The macro-level: Design & policy** – How stereotypes and exclusion of older adults (discrimination) shape the design of digital technology products and policies, and consequently our daily environment.
2. **The meso-level: Social and organizational environment** – How other people's stereotypes (family, friends, service providers, healthcare professionals, etc.) influence the use of digital technology by older persons.
3. **The micro-level: The individual** – How age-stereotypes are internalized over the life course, and impact how people view their ability to use digital technology as they age.



With the development of new technology and the increasing use of ICT, older people are more likely to face social exclusion. During the Covid-19 pandemic, the digital divide has become more apparent than ever. Indeed, "in a rapidly digitalizing society, equal opportunities to access and use of digital technology are essential for social inclusion and participation. Older people are however often highly stereotyped regarding their abilities to use - and learn how to use digital technology. [..] Ageism can be a barrier to the use and adoption of digital technology and suggests recommendations to address this burning issue" (AGEISM & DIGITAL TECHNOLOGY: Policy Measures to Address Ageism as a Barrier to Adoption and Use of Digital Technology).

With the aim to combat all forms of ageism and age discrimination, there is need for a paradigm shift. According to Ms Claudia Mahler "human rights approach is needed to shift from the welfare paradigm to one recognising older people as rights bearers' that have the same guarantees of dignity, equality, participation, autonomy, and independence during their entire life course [..]. More inclusive, equitable and age-friendly societies will be more resilient, sustainable, secure, and fair".

Conclusions and tips

Despite a rapidly ageing world population, ageism is pervasive, and it is one of the most widely experienced form of discrimination across Europe. Ageism and age discrimination are so widespread in our society, and they go largely unrecognised and unchallenged.

According to the WHO, every second person in the world is believed to hold ageist attitudes – leading to poorer physical and mental health and reduced quality of life for older persons, costing societies billions of dollars each year, according to a new United Nations report on ageism.

Ageism can indeed discourage seniors from adopting digital technology. Therefore, there is a growing need to promote lifelong opportunities for older adults and encourage them to learn new skills, facilitate social interactions and enhance their active ageing.

Below you can find some tips to enhance digital literacy and increase use and adoption of digital technology among seniors:

1. Tackling digital technology related ageism through awareness-raising and training.
2. Engaging older people in the design and research process (for further information the co-design methodology, please see Module nr.3).
3. Supporting seniors to access and use digital technology in everyday life.
4. Promoting activities aimed to debunk age related stereotypes.
5. Encouraging the development of intergenerational activities.

#3 CODESIGNING ACTIVITIES TO PROMOTE DIGITAL COMPETENCE WITH SENIORS

Objectives
This module aims to give clear guidelines to cocreate activities to promote digital competences with seniors. The learner will have the opportunity to explore the core of digital competences and different methodologies to support the creation of high-quality educational programs.

Structure of the Module
1. Basis of digital competence
2. Codesign methodology and assessment of the activities

Outcomes
- To give a framework of digital competence.
- To understand the most relevant components of digital competence to work with senior learners.
- To have an overview of the situation of seniors regarding digital competences around Europe
- To reflect on the importance to codesign meaningful activities for senior learners on the topics of their interest.
- To learn a methodology on how to codesign digital activities with senior learners to re-skill or up-skill seniors' digital competences.
- To learn to transform needs assessment results into training objectives.

Basis of digital competence

This submodule aims to provide a clear definition of digital competence and the relevant skills. It will also provide the trainer with an overview of the actual state on the acquisition of digital skills by seniors around Europe.

Digital Competence

Digital competence refers to the set of knowledge and skills required to use information and communication technologies (ICTs) and digital media to perform tasks, solve problems and communicate effectively at work and in daily life (UNESCO, 2018). They enable people to create and share digital content, communicate and solve problems for effective self-fulfilment in life, learning, work, and social activities at large.

At the EU level, the Digital Competence Framework for Citizens (DigComp) is the master model that has provided a common understanding, across the EU and beyond, of what digital competence is, and therefore provided a basis for framing digital skills policy.

Digital competence is one of the Key Competences for Lifelong Learning. It was first defined in 2006, and after an update of the Council Recommendation in 2018, it reads as follows: "Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking."

There are 21 competences that are pertinent to these areas and can be explored in the official document here. We outlined the main areas of digital skills more relevant for seniors:

1. Skills to enable the learner to use digital devices (such as computers, laptops, smartphones, tablets, applications, software and systems).

This includes having the ability to use applications, systems, and software and to access the internet. Elderly people might find here a significant issue. This is crucial in a world where more and more services are now exclusively offered online. In actuality, it is causing a "digital divide" between those who have access to the internet and those who do not.

2. The ability to find, explore, check veracity, organize and share data and information appropriately.

Finding the data that the senior needs is the first stage in this process. The best course of action in this case is to carefully select their search terms and use the appropriate search engine. After that, the senior must evaluate the data gathered. Finally, the learner must be able to securely store data.

3. The ability to keep senior learners safe in the digital world.

The majority of seniors have probably heard of computer viruses, but too often, they are not aware the precautions they should take to avoid that.

There are numerous safe ways to explore when using a computer, particularly if connected to the internet. Each computer, for instance, has a sizable quantity of personal data, including information about their residence, bank account information, and family birthdays. Although a lot of this information might appear insignificant for seniors, it can be a goldmine for identity theft or password hacking in the wrong hands.

4. The ability to communicate and collaborate with other people online or remotely.

This is one of the skills senior learners are more into learning. Speaking with their loved ones more often and through channels like whatsapp or facebook is one of their main interests. However, it is important to work on safety and media digital literacy when creating these types of trainings.

5. The ability to use digital resources for particular purposes, such as learning, shopping, banking or even working.

The digital world is filled with a wide variety of tools and apps to easier seniors' daily life. It is possible to do bank transactions, work (yes, they are seniors that still have a professional active life!), learn, and purchase online. Vacations, books, events, and even cars may all be purchased online.

Finding information about nearly anything and obtaining what seniors want are now lot easier thanks to this change. But it has also brought with it its own issues and difficulties like the safety of online payments, fake pages, virus...

6. The ability to manage senior's digital footprint and digital legacy.

The final area of digital skills is being able to manage the senior's digital footprint: their online presence. It is important to aware senior learners that what they publish for example in social media is public to everyone and might influence other's people opinions on them.

As we increasingly live much of our lives online, we leave more and more information there, or in the cloud. It is vital that seniors think about how this will be managed when they are gone and could be a topic to work with them (there are even apps to easier this process!).

Seniors and digital skills around Europe

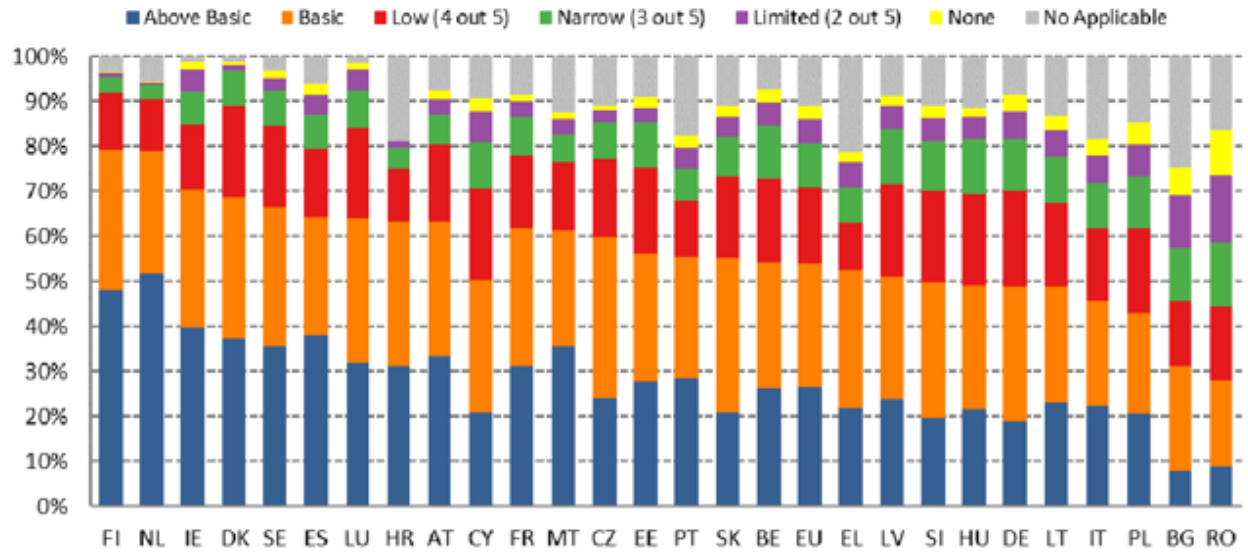
Following Commission President Ursula von der Leyen's call for greater digital leadership and a common vision for 2030 as well as the European Council's request that the EU develop a Digital Compass, the Commission adopted in March 2021 the 2030 Digital Compass: the European Way for the Digital Decade Communication. It sets out the EU's digital ambitions and lays out its vision for digital transformation by 2030. The European Council backed the Commission's approach.

As projected in the Communication and in response to a call from the European Council, on 15 September 2021 the Commission adopted a proposal for a Decision on a Path to the Digital Decade, setting out the digital targets the EU as a whole is expected to reach by the end of the decade. The 2030 target of the Digital Compass is that at least 80% of citizens have at least basic digital skills.

The most current data on digital literacy in Europe are provided by a report published annually by the *Digital Economy and Society Index of the European Commission (DESI)*, which monitors Europe's overall digital performance and tracks the progress of EU countries in their digital competitiveness. Each year, DESI includes country profiles which support Member States in identifying areas requiring priority action as well as thematic chapters offering an European-level analysis across key digital areas, essential for underpinning policy decisions.

Following the data of the DESI 2022, while 87% of people (aged 16-74) used the internet regularly in 2021, only 54% possessed at least basic digital skills. The Netherlands and Finland are the frontrunners in the EU, while Romania and Bulgaria are lagging behind. A large part of the EU population still lacks basic digital skills. The proposed 2030 target of the Path to the Digital Decade is that at least 80% of citizens have at least basic digital skills.

In 2021, socio-demographic factors continuing to influence the levels of digital skills. For example, 71% of young adults (aged 16-24), 79% of individuals with high formal education, and 77% of higher education students have at least basic digital skills. By contrast, only 42% of those aged 55-64 and 25% after 65 years old have at least basic digital skills. The gap between rural and urban areas is still substantial regarding the digital skills of the population: only 46% of individuals living in rural areas have at least basic digital skills compared to people living in the predominantly urban areas (61%).



Source: Eurostat, Community survey on ICT usage in Households and by Individuals

Low information and communications technology (ICT) skills seem to remain a barrier to meaningful participation in a digital society, particularly for the older population. In addition, COVID-19 has made the range of digitalization effects on older adults—from new opportunities

for participation to new risks of social exclusion—more than clear. This in particular applies to the education systems and possibilities for older people to participate in it, highlighting the importance of exploring how older people acquire digital literacy to ensure their digital inclusion.

Older adults' digital inclusion is a complex process that consists of the interplay between structural/external and individual/internal factors and in which ageing plays a context-and life-experience–driven role. Consequently, it is necessary to consider dynamics among sociocultural and psychological/individual-level parameters in relation to older adults' digital inclusion.

In terms of content of the trainings, initiatives including or targeting specifically older adults tend to cover more systematically skills related to the basic uses of digital devices (often provided by associations or Third Age Universities), digital content creation, online safety and problem solving than initiatives intended to other social or age groups. The starting point for the training should be the individual's lifeworld and their experience. This means that the older people who are to be trained should be involved in the conception and planning of the training courses as we will explore in the next module.

Concerns of the Elderly

• Technological Usability – Simplicity On/Off, Clear Non-Technical Instructions With Large Print And Visual!
• Data Protection – Information
• More Digital Literacy, Including Familiarity With Terminology
• More Aging Literacy To Technologists!
• Fewer Physical Challenges: Large Font, No Too Much Demand For Fine Motor Skills And No More Battery Charging Connection Out Of Sight
• Voice-Activated Tools

Conclusions and tips

The digital exclusion is a reality affecting seniors and people from disadvantaged communities: in this sense vulnerable groups are more exposed to not have access to IT equipment or the internet to be able to participate in learning. Actions aimed at bridging the digital gap must therefore be oriented towards a complex initiative that takes into account a series of different factors at a social and individual level.
Digital literacy programs can empower older persons, foster social participation, and increase older adults' autonomy. In addition, independence and that tailored peer- or intergenerational training initiatives targeted at older persons have proven to be effective in enhancing their digital literacy. Having in mind a practical framework of digital competence is crucial to choose the content and methodology of the training program.

To be fully inclusive, the digital education action plan should also seek to:

- improve the accessibility of online learning content;
- improve the 'physical' accessibility of digital devices;
- encourage digital training attendance in places where older persons are and live, such as in long-term care services or public libraries;
- fully embrace opportunities of non-formal and informal learning.

Codesign methodology and assessment of the activities

This submodule aims to provide detailed guidelines on how to codesigning meaningful activities for senior learners on the topics of their interest.

Definition of Codesign

Co-creation or co-design is a form of collaborative creativity that was initiated by firms first to enable innovation with, rather than simply for their customers. Co-creation or co-design refers to the voluntary involvement of users/beneficiaries in any of the design, management, delivery and/or evaluation of services/programs/products.

Why to codesign

From a robot to an active aging program, involving seniors in codesign empowers and provides a sense of ownership in decision-making and more motivation to commit. These new types of processes encourage new behaviours, roles, and relationships. Learners are no longer passive, but they participate as active members of the program providing inputs for the training content and they become a very valuable information source because of their final user perspective.

Likewise, the ambition of codesigning processes in learning is to foster a truly bottom-up approach by involving seniors and all relevant stakeholders to create meaningful programs relevant to senior learners.

Phases of a Codesign Process

We can consider three important phases before the definition or implementation of any training curriculum:

Phase 1- Preparing for codesign
- Identification of offline or online activities, tools, and resources to conduct a meaningful needs assessment
- Preparation of a calendar of activities
- Community engagement and identification and recruitment of participants
- Preparation of co-creation methodology

Phase 2 – Implementing co-creation activities
- Organisation of at least two co-creation events, in the preferred format (online, offline, hybrid)
- Collection of input to feed the training goals.
- Awareness raising of potential and importance of digital competence

Phase 3 Monitoring co-creation and reporting results
- Follow-up of activities, assessment, and evaluation
- Final version of the training structure

Codesigning step-by-step

Step 1: Define the participant profile, some of the inclusion criteria and the number of participants.

The right number of participants depends on the dynamics and objectives of each event. However, quantity does not mean quality, as the larger the group is the less time available for each person to participate and contribute. A general suggestion is that each co-creation workshop shall include an average of maximum 20 participants.

Motivation and attitude towards the subject matter Ideally, the people who will attend the events should be interested in doing so. Involving participants with strong interest in the subject matter, could be a strong incentive and ensure engagement in the overall co-creation process.

Demographic aspects such as the gender and age balance can be considered when inviting subjects to the co-creation activities. Finally, involve participants with different cultural and social backgrounds (e.g., cities and rural areas), as well as socially excluded groups and minorities in order to give the opportunity to every interested group to be represented.

Step 2: Prepare an initial information.

The starting point of communication with stakeholders shall be the preparation of specific information materials / social media posts and/or a list of potential questions on the research activities.. E.g., leaflets and other approved visual materials can be handed out either in physical meetings or disseminated online.

Step 3: Identify and engage multipliers.

'Multipliers', i.e., strategic stakeholders or local actors that have the capacity to reach out to a wide number of local individuals can be identified. The local multipliers should be approached directly, and efforts could be invested in engaging them into the project activities as participating stakeholders or at least as supporters e.g., by distributing information through their channels and inviting their contacts to join the activities.

Reach out through existing actors and channels. For target groups' identification and engagement, partners should rely on channels and actors that already exist in their areas. They are encouraged to rely on own local experience. Furthermore, informal communication with the members of stakeholder groups would be very helpful, (i.e., simply asking them what the best way to reach out to their organisations/institutions is). In this sense, a strategy would be to identify 'leaders' – well-known and respected representatives of communities – and to invite them to the co-creation, since they can potentially reach other individuals and organisations and institutions.

Organise (onsite or online) Info Days. Especially in the case of partners that have high stakeholder engagement targets to fulfil, the organisation of an Info Day could be interesting to attract a wider public prior to the start of co-creation activities. In the Info Day, they could provide detailed information about the project and the co-creation activities open to volunteering individuals of the target groups.

Step 4: Attract and recruit volunteers from target groups.

The first part of the dissemination strategy of facilitators and their teams shall cover the online community. Announcements about upcoming co-creation events shall be made in partners' newsletters, institutional websites, and social media accounts to reach a maximum audience. For specific population cohorts, such as elderly and adolescents, call for expression of interest to take part in the co-creation process can also be posted at schools/universities, or at doctors' offices. In parallel, partners can use direct contacts through emails and phone calls to targeted stakeholders and potential multipliers. This will help to extend the dissemination reach, exploiting other pre-existing dedicated networks.

The recruitment will be accompanied by essential information regarding the project, the co-creation objectives, and structure. In certain cases, additional background material will also be provided (e.g., summary of the projects' findings, information regarding the co-creation methodology and tools) as thought-provoking material that will generate a common basis for the subject of the events.

Announcements of activities and/or invitations for participation will be sent with enough time so that people have spare days in their calendars. To enrol participants, voluntarily calls for expression of interest can be launched e.g., Google Form, digital Event Invitation, or open registration emails. In addition, people whose participation is essential can be contacted by phone.

For the recruitment of the elderly group, national coordinators might exploit the following channels among others: elderly centres; healthcare centres; elderly's associations; universities of Third Age; gyms or other facilities organising courses/activities for seniors, etc. An effective way to contact and motivate the elderly themselves to participate is to talk to them in meetings and present them the project activities in person. Pre-existing contacts with seniors, for instance the ones that participated in the survey and/or in the Focus Groups, should also be exploited as a way to recruit CoP members.

Enrolment of target groups' volunteers shall happen, on average, 1-2 months before the start of each co-creation event, so as to offer enough time for additional invitations to be sent in cases of limited participation. Facilitators can foresee a reserve list to reduce the risk of limited participation in case people fail to confirm their attendance in time. Organisers might also investigate the chance to offer 'rewards' to participants. In case such rewards exist, they will be mentioned in the invitation as they could act as additional motivation for participation.

Step 5: Choose several methods for the exploration.

To organise traditional co-creation activities, partners will need to think of:

1) Physical structure: The space where to implement the participatory activities is also a factor to be taken into account when selecting an appropriate location. Partners will need to ensure they have a safe and accessible space for co-creation, which could include their same premises but also other types of locations such as renting a dedicated room with the right conditions or benefitting from schools' and municipality's spaces, as well as facilities of a long-term partner organisation active with the target group at local/regional level, etc.

When selecting the venue of the co-creation workshops, partners shall take into account several aspects that may require the workshop's physical space to have certain characteristics. Therefore, the workshops' settings will be decided by the respective organiser based on the specificities and needs of each case. In general, workshops will be organised in the most suitable, for each case, setting which will have a proper balance among the features presented below:

- Availability of appropriate technical infrastructure;
- Sufficient space to hold the number of participants as well as for the selected methods to be performed optimally;
- Appropriate lighting and adequate air circulation and temperature;
- Comfortable and flexible seating and light tables so that the set-up can be adjusted according to the workshop's needs;
- Enough wall space or freestanding surfaces for hanging posters so they can be seen by all participants;
- Quiet and safe place;
- Easy access and proximity to public transport.

In addition to the main space where the workshop will be conducted, workshop venues will typically have a room that can be used in case the group is divided in subgroups and a room that will serve as a dining space. Lunch / coffee breaks could be served to avoid participants' fatigue.

2) Community calendar: A calendar should be put in place in order to organise the different activities. The most suitable times for co-creation workshops shall be ensured to attract more people must be considered, which will depend greatly on the local context.

3) Communication material: mandatory communication and dissemination materials should be put in place in a permanent manner to both promote the project and attract more potential interested actors. This material will include, for instance, posters and leaflets that will be designed and included in the communication pack developed in WP5. Material for the co-creation activities may be also needed e.g., pens, post-its, blank sheets, dashboard, etc according to the chosen co-creation methods. In general, partners will make sure that the required material is available at the time and place of the events.

Type of activities:

- Focus Group
- Artistic activities (role-play, photography, painting...)
- Programming activities and intergenerational requirements
- Creativity stimulation activities with practical examples of what the future could look like
- Games, Social Media Competitions, FabLabs.
- Surveys and Interviews – Focus on asking about experiences and emotions associated with technology. Open-ended questions.
- Test in their environment

Step 6: Analysing the data and create the training curriculum

With all the collected data, the trainer is at the moment of being able to create learning objectives and curriculum, but everything in collaboration with them! For example, you should take the seniors vision regarding the logistics and duration of the training.

A learning objective is a description of what the learner must be able to do upon completion of an educational activity. A well-written learning objective outlines the knowledge, skills and/or attitude the learners will gain from the educational activity and does so in a measurable way.

An effective learning objective should include the following 5 elements: who, will do, how much or how well, of what, by when.

The mnemonic SMART—Specific, Measurable, Attainable, Relevant, and Time-bound—can be used to describe the elements of a well-written learning objective.

Recommendations:

Each learning objective must answer the following questions: who will do it, how much or how well, of what, by when?
Identify content areas that participants are expected to learn.
Choose an action verb that is measurable and observable to specify desired student performance, followed by a description of the content.
Use more complex or higher-order action verbs when appropriate.
Avoid using action verbs like “understand, know, learn, appreciate, believe, be familiar with, comprehend,” etc.
Each learning objective should be separate: two distinct actions (such as diagnosis and treatment) or topics (such as bronchospasm and hypotension) should not be combined.
Specify the condition under which the action will occur. An example of a good way to start the statement is: “Upon completion of this learning activity, participants should be able to…”

The SMART learning objectives are:

Specific: What action will be taken and by whom?
Measurable: How will success be measured? Objectives should quantify the amount of change expected.
Achievable: Can this objective be achieved within a given time frame and with available resources?
Relevant: Are the objectives aligned with the teaching and assessment method?
Deadline: When will this goal be achieved? Objectives should provide a deadline that indicates when the objective will be achieved.

Bloom's Taxonomy of Learning Objectives Review

COGNITIVE AREA
1. Remember
2. Understand
3. Sign up
4. Analyze
5. Evaluate
6. Create

COGNITIVE PROCESS
1. Retrieve relevant knowledge from long-term memory.
2. Construct meaning from instructional messages, including oral, written, and graphic communication.
3. Perform or use a procedure in a given situation.
4. Divide the material into its constituent parts and determine how the parts relate to each other and to an overall structure or purpose.
5. Make judgments based on criteria and standards.
6. Joining elements to form a coherent or functional whole: rearranging elements into a new pattern or structure.

ACTION VERBS
1. Describe, describe, reproduce, select, declare, etc.
2. Clarify, explain, review, represent, summarize, etc.
3. Apply, use, prepare, relate, discover, practice, etc.
4. Select, inspect, debate, contrast, analyze, etc.
5. Recommend, evaluate, review, evaluate, justify, etc.
6. Develop, design, plan, establish, prepare, etc.

Step 7: Implement the training curriculum and evaluate the results with the participants

After implementing the training sessions, it is important to assess the participants knowledge, attitudes and skills. If they have met their own expectations!
You can do this through creative activities like focus group, games or even individual surveys.

One example is the 5W:

- Give 15 minutes for participants to go around the first three charts, filling in their insights.
- The first chart will have the 1st W: What have you learned in this pathway?.
- The second chart (Having in mind what the participants have learned throughout the modules), has the following 4Ws: (1) Why are those learnings important for you?; (2) When were you most surprised with the learnings you made? (3) Where can you apply it? (4) Who can you involve if you want to explore or to take action regarding what you have learned?.
- The last chart should have “How do you intend to continue this movement or journey moving forward?”.

Conclusions and tips

1. First, knowledge that is provided to older adults must be useful to learn and it has to respond to the older adults' personal social needs.
2. Second, training aiming at the improvement of older adults' digital literacy should be cooperative and collaborative. This means that the instruction should include teamwork and interaction to achieve more proactive learning.
3. Third, the training should also foster social inclusion by providing knowledge on possibilities to expand communication through the web with their friends and relatives.
4. Fourth, the training should promote older adults' autonomy so that they could be the protagonists of their own learning. Therefore, the content of the training should be designed considering the older adults' learning styles, interests and expectations of the senescent individual.

#4 RESOURCES

Active ageing - Good health adds life to years

AGEISM & DIGITAL TECHNOLOGY: Policy Measures to Address Ageism as a Barrier to Adoption and Use of Digital Technology

Ageism is a global challenge

Ageing Europe - looking at the lives of older people in the EU

Ageing Europe LOOKING AT THE LIVES OF OLDER PEOPLE IN THE EU – 2020 edition

Eliminate ageism and age discrimination

Global report on ageism

Learning for Active Ageing Intergenerational DG Education and Culture 7 December 2012

Learning and Final Report

Lifelong learning in ageing societies: Lessons from Europe

The Adult Learning Theory - Andragogy - of Malcolm Knowles

Teaching Adults: What Every Trainer Needs to Know About Adult Learning Styles

The benefits of ageing

Top Strategies for Teaching Adult Learner

NAME OF THE PROJECT OR TOOL: MUDA - Movimento pela Utilização Digital Ativa

ENTITY RESPONSIBLE (country and year of implementation if applicable): Portugal - The project is promoted by several partners such the Portuguese State, and public and private companies from different market sectors.

TOPICS ADDRESSED: Use of Digital Services

WEBSITE: https://www.muda.pt/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: The project's goal is to increase Portuguese people' use of digital services, particularly those related to home banking, health care, communications, online shopping, and public services. Participation in the initiative is available to the general public, although the intergenerational approach tends to focus on older generations. MUDA has two approaches to train people on how to use digital services and improve ICT skills: intergenerational training and online resources.

SUBTOPIC: ADULT EDUCATORS AS TARGET GROUP - MOOCS TO ENROLL

WHY THIS CAN BE USEFUL FOR YOU: It provides information about several useful online services to facilitate daily life of citizens. It can be a good resource for adult educators implementing this kind of training for seniors.

NAME OF THE PROJECT OR TOOL: Digital Skills Library

ENTITY RESPONSIBLE (country and year of implementation if applicable): United States of America -The Digital Skills Library is managed by CrowdED Learning, the open education initiative of the EdTech Center @ World Education.

TOPICS ADDRESSED: Digital Resources for Educators

WEBSITE: https://digitalskillslibrary.org/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: The Digital Skills Library is an open repository of free learning resources designed to help all adult learners develop the digital skills needed to achieve their personal, civic, educational, and career goals.The Digital Skills Library is managed by CrowdED Learning, the open education initiative of the EdTech Center @ World Education. It is crowdsourced by adult educators, digital navigators, digital skills training providers, and other individuals dedicated to ensuring all adults have access to quality digital skills content to help them achieve their personal, civic, educational, and career goals. This library has been built by educators through EdTech Maker Space events focused on content curation of digital skills activities. Through hundreds of hours of service, volunteer contributors have helped to compile nearly 2,000 learning activities that support digital skills development.

SUBTOPIC: SENIOR AS TARGET GROUP

WHY THIS CAN BE USEFUL FOR YOU: It is an open repository of free learning resources, with a big variety of tools organized by topics, such as: Communication; Creation; Online Life; Mobile; Privacy and Security; Lifelong Learning; Information Skills, among others.

NAME OF THE PROJECT OR TOOL: ICTskills4All

ENTITY RESPONSIBLE (country and year of implementation if applicable): European Project implemented by University of Porto Porto4Ageing (Portugal), All Digital (Belgium), Cybermoor Services Ltd. (UK), ECIM Hypokamp (Poland), RASA (Latvia). Project Reference 2018-1-PT01-KA204-047353 Project Duration 01/09/2018 to 31/08/2020

TOPICS ADDRESSED: Learning Strategy

WEBSITE: https://www.up.pt/ictskills4all/;
https://en.wikibooks.org/wiki/ICT4_Elderly;
https://digital-skills-jobs.europa.eu/en/inspiration/resources/ict4-elderly-handbook

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: ICTSkills4All appears as a project that aims to explore and test innovative practices and effective approaches for educational program design and delivery, to support the acquisition of digital skills among 55+ aged citizens who have limited or no digital knowledge. The project includes The ICT4 the Elderly, a Handbook serves as a toolkit that aims to facilitate a pathway for up-skilling the digital competences of individuals between 55 and 75 and to make them aware of some of the many opportunities that Internet offers. The ICT4 the Elderly Handbook is an online training space for trainers and trainees on specific digital skills. The goal of the handbook is to serve as a collaborative documentation space for all participants in our training activities.
The content of this Handbook includes the curriculum content used by educators in the organisations that deal with the education of elderly, as well as by the elderly themselves, and the serves training activities as an Online Academy.

SUBTOPIC: ADULT EDUCATORS AS TARGET GROUP - PROJECTS/TOOLS

WHY THIS CAN BE USEFUL FOR YOU: The learning strategy provides for the teaching content of the ICT 4 the Elderly project, introducing 6 Competences Areas:
(Intentional) digital communication
Digital transactions
Smart living for well-being
Digital collaboration
Security and privacy
Self-organisation

NAME OF THE PROJECT OR TOOL: Powerful Tools for Teaching and Learning: Digital Storytelling

ENTITY RESPONSIBLE (country and year of implementation if applicable): University of Houston

TOPICS ADDRESSED: Training for Educators

WEBSITE: https://www.coursera.org/learn/digital-storytelling

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: Powerful Tools for Teaching and Learning: Digital Storytelling introduces educators to digital storytelling and explores ways to use digital stories to enhance students' learning experiences. The course is designed to be comprehensive yet fundamental. By comprehensive we mean that the course provides a solid foundation for all of the components of a digital story and illustrates these components with tutorials, example stories, and links to additional readings. The course also provides a hands-on opportunity for learners to create their own digital stories. The course is fundamental because it covers the basic process of creating a digital story starting with just a simple script and as little as one image.

SUBTOPIC: ADULT EDUCATORS AS TARGET GROUP - MOOCS TO ENROLL

WHY THIS CAN BE USEFUL FOR YOU: This course is intended for school teachers in all disciplines, although it is open to anyone with an interest in digital storytelling, and the methodology can easily be adapted to other target groups.

NAME OF THE PROJECT OR TOOL: Digital Educational Tools

ENTITY RESPONSIBLE (country and year of implementation if applicable): Socialna akademija (Slovenia)

TOPICS ADDRESSED: Digital Educational Tools

WEBSITE: https://socialna-akademija.si/digitaleducationaltools/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: It provides a catalog of digital tools that can be used for educational purposes. It is organized in several topics:
- Click and Play;
- Content;
- Games;
- Graphical Tools;
- Groups;
- Management;
- Personal Development;
- Planning.

SUBTOPIC: ADULT EDUCATORS AS TARGET GROUP - PROJECTS/TOOLS

WHY THIS CAN BE USEFUL FOR YOU: A useful catalog of a variety of educational tools that can be adapted to several target groups.

NAME OF THE PROJECT OR TOOL: Scratch

ENTITY RESPONSIBLE (country and year of implementation if applicable): MIT (USA)

TOPICS ADDRESSED: Coding

WEBSITE: https://scratch.mit.edu/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: Scratch is the world's largest coding community for children and a coding language with a simple visual interface that allows young people to create digital stories, games, and animations. Scratch is designed, developed, and moderated by the Scratch Foundation, a nonprofit organization.

Scratch promotes computational thinking and problem solving skills; creative teaching and learning; self-expression and collaboration; and equity in computing.

SUBTOPIC: ADULT EDUCATORS AS TARGET GROUP - PROJECTS/TOOLS

WHY THIS CAN BE USEFUL FOR YOU: It can be a powerful tool to teach seniors to approach programming. Through its visual step-by-step approach, Scratch helps users to learn through exploration and have an active role in the learning process.

NAME OF THE PROJECT OR TOOL: The Digital Competences Development System (DCDS) project aimed at establishing a framework that provided the low-skilled adult European population with the basic digital and transversal competences needed for employment, personal development, social inclusion and active citizenship.

ENTITY RESPONSIBLE (country and year of implementation if applicable): ALL DIGITAL (BELGIUM) Years: 2017-2019

TOPICS ADDRESSED: Digital skills development for low skilled adults

WEBSITE: http://www.dcds-project.eu/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: The Digital Competences Development Environment (DCDE) is the online learning platform that supports the blended learning approach employed in DCDS (Digital Competences Development System).

DCDE provides the following:
- A self-assessment tool (SAT) to be used by learners before starting the training, in order to help them identify the level of their digital competences and the gaps;
- A recommender tool that combines information in the learner profile together with the outcomes of SAT in order to suggest to the teacher (and the learner) the learning paths that should be given a priority;
- Different learning paths (LP) composed of DigComp competences, which contain study material that complements what the teacher explains in each face-to-face lesson. Learning paths are structured from basic learning units aggregated into modules of variable duration. Currently, four LPs are offered: (a) BASE (compulsory), (b) Communication and Social Media, (c) Digital Content Creation, (d) Exploring Information and Communication Technologies;
- Assessment tests (including learning quizzes and practical exercises) to help learners and trainers assess progress and learning;
- Badges that learners will earn by passing the tests at the end of each module.
- Forum service to communicate with teachers and peers.

SUBTOPIC: SENIORS AS TARGET GROUP

WHY THIS CAN BE USEFUL FOR YOU: Seniors have the chance to test an online tool expressly dedicated to them to boost their digital competence. The MOOC is easily accessible, simple yet rigorous. It also provides users with many practical activities (quizzes, games etc.) to measure users' mastery of the course content.

NAME OF THE PROJECT OR TOOL: CINAGE offers exciting later life learning opportunities, engaging elderly people with critical analysis of European cinema and practical film making experience, and thus promoting Active Ageing.

CINAGE - a Grundtvig multilateral project, supported by the EU Lifelong Learning Programme - was composed of interlinked activities resulting in the production of a learning package, for use by adult educators and aimed at empowering older people towards achieving a more active ageing. Included activities:
- Research on the topics: "active ageing and learning for active ageing", "European cinema and ageing" and "models of competencies for active ageing";
- Focus groups who, through analysis of European films, have addressed vital competencies for a healthy old age;
- Production the CINAGE package focused on the active ageing process by the medium of cinema;
- Pilots actions to test the package and where participants made the CINAGE short-films at cinema workshops, addressing key competencies to be healthy in older age;
- Valorisation workshops and a final conference.

ENTITY RESPONSIBLE (country and year of implementation if applicable): AID LEAR, in collaboration with project partners
Years: 2015-2017

TOPICS ADDRESSED: Promotion of active ageing

WEBSITE: https://cinage.aidlearn.pt/en/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: The Package is the main product of the project, including learning strategies, methods and resources to support the CINAGE Course. The CINAGE Course enables older learners to shoot their own films about active ageing based on their self-reflection concerning the issues of old age and identification of adequate active ageing strategies.

SUBTOPIC: ADULT EDUCATORS AS TARGET GROUP - PROJECTS/TOOLS

WHY THIS CAN BE USEFUL FOR YOU: An innovative and creative methodology that can play a key role in boosting seniors' engagement and supporting the active ageing.

NAME OF THE PROJECT OR TOOL: proADAS

ENTITY RESPONSIBLE (country and year of implementation if applicable): Center for Social Innovation LTD, in collaboration with project partners
Years: 2018-2020

TOPICS ADDRESSED: Promotion of active ageing through digital tools.

WEBSITE: https://proadas.eu/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: Handbook: it gives guidelines hot to train older adults

Online learning:ProADAS e-learning course provides training opportunities for both trainers and trainees delivering active ageing digital competencies. The e-learning space focuses on 5 modules:
1. Frailty
2.Falls Prevention
3.Nutrition
4.MENTAL HEALTH & Disease in Elderly
5.Cardiovascular Health and Disease in the elderly

Each Module provides a theoretical part and a final quiz.

SUBTOPIC: SENIOR AS TARGET GROUP

WHY THIS CAN BE USEFUL FOR YOU: The tool helps to acquire some relevant knowledge about active ageing while improving digital skills. Indeed, the MOOC is also easy to use and can support users' to develop their digital competence.

NAME OF THE PROJECT OR TOOL: DigitALAD project aims at building the capacity of adult educators to face the digital challenges and opportunities of the technological world.

The DigitALAD project's objectives are to:
- Build the capacity of adult educators to become digitally literate in their teaching practices
- Build the competencies of adults to use digital tools for employability
- Develop innovative quality resources for adult educators/ trainers and adults
- Promote awareness on the importance of digital skills for adults in Europe

ENTITY RESPONSIBLE (country and year of implementation if applicable): European Association for the Education of Adults (EAEA),in collaboration with project partners
Years: 2019-2021

TOPICS ADDRESSED: Digital skills

WEBSITE: https://digitaladproject.eu/en/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: In the framework of the DigitALAD project has been delivered an E-learning space and gamified online learning modules. This gamified environment for adult educators has been developed which will include pedagogical material and innovative resources and OERs for them to use for employability.

The MOOC provides users with 6 courses:
1. Introduction to Digital Competence
2. Educators' professional competences
3. Educators' pedagogic competences
4. Learners' competences
5. Evaluation, validation & recognition of outcomes.

The MOOC includes a handbook aimed to provide adult educators/trainers with the framework of the digital skills they need to be equipped to be competent as professionals.

SUBTOPIC: ADULT EDUCATORS AS TARGET GROUP - MOOCS TO ENROLL

WHY THIS CAN BE USEFUL FOR YOU: The 22 key competences are aligned with the European Framework for the Digital Competence of Educators (DigCompEdu). For each competence, there is a definition, examples of use, techniques to apply it in practice, relevant tools and additional readings. The MOOC is and easy to use and efficient tool for developing/strengthening adult educators/trainers' digital skills.

NAME OF THE PROJECT OR TOOL: Kwido

ENTITY RESPONSIBLE (country and year of implementation if applicable): Kwido, 2021, Spain

TOPICS ADDRESSED: Dementia, personal care, cognitive stimulation, remote medicine, monitorization, memory.

WEBSITE: https://kwido.com/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: Complete care solution composed of flexible modules that can be adapted to the needs of each centre or company. All the data collected by each module or solution is interrelated, creating a complete 360º care solution.

SUBTOPIC: SENIORS AS TARGET GROUP, ADULT EDUCATORS AS TARGET GROUP - PROJECTS/TOOLS

WHY THIS CAN BE USEFUL FOR YOU: Trainers can enrol students in different training modules and gather and analyse the results from the courses

NAME OF THE PROJECT OR TOOL: Google's Applied Digital Skills

ENTITY RESPONSIBLE (country and year of implementation if applicable): Google, Alphabet

TOPICS ADDRESSED: digital skills, daily life

WEBSITE: https://applieddigitalskills.withgoogle.com/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: Creative lessons with videos to help students to prepare for today and tomorrow necessities.

SUBTOPIC: SENIORS AS TARGET GROUP

WHY THIS CAN BE USEFUL FOR YOU: Very accessible course for everyone, reachable (you can search for it and find it easily) and simple-looking.

NAME OF THE PROJECT OR TOOL: SENIOR CULTURAL VOLUNTEERS PROGRAMME

ENTITY RESPONSIBLE (country and year of implementation if applicable): CEATE (Spanish Confederation of Seniors) - started in 1993 since then it has been developed all over Spain.

TOPICS ADDRESSED: Active aging - Cultural dissemination - Continuous training for elderly

WEBSITE: ceate.es

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: This project was born in 1993 on the occasion of the "European Year of Elderly People and Solidarity between Generations". There is currently a network of more than 1,500 senior volunteers, aged between 55 and 90, who do guided visits in more than a hundred Spanish museums and more than 50 different cultural spaces throughout Spain. This programme includes non-formal continuing training for seniors in order to develop the necessary skills.

SUBTOPIC: SENIORS AS TARGET GROUP

WHY THIS CAN BE USEFUL FOR YOU: Seniors can continue being socially involved and occupied, while doing what they like and giving good quality services to the users of the services. Enable them to carry out physical and intellectual activity on a daily basis.

NAME OF THE PROJECT OR TOOL: SENIOR KNOWLEDGE CAMPUS (developing)

ENTITY RESPONSIBLE (country and year of implementation if applicable): CEATE (Spanish Confederation of Seniors)

TOPICS ADDRESSED: active aging - improvement digital skills - e-learning

WEBSITE: e-learning platform under development with moodle

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: an e-learning training campus, hosted on a website, in order to give access, in an innovative way, to the CEATE cultural senior volunteers and promoting culture in those places where the elderly are a large group with a higher risk of social exclusion: rural Spain and the so-called “deserted Spain”.
This virtual campus, an e-learning platform, which will enable the elderly to continue the learning process and offer them a digital meeting place designed to reach all the over-60s. The aim is tocreate communities and forums to share common interests on multiple topics, related to knowledge and where they can find access to current events, information and continuous learning.

SUBTOPIC: SENIORS AS TARGET GROUP

WHY THIS CAN BE USEFUL FOR YOU: Expand the knowledge of culture and science to elderly, improving their integral health and the quality of life. Intensify the presence of the elderly in the digital environment and bring them closer to dynamic and participative activities, minimising the risk of isolation for the elderly.

NAME OF THE PROJECT OR TOOL: Udemy

ENTITY RESPONSIBLE (country and year of implementation if applicable): Udemy, Inc.

TOPICS ADDRESSED: education, certification, digitalization

WEBSITE: udemy.com

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: Udemy is a platform that allows instructors to build online courses on their preferred topics. Using Udemy's course development tools, instructors can upload videos, source code for developers, PowerPoint presentations, PDFs, audio, ZIP files and any other content that learners might find helpful. Instructors can also engage and interact with users via online discussion boards.

Courses are offered across a wide breadth of categories, including business and entrepreneurship, academics, the arts, health and fitness, language, music, and technology. Most classes are in practical subjects such as AWS and Azure training, Excel software or using an iPhone camera. Udemy also offers Udemy Business (formerly Udemy for Business), enabling businesses access to a targeted suite of over 20,000 courses on topics from digital marketing tactics to office productivity, design, management, programming, and more. With Udemy Business, organizations can also create custom learning portals for corporate training. For smaller companies, Udemy offers a Udemy Team Plan that is a limited seat licence but identical content to that of Udemy Business.

SUBTOPIC: SENIORS AS TARGET GROUP, ADULT EDUCATORS AS TARGET GROUP - MOOCS TO ENROLL, ADULT EDUCATORS AS TARGET GROUP - PROJECTS/TOOLS

WHY THIS CAN BE USEFUL FOR YOU: High variety of topics, certification for some of them, aimed at all ages.

NAME OF THE PROJECT OR TOOL: Seniors Go Digital

ENTITY RESPONSIBLE (country and year of implementation if applicable): Several

TOPICS ADDRESSED: education, digitalization, online safety

WEBSITE: http://seniorsgodigital.iit.demokritos.gr/

BRIEF DESCRIPTION OF THE PROJECT OR TOOL: innovative, targeted and high quality lifelong learning opportunities to senior citizens for the acquisition of digital skills, which will support in a systemic way active ageing, access, social inclusion, participation and personal development through the use of the digitalized learning ecosystem to be developed, as well as through the e-services, e-governance, e-participation and e-communication provided in each partner country.

SUBTOPIC: SENIORS AS TARGET GROUP

WHY THIS CAN BE USEFUL FOR YOU: The project is similar to DigIT, the courses are highly specialised for the senior population, it provides seniors with resources and information to learn how to use digital technologies, which can be daunting or challenging for some seniors who have not grown up with them. Furthermore, the website provides seniors with access to a community of like-minded individuals who are also learning how to use digital technologies. This community provides a supportive environment for seniors to share their experiences, ask questions, and get help with any challenges they may be facing.

WWW.PROJECTDIGIT.EU