

Nordplus 2021-2023



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Nordplus
NPAD-2021/10187



In this document, you will find the final results of the Nordplus project NPAD-2021/10187:

DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in the digital world.

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Enhancing Digital Inclusion of Older Adults: A Nordplus Collaborative Success

Our Nordplus project, focused on developing and disseminating good practices in digital competencies for seniors, has resulted in significant outcomes with far-reaching impact. The primary goal was to address the diverse needs of older adults in digital environments, a target group often overlooked in the rapid pace of technological advancement. We successfully compiled a comprehensive collection of good practices, focused on effective digital skills training for seniors. This collection, developed through international collaboration, reflects the varied educational strategies of partner organizations and have been translated into Finnish, Swedish, Lithuanian, and Norwegian ensuring wider reach and applicability.

All good practices and project outcomes are published on the user-friendly and open-access platform: <https://peda.net/jk/nordplus/en/project-2021-2023>. This platform requires no registration, ensuring easy access for educators, NGOs, and other stakeholders. Furthermore, a creative social media material bank including visual images demonstrating the good practices, has been established. This initiative enhances the visibility and dissemination of our findings and results.

During the project, we have fostered a network of collaboration across the Nordics and Baltics, building and strengthening ties between educational institutions and organizations. All participants and partner organizations involved in the project have gained valuable competencies and skills in developing and implementing digital training programs. Furthermore, the project successfully targeted and reached an array of distinct stakeholders, achieving comprehensive outreach and impact across diverse levels.

This Nordplus project has not only achieved its objectives but has also set a benchmark in the field of digital education and training for seniors in the Nordic and Baltics. The collaborative nature of the project, combined with the practical and accessible outcomes, ensures our work will continue to benefit seniors and educators after the project as well.

For more detailed information and access to our resources, please visit our project page: <https://peda.net/jk/nordplus/en/project-2021-2023>.

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Good practices from Finland, Lithuania, Sweden, and Norway

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Finland – Lecture series of the University of Third Age

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in digital world

Keywords:

Lecture series, UTA, older adults, inclusion, live streaming

#lectureseries #UTA #olderadults #inclusion #digitalization #livestreaming

Organizer of the good practice:

Summer University of Jyväskylä

The Summer University of Jyväskylä is an ideologically and politically independent institution that provides lifelong learning opportunities all year round. The courses are open to everybody regardless of age and educational background, and the teaching is organized by considering people in different life situations and their possibilities to study. The courses are mainly short-term studies supporting personal and professional development which don't lead to a degree. The operation forms of the Summer University include further vocational training, open university, language courses, University of the Third Age, and University of the Children and the Youth (JYUniorit).

The University of the Third Age (UTA), working under the umbrella of the Summer University of Jyväskylä, oversees the good practice presented in this report. The UTA offers lecture series, seminars, and study tours, during which the study group travels to fascinating locations like local theaters or foreign countries to learn about their histories and cultures. The University of Third Age is a meeting place for those seeking knowledge, interested in personal development, and engaging with society and the community. Anyone can participate in the activities regardless of their educational background, prior employment, or hobbies. All courses, lectures, and events are open to everyone and have no age restrictions. The University of the Third Age supports inclusion and equal participation. The main principles guiding the work are:

1. Lifelong learning
2. University-like environment
3. Openness
4. Equality

5. Co-planning.

Description of the good practice:

The University of the Third Age organizes lectures covering a wide range of themes, including current affairs, history, culture, and society. The lectures are delivered by experts in their fields to give the audience an exciting, stimulating, and educational experience. The lectures provided by the UTA are accessible both on-site and online. However, the lectures are only available online in real-time, and no recordings are available afterward. The lectures are open to everyone, and the price of a single lecture is 6 euros. The price for attending the whole lecture series including nine lectures (two hours each) is 35 euros. The University of the Third Age encourages everyone to take advantage of this opportunity and attend the lecture series, regardless of their location or schedule.

Some of the upcoming lectures include a presentation on the future of immigration in Finland, a look at prehistoric times in Central Finland, and a discussion of modern music. Additional themes cover Finnish values and social change, the role of media in society, and the relationship between art and truth. Each lecture features a guest speaker who is an authority on the subject, followed by a question-and-answer session where participants can interact. The lecture series is a great and affordable opportunity for those interested in learning more about a range of subjects and engaging with experts in their fields. In addition, the University of Third Age also presents lecture series on topics related to health, well-being, and the environment. These lectures offer valuable and insightful information on various themes that are relevant to the health and well-being of individuals, especially at an older age. Lecture topics include but are not limited to good sleep, social relationships, loneliness, the importance of nutrition in promoting health and functioning, bird migration, and health care prioritizing.

Implementation of the good practice:

If you want to implement a lecture series like the one described above, there are several important considerations to keep in mind. Especially if the target audience is older adults who might face challenges in accessing and utilizing online platforms. Here are some key considerations:

1. **Topics:** Choose topics that are of interest and relevance to older adults. This could encompass, among other things, travel, financial management, retirement planning, and health and well-being.
2. **Speakers:** Choose knowledgeable communicators who can connect with the audience and provide information in an approachable manner.

3. **Accessibility:** Make sure the venue is accessible to older adults, with appropriate seating, lighting, and sound. In addition, consider offering assistive devices such as hearing aids or large print materials.
4. **Scheduling:** Schedule lectures at a convenient time for older adults, such as during the day or early evening.
5. **Marketing:** Spread the word about the lecture series using a range of platforms, such as local media, senior centers, and retirement homes. Remember that promoting lectures exclusively online might not reach the target group of older adults.
6. **Cost:** Consider offering the lecture series for free or at a low cost, as many older adults are on fixed incomes.
7. **Collaboration:** Work always together with audience, organize opportunities for them to join program planning and take time for discussion/chat during lecture.
8. **Feedback:** Ask for input from the participants to ensure that the lectures are meeting their needs and interests. Make adjustments as needed.

In addition, when organizing real-time online lectures, the following devices and tools may be needed:

1. **A computer or laptop with a camera:** This is necessary to live stream the lecture to the online audience and for the lecturer to be able to interact with them.
2. **Steady internet connection:** You must have a high-speed, reliable internet connection to ensure that the lecture streams smoothly and without interruption.
3. **Software for live streaming:** A variety of video conferencing services, including Zoom, Skype, and Microsoft Teams, are available and can be used to host online lectures. At the Summer University of Jyväskylä, YouTube is preferred for live streaming.
4. **Projector and screen:** If the lectures are broadcasted from a physical location, a projector, and screen will be needed to display the presentation on a larger screen.
5. **Microphones and speakers:** To ensure that the lecturer's voice is clear and audible when being broadcast from a large room, microphones and speakers may be required.
6. **Lighting:** Good quality video streaming and the ability to see the lecturer depend on good lighting.
7. **Technical assistance:** Having technical assistance on-site throughout the lecture can assist in resolving any technical issues that may develop, such as connection issues or problems with devices.

8. Sharing the link for live streaming: Remember to share the link to live-stream lectures well in advance. The recommended method is to share the link by email before the lecture starts. Preferably on the same day morning, so it doesn't get lost in the emails but there is enough time to test if the link works.
9. Detailed instructions: Pay attention to the precise and detailed instructions when sharing the link, because older adults may not have used the software before and might not understand what "click the link" means.

Impact of the good practice:

The audience attending the lectures varies, but typically there are at least 100 people present. At best the entire hall is full, accommodating an audience of about 750 people. In addition, there are 15-30 adult education centers following the lectures online, with viewers in different locations. Large audiences frequently attend the lectures, both in-person and online, demonstrating a great degree of interest in these subjects among older adults. In addition, older adults can share their ideas, ask questions, and have in-depth discussions with professionals and other attendees during the post-lecture discussions.

When reflecting on the impact of this good practice, older adults can benefit greatly from the lecture series that the University of the Third Age sponsors. The series offers a unique opportunity to learn about significant topics, like health, well-being, and the environment, and stay up to date on the most recent research and advancements in various fields. Older adults can increase their knowledge, engage in intellectual stimulation, and maintain an active and healthy lifestyle by attending these lectures. In addition, the lectures offer a platform for elders to interact with others, form social bonds, and combat isolation and loneliness.

Overall, the impact of this lecture series on older adults can be significant, providing older adults with an opportunity to continue learning, stay engaged in their communities, and lead fulfilling and active lives.

Results of the good practice:

In general, all lecture series have received very positive feedback. The lectures have been eagerly awaited and Wednesdays (lecture days) have become a regular event in many older adult's calendars.

Additional information:

Visit the website of the Summer University of Jyväskylä: <https://kesayo.jyu.fi/en>

Finland – Basic computer skills for beginners -course

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in digital world

Keywords:

Peer tutoring, peer learning, peer support, digital skills, digital inclusion

#peertutor #groupinstruction #peersupport #digitalskills #digitalinclusion #digitalization

Organizer of the good practice:

Summer University of Jyväskylä

The Summer University of Jyväskylä is an ideologically and politically independent institution that provides lifelong learning opportunities all year round. The courses are open to everybody regardless of age and educational background, and the teaching is organized by considering people in different life situations and their possibilities to study. The courses are mainly short-term studies supporting personal and professional development which don't lead to a degree. The operation forms of the Summer University include further vocational training, open university, language courses, University of the Third Age, and University of the Children and the Youth (JYUniorit).

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6. Lifelong learning
7. University-like environment
8. Openness
9. Equality

10. Co-planning.

Description of the good practice:

At our "Basic computer skills for beginners" course, we provide small group instruction for one to four people at a time, offering individualized guidance and digital support to help them achieve their specific goals. Before starting, we take time to understand each participant's motivation for joining the course and discuss their objectives. The course is instructed by a peer tutor who has experience with the challenges one can face when learning technology as a beginner. A peer tutor is a person who volunteers and offers digital support to a person who shares the same age group and similar life situation. In more detail, it refers to a situation where a more experienced person is assisting someone with less knowledge of digital technologies.

Our sessions are designed to be highly engaging and interactive, with participants working together and supporting each other to learn. To provide individualized attention and feedback, we limit the group size to a maximum of four students. We also promote hands-on exploration and experimentation rather than just listening and watching the instructor demonstrate. We understand that technology can be intimidating for beginners, so we start by tackling common issues like attaching files to emails, opening Word documents, and using Google Drive. We also guide them on using digital devices, like Android smartphones, since many of our participants have never used them before. The course is free for job seekers, for others, the course fee is 20 euros.

One of the unique features of our approach is that we prioritize and emphasize the personal connection between the peer tutor and the participant. A supportive and encouraging learning environment is essential to building confidence and achieving success. Older adults are always in charge of their own devices, so they are free to explore and learn at their own pace, with guidance and support provided as needed. Overall, our course "Basic computer skills for beginners" is a suitable approach for anyone who is just starting to learn about technology or needs a refresher if skills are rusty. During the course, all participants get hands-on experience in a supportive and encouraging environment. Whether our participants are motivated by internal curiosity or "external pressure" from an employer, we're here to help them achieve their goals and become confident and competent users of technology.

Information regarding the course is widely distributed online and through a printed manual. Older adults can sign up for the course through an online registration form or contact the office by phone.

Implementation of the good practice:

There are several crucial factors to consider if you wish to conduct a course similar to the one mentioned above in another region or country, especially if the target audience has trouble accessing and utilizing technology.

1. **Communication and marketing:** To attract participants, you need to ensure that you use a variety of communication channels that can reach the target audience. Because some prospective participants might not have the knowledge or tools required to access the internet, relying simply on online platforms like Facebook or the course website may not be sufficient. Therefore, you should consider alternative channels such as local newspapers, flyers, and posters in community centers. It is essential to prioritize communication to ensure that a maximum number of participants are aware of the course.
2. **Target group:** It is important to gain a clear understanding of the target audience's characteristics, interests, and needs to create a course program that can engage them. In addition, you need to understand the preferred communication channels of potential participants and tailor your messages to engage with them. You can leverage existing networks such as family and friends, community-based organizations, or local leadership to spread the message and encourage participation.
3. **Speak a language that is easy to understand:** Simplify the messages and make sure the target audience can easily understand and relate to the message. All information should be clearly written and spoken, and most importantly jargon-free. Start the course by holding an introductory session that allows participants to get to know the instructor and each other. This session can also help identify participant needs and expectations, ensuring that the course is tailored to their specific needs.
4. **Scheduling:** The course schedule should be designed to accommodate the target audience's needs and preferences. Consider offering sessions during times of day when older adults are more likely to be available, such as mid-morning or early afternoon.
5. **Course duration:** Consider the course duration when designing the schedule. For example, a course consisting of three-hour sessions each week with a seven-day break in between can allow enough time for participants to absorb the material and put it into practice.
6. **In-person assistance:** Consider providing in-person assistance for individuals who require it to access the online registration platform, complete forms, or navigate the course material. This approach will enable you to reach more potential participants and help them overcome any challenges in accessing the course. You can offer one-on-one sessions, provide individual feedback, or offer additional resources to support individual learning.

7. Classroom environment: The classroom environment should be comfortable and welcoming to participants. Consideration should be given to selecting a classroom with sufficient space, good lighting, and adequate seating arrangements.
8. Teacher's equipment: The instructor should have access to equipment that enables them to demonstrate examples and search for information during the class, such as a computer or tablet with internet access.
9. Teacher's diary: From our experience, it is easier to continue teaching when the teacher keeps notes about what was done the last time. With older adults as a target group, they may have forgotten where they left off last time.
10. The more fun, the easier to learn: The goal should be creating a relaxed atmosphere and learning environment where no official teacher-student roles exist, and learning happens by doing together with soft values and surrounded with emphatic support.

By considering the above factors, you can design and implement an effective course that can attract and engage the target audience, even if they face challenges in accessing and using online platforms.

Impact of the good practice:

The impact of the course is significant for several reasons. Firstly, the course can help to bridge the digital divide for older adults who don't have access to digital technologies or don't have the required skills needed to use them effectively. By providing personalized instruction and digital support in small groups, this course enables older adults to gain confidence in using digital technology and develop digital skills that can help them stay connected with their families and friends and participate equally in the activities of the digital society.

Secondly, the course provides a learning environment that emphasizes emphatic support and personal connections between the instructor and the student. This approach allows participants to build trust and confidence, which can motivate them to continue learning and experimenting with technology even after completing the course. Thirdly, the course is very interactive and prioritizes hands-on exploration and learning by doing. This makes it possible for older adults to practice the skills they have learned in a safe and supportive environment.

Overall, the objective of this course is to empower older adults and other participants with the digital literacy skills needed to stay connected and participate in the digital world. By providing personalized instruction and support, the course aims to bridge the digital divide and improve the quality of life for older adults.

Results of the good practice:

The course instructor (peer tutor) shares her own thoughts and feedback from the course participants:

- The participants are very satisfied that they are guided and supported individually.
- The size of the groups is considered good because of the individual and personal guidance.
- “It's great to be able to receive private instruction.”
- "I'm starting to understand something about this phone/device."
- “I couldn't have imagined that I could learn this from Whatsapp.”
- “Luckily I found this course, although it was just by chance.”

In addition, the course instructor highlights that there is still room for improvement in marketing these courses as digital and online advertising does not reach the target group. It is precisely those people who need individual digital support the most that do not find these beginner courses if marketing happens only online. Therefore, we need to come up with new ideas for marketing, like big A3 posters in senior citizens' organization offices, clubs, and grocery store bulletin boards.

Additional information:

Visit the website of the Summer University of Jyväskylä: <https://kesayo.jyu.fi/en>

Finland – Peer tutoring model in Jyväskylä, Finland

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in digital world

Keywords:

Peer tutoring, peer learning, peer support, digital skills, digital inclusion

#peertutor #peerlearning #peersupport #digitalskills #digitalinclusion #digitalization

Organizer of the good practice:

Summer University of Jyväskylä

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11. Lifelong learning
12. University-like environment
13. Openness
14. Equality

15. Co-planning.

Description of the good practice:

A peer tutor is a person who volunteers and offers digital support to a person who shares the same age group and similar life situation. Often, it refers to a situation where a more experienced person is supporting someone who is less proficient in digital technologies.

At the Summer University of Jyväskylä, peer tutoring has been organized for over 20 years as part of the University of the Third Age's (UTA) activities. Peer tutoring is voluntary peer support and does not require special skills. The only prerequisites for participating in tutoring activities as a peer tutor are a brave and enthusiastic attitude and a desire to help fellow human beings. In addition, as a peer tutor, it is good to manage the basic use of a smartphone, tablet, or computer. Modes of operation include peer tutoring in ICT courses and tutors' receptions. In ICT courses, peer tutors support older adults in learning new digital skills in group-based settings. The topics covered in the ICT courses can include, for example how to use a smartphone or attach pictures to email. During tutors' reception peer tutors offer low-threshold individual guidance in places like libraries, service centers, day centers, and other meeting places. Every encounter as a peer tutor is unique and the spectrum of digital support is broad. To keep up to date in a rapidly digitizing society, UTA also provides training for peer tutors once a month. These events are called tutor workshops.

Summarized, the educational activities and methods of peer tutoring are:

1. Digital support is offered in ICT courses organized by the UTA. Courses are organized both on-site and online. During the technology-related courses, peer tutors assist the course teacher and offer low-threshold support by sitting side by side with the participants, making sure that no one gets left behind. Examples of ICT courses are "Pictures into a photobook", "A course to support basic computer use" and "Files and images stored safely". The price of a three-day course is usually approximately 30 euros.
2. Individual peer tutoring often takes place at a library with an appointment. These individual and non-formal meetings often proceed at their own pace in consonance with the wishes of the person being helped. Individual peer tutoring is free for older adults, as it is based on volunteer work done by peer tutors.

Information on the courses and individual peer tutoring is widely distributed online and through a printed manual. Older adults can sign up for the courses through an online registration form or contact the office by phone.

Implementation of the good practice:

Please, keep these in mind when implementing this idea in your organization:

1. **Marketing.** When advertising, it is important to note that it cannot happen exclusively online as older adults may face challenges accessing information online. Many older adults lack the skills, confidence, or resources to utilize digital platforms effectively. Therefore, it is crucial to use a variety of communication channels, such as print media, community centers, or word of mouth, to reach out to older adults. In addition, providing clear and simple instructions on how to register for the course and offering individual support for those who need it can also help to overcome barriers.
2. **Know your target group.** Before implementing a peer tutoring program, it is important to understand what older adults in your area are looking to learn and what kind of digital support they may need. This can be done through surveys, collecting feedback, or individual conversations.
3. **Recruit and train peer tutors actively.** It is important to identify potential peer tutors who have the knowledge, needed skills, and interest in teaching older adults. Training should be provided to ensure volunteers have the necessary teaching skills, as well as an understanding of the specific needs and learning styles of older adults.
4. **Develop a learning plan.** Based on the needs and interests of older adults, a curriculum or learning plan should be developed that outlines the main themes to be covered. However, the curriculum should be flexible and adaptable to the diverse learning styles and preferences of older adults.
5. **Establish a support system.** It is important to create a support system for both the peer tutors and the older adults participating in courses. This can include, for example, feedback sessions and workshops for peer tutors.
6. **Provide resources for accessibility.** Older adults may have specific needs, such as hearing and vision impairments or challenges with fine motor skills when accessing technology. Thus, it is important to provide resources to ensure the equal possibility for all older adults to participate fully in the program. Teachers and peer tutors should always consider adequate lighting, text font size, and a calm pace of teaching.
7. **Evaluate the program.** Regular evaluation and feedback can help to identify areas for improvement and ensure the program is meeting the needs of older adults. Evaluation can be done through surveys and feedback collected from courses.

By considering these factors and taking an inclusive and person-centered approach, a peer tutoring program can be a valuable and effective way to support older adults in learning new skills and enhancing their quality of life.

Impact of the good practice:

Digital support received from peer tutors can be considered good practice for several reasons:

1. **Availability:** In later life, digital support is often received outside of formal education from warm experts such as children, grandchildren, and friends. However, not everyone can rely on this kind of informal help. Reflecting this, the role of peer tutoring is fundamental as it can offer digital support to older adults who might not be able to receive it from elsewhere.
2. **Accessibility:** If needed, digital support can be accessed from home via phone or remote control of digital devices, making it a convenient option for older adults who may have mobility or transportation issues.
3. **Flexibility:** Digital support can be offered at flexible hours, allowing older adults to receive support at a time that suits their schedule.
4. **Personalization:** Peer tutors can tailor digital support and consider the individual needs of the older adult, which can lead to more effective learning.
5. **Emphatic support:** Peer tutors can provide not only digital support but also social and emotional support, which can be essential for older adults' well-being and learning.

The impact of this good practice can be significant for older adults. Peer tutoring is an example of non-formal learning that can improve older adults' cognitive abilities, social connectedness, and overall well-being. In addition, peer tutoring can provide opportunities for collaborative problem-solving, which can enhance older adults' critical thinking and problem-solving skills. Peer tutoring can also be an important social event for older adults, which can have positive effects on older adults' mental health and quality of life. Furthermore, peer tutors themselves can benefit from the experience by developing a meaningful hobby after retiring and finding a sense of belonging within the peer tutoring community.

Results of the good practice:

Thoughts of peer tutors and feedback from participants:

“The threshold is lower with a peer tutor. Professionals are professionals. They speak jargon, and it usually goes overboard.”

“When you're roughly the same age, you can put yourself in the other’s position and understand why it is difficult to learn new digital skills in later life.”

Additional information:

Visit the website of the Summer University of Jyväskylä: <https://kesayo.jyu.fi/en>

Lithuania – Knowledge games

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in digital world

Keywords:

#digital literacy training for seniors, #digital literacy knowledge testing, #knowledge games, #digital skills, #digital inclusion

Organizer of the good practice:



Medard Chobot Third Century University (MČTAU) (<https://www.mctau.lt/>):

- (MČTAU) is an independent, voluntary public organization, a non-formal adult education institution whose activities ensure the integration of older people into society. The main mission is to provide a social educational service to members of society, to spread scientific knowledge and cultural values, democratic ideas of justice, to foster democratic principles and processes of society and state life.



"Window to the Future" (<https://www.langasiateiti.lt/en/about-us/>) :

- The "Window to the Future" association is already celebrating its second decade of activity. 20 years ago, Lithuanian business companies announced a unique business support project for the development of the information society in Lithuania - the "Window to the Future" alliance, whose goal is to initiate cooperation between business and government institutions by encouraging the public to use information technologies and reduce Lithuania's digital divide.
- Currently, the alliance continues its activities by providing Lithuanian residents with a free opportunity to acquire and improve their digital literacy skills on the Internet and by implementing projects aimed at introducing and teaching Lithuanian people to use electronic services safely and encouraging them to use the Internet more often in their daily lives.

Description of good practice:

When conducting digital literacy training, it is always very important to understand whether the material has been laid out clearly and whether the knowledge of digital technologies has been well mastered. There are several ways to do this:

1. Assessment tests: online or in-person assessment tests can be used,
2. Surveys: after the training, submit a questionnaire in which the participants themselves evaluate the benefits of the training
3. Knowledge games: to conduct games for the participants, during which the acquired knowledge is tested

During the training conducted during the project, the method of testing knowledge games was chosen.

Using games to test knowledge is a fun and engaging way to assess someone's understanding of a specific topic. Kahoot is one such digital knowledge test-game that can be a very effective way to test the digital literacy knowledge of seniors after previous trainings.

Here are some reasons why a Kahoot game can be an effective tool for testing knowledge:

1. The game is engaging and fun: A game like Kahoot can make the learning experience more interesting and fun for seniors. They can help break the monotony of traditional teaching methods and encourage active participation.
2. Active learning: The game requires active participation and engagement, which can help learners retain information better. When learners are actively involved in the game, they are more likely to remember what they have learned.
3. Instant Feedback: The game provides instant feedback to learners by letting them know if they answered a question correctly or incorrectly. This instant feedback helps learners understand where they need to improve.
4. Motivation: A game can be designed to be fun and engaging, which can motivate learners to participate and do their best.
5. Assessment of a variety of skills: Game tasks are designed to assess a variety of skills including problem solving, critical thinking and decision making. By testing knowledge in a game format, learners can put their knowledge into practice in a variety of scenarios.
6. Fun and low stress: Making the testing process fun and engaging can make learners more willing to participate and feel more relaxed.

In the trainings we conducted, the following very specific instructions for teachers were prepared:

- Group size: Unlimited.
- Duration - 30 min.
- Tools required for the activity - Computer, projector, smartphone and internet connection.

Presentation of the game

- During the interactive game, each participant answers questions individually or as a team using the Kahoot app.
- The principle of this game is test questions that must be answered as quickly and correctly as possible, and the results are visible immediately after each question.
- The game is simple because it does not require specific knowledge (the answers can be guessed), but it is gambling. It is very easy to conduct, as all results are calculated automatically.

Information for the host

- After turning on the projector, select the game and open it.
- Before starting the game, it is necessary to warn the players that only one correct answer can be selected during the Kahoot game. This game has several questions with more than one correct answer, but participants will still only be able to choose one (the game simply doesn't have multiple correct answers) - this won't hurt their score, it will just increase their chances of getting it right.
- As players join the game, the host will simply need to change the questions.
- Points scored by players will be automatically calculated and displayed on the screen each time they finish answering a question.

Information for participants

- Each quiz participant or one of the team players downloads the free Kahoot app on their phone or visits the website <https://kahoot.it/>.
- After entering the code visible on the projector into the app, the team will join the game and after entering their nickname or group name, they can start the game.

Game progress

- A question and 4 possible answers will appear on the projector screen. These answers will be presented in boxes of different colors (the boxes will also be marked with a certain geometric figure, so people with color vision problems can participate in the game).
- After reading the question, players must select the correct answer on their phones, which will correspond to the same box on the phone as on the projector screen.
- The essence of the game is to choose the correct answer as quickly as possible, because the speed of the answer adds additional points to the player.
- After each question, after everyone has chosen an answer, it is recommended to discuss the question and the answer.
- After answering all the questions, three participants or teams with the most points will be visible on the screen.

The game questionnaire used for the topic "Bank in your hand" (in Lithuanian):

https://www.epilietis.eu/wp-content/uploads/2019/10/Uzduoties_kortele_Bankas-tavo-delne.pdf

and game rules (in Lithuanian):

https://www.epilietis.eu/wp-content/uploads/2019/10/TAISYKLES_Bankas_tavo_delne-1.pdf

Implementation of good practice:

When developing tests or games like Kahoot to test the results of digital literacy training, it is important to keep the goals and abilities of seniors in mind. In order to organize effective digital literacy tests for seniors, teachers should consider the following recommendations:

1. Determining the goal of game development: It is necessary to determine the goal for which the test-game will be developed. Will it be a direct means of testing knowledge, or is it intended to include elements of interactivity in the learning process.
2. Selection of Topic and Questions: It is important to choose a topic that the seniors have already learned and make questions that match the topic. The questions should not be too difficult for seniors to understand but not too easy to test their actual knowledge. It is recommended to have enough questions to make the test-game interesting and varied.
3. Clarity: Adapted to the age of the audience: the ability of seniors should be taken into account when developing a test or game. Questions and instructions should be written clearly and comprehensibly so that seniors can easily understand what needs to be done.
4. Technology Support: It is recommended that technology support be provided to prepare seniors for the test. This may include providing pre-game informational materials such as instructions or videos that explain how to use the game platform. Seniors should easily understand how the game works and use its interface easily.
5. Time management: The game should be organized in such a way that seniors have enough time to complete each task, but so that the process is manageable and there is no danger of things taking too long.
6. Assured feedback: discussion of results and correct answers is necessary.
7. Visualization: Visualization and graphical elements help create a more engaging and interactive experience for seniors. Including pictures, animations, sounds or other graphic elements can increase the tension of the test and encourage participation.
8. Explored opportunities to include scenarios or case studies that require seniors to apply their knowledge in a real-world context.
9. Continuous improvement: After the game, the results and feedback are reviewed to make it clear what worked well and what could be improved.

Depending on the training goals and abilities of the seniors, an interesting, relevant and effective test or game can be created.

Benefits and results of good practice:

Kahoot is an interactive testing game that can be useful for testing seniors' knowledge of digital skills for several reasons:

1. **Helps ensure participation:** Seniors may find it difficult to stay focused and focused during a check-up. The Kahoot game is interactive and engaging, helping seniors stay active and focused to answer the questions.
2. **Increases motivation:** The Kahoot game is fun and engaging, which can increase seniors' motivation and interest in testing. They may feel more motivated to learn and progress in their digital skills.
3. **Provides feedback:** In Kahoot, participants can see their answers and get feedback on what mistakes they made or what knowledge they got right. This helps them to understand the topic better and correct their mistakes in the future.
4. **Supports different learning styles:** Kahoot is interactive and versatile, so it can suit different learning styles of seniors. Some seniors may learn better through sounds or visuals, while others learn better through play or competition.
5. **Provides additional opportunities:** Kahoot game has opportunities to use pictures, animations and question formatting to make the testing process as interesting and effective as possible. This can help you better understand and memorize the topic.
6. **Overall, using games to test knowledge can be an effective way to assess understanding and assess various skills in a fun and engaging way. Games can also help instructors evaluate the effectiveness of training and adjust training as needed.**

These reasons suggest that the Kahoot game is a useful tool for testing seniors' knowledge of digital skills. It helps improve their digital skills, keeps them motivated and helps them learn better.

Additional information: <https://www.epilietis.eu/mctau-mokymo-medziaga/medziaga-mctau-lektoriams/>

Lithuania – Involving young tutors in the training of seniors

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in digital world

Keywords:

Intergenerational collaboration, #mentor training, #technology innovation adoption, #digital technology training for seniors, #digital skills, #digital inclusion

Organizer of the good practice:



Medard Čobots University (MČTAU) (<https://www.mctau.lt/>):

- (MČTAU) is an independent, voluntary public organization, a non-formal adult education institution whose activities ensure the integration of older people into society. The main mission is to provide a social educational service to members of society, to spread scientific knowledge and cultural values, democratic ideas of justice, to foster democratic principles and processes of society and state life.



"Window to the Future" (<https://www.langasiateiti.lt/en/about-us/>) :

- The "Window to the Future" association is already celebrating its second decade of activity. 20 years ago, Lithuanian business companies announced a unique business support project for the development of the information society in Lithuania - the "Window to the Future" alliance, whose goal is to initiate cooperation between business and government institutions by encouraging the public to use information technologies and reduce Lithuania's digital divide.
- Currently, the alliance continues its activities by providing Lithuanian residents with a free opportunity to acquire and improve their digital literacy skills on the Internet and by implementing projects aimed at introducing and teaching Lithuanian people to use electronic services safely and encouraging them to use the Internet more often in their daily lives.

Description of the good practice:

Medard Čobots University of the Third Age (MČTAU) together with partners Kaunas University of the Third Age and the association "Window to the Future" implemented the project "Information technologies connect generations". The aim of the project was to reduce the technological divide of older people by encouraging them to learn about digital technologies and improve their digital skills together with the younger generation.

The project aimed to inform older people (over 60 years) about the importance of digital skills, encourage them to familiarize themselves with innovations in the world of technology and at the same time motivate them to improve their digital skills in order to improve their quality of life. The project also promotes a bi-generational community. The joint activities of seniors and youth helped seniors get acquainted with technological innovations, practical training increased the seniors' confidence and desire to improve and apply new knowledge in their daily activities.

Recently, the rapid development and spread of technology into the public space causes inconvenience to most of the older generation who experience digital isolation, so this project was expected to find a way to

tell about IT innovations in a simple, uncomplicated way, with practical application, discovering the joy of learning while improving digital skills with the help of youth volunteers. skills and improving the quality of life. The selected young lecturers were able to improve their teaching and counseling skills, and during the sessions, older people shared their accumulated life experience and knowledge.

The project activity started with a survey of seniors, during which the needs of seniors will be assessed and obstacles will be identified, as well as recommendations will be prepared for future young lecturers regarding the implementation of IT training for older participants. Based on the results of the survey, eight modules of the educational program have been created, introducing the topics most desired by the elderly. Training took place in computer classrooms, the equipment of which was purchased with project funds. Also, curriculum modules will be freely available online and on the learning platform: www.epilietis.eu.

The training was held on the following topics:

- Let's plan our free time online
- Let's shop smarter and pay online
- Public services online for everyone
- Effective time planning and online collaboration

Implementation of the good practice:

Every time we start preparing for the training, the most relevant topics for the potential senior group are determined. A questionnaire is being prepared that helps to find out the level of digital literacy of future listeners and the topics that interest them the most. Then young lecturers from several large IT companies are invited. Organizations generally welcome such activities and encourage volunteering. Those who agree to be lecturers take part in online training (about 2 hours) in which the principles of andragogy and the methodology of lessons (lesson plans and learning resources) are presented. From this they make their own lessons (choosing a subject they like from the given possible topics and using their personal experience).

After such training for young lecturers, work with seniors begins. There are usually about five listeners per session, plus senior mentors. Senior mentors help students to master the taught material. Each listener's comprehension speed is different, so assistants help to maintain the correct pace of the lecture. And for those who are lagging behind, they will explain in addition, personally. In this way, the material is absorbed much more efficiently than during a simple lecture. All material on the given topic is available on the website, which can be used for repetition, and all listeners are informed about this.

How to choose digital technology topics for senior training

When choosing digital technology topics for senior training, it's important to consider the needs and interests of the audience. Here are some factors to keep in mind:

1. **Relevance:** Choose topics that are relevant to the seniors' lives and interests. For example, topics related to communication, health and wellness, entertainment, and financial management may be of particular interest.
2. **Ease of use:** Choose topics that are easy to understand and use. Seniors may feel intimidated by complex technology, so it's important to choose topics that are user-friendly and easy to navigate.
3. **Accessibility:** Choose topics that can be accessed using a variety of devices, such as smartphones, tablets, and computers. Make sure the technology is accessible to seniors with different levels of physical ability.

4. **Safety and security:** Choose topics that emphasize safety and security when using digital technology. Seniors may be more vulnerable to online scams and identity theft, so it's important to educate them on how to stay safe while using digital technology.
5. **Personalization:** Consider offering personalized training sessions based on the seniors' individual needs and interests. This can help them feel more engaged and motivated to learn.

Some examples of digital technology topics that may be relevant to seniors include:

- How to use social media to stay connected with friends and family
- How to use video calling technology to communicate with loved ones
- How to use fitness and wellness apps to maintain physical health
- How to use online banking and financial management tools
- How to use e-commerce websites to shop online

By considering these factors and choosing relevant and accessible topics, you can help seniors develop the digital technology skills they need to stay connected, informed, and engaged in today's digital world.

What are the rules for teaching digital technology to seniors?

When teaching digital technology to seniors, it's important to keep in mind that they may have varying levels of familiarity with technology and different learning styles. Here are some general rules to consider:

1. **Start with the basics:** Begin by introducing seniors to basic digital concepts and tools, such as how to use a mouse, keyboard, and touchscreen. Build on this foundation by gradually introducing more complex tasks.
2. **Use simple language:** Avoid using jargon or technical terms that may be confusing to seniors. Use simple, everyday language to explain concepts and tools.
3. **Provide hands-on practice:** Seniors may learn best by doing, so provide ample opportunities for them to practice using technology. Encourage them to explore different applications and tools at their own pace.
4. **Be patient and encouraging:** Seniors may feel intimidated or overwhelmed when learning new technology. Be patient and encouraging, and offer praise for their progress.
5. **Use visual aids:** Seniors may benefit from visual aids such as diagrams or videos that demonstrate how to use technology. This can help them to better understand concepts and tools.
6. **Emphasize safety and security:** Seniors may be more vulnerable to online scams or fraud. Emphasize the importance of safe online practices, such as using strong passwords and avoiding suspicious emails or links.
7. **Be flexible:** Seniors may have different learning styles and abilities. Be flexible in your approach, and adjust your teaching methods to meet their individual needs.

By following these rules, you can help seniors to feel more confident and comfortable with digital technology.

Impact and results of good practice:

There is no one-size-fits-all answer to how seniors respond to digital technology training when taught by young teachers, as individual responses can vary based on several factors such as their prior experience with technology, their learning style, and their comfort level with the teacher.

However, in general, seniors may feel more comfortable learning from younger teachers who are knowledgeable about digital technology and can teach in a patient, supportive, and engaging way. Younger teachers may also be more likely to use technology in creative and innovative ways, which can make the learning experience more enjoyable and effective for seniors.

That being said, it's important to note that age should not be the only factor considered when choosing a teacher for seniors. Teaching skills, communication skills, and empathy are important qualities to look for in any teacher, regardless of age. Additionally, seniors may benefit from learning in a group setting, where they can support and learn from one another, regardless of the age of the teacher.

There are several reasons why it's beneficial to have young IT teachers teach digital technology to seniors:

1. **Familiarity with technology:** Younger teachers often have a greater level of familiarity with digital technology than older teachers. They may be more up-to-date with the latest trends and software, which can be beneficial when teaching seniors.
2. **Effective communication:** Younger teachers are often more adept at communicating complex digital concepts in a simple and easy-to-understand manner. They may be able to explain technical terms and concepts more effectively, which can be especially helpful for seniors who are new to digital technology.
3. **Patience and empathy:** Younger teachers may be more patient and empathetic when teaching seniors. They may be able to put themselves in their shoes and understand the challenges they face when learning new technology.
4. **Bridging the generation gap:** Having young IT teachers teach seniors can help to bridge the generation gap between older and younger generations. This can lead to greater understanding and appreciation for the different perspectives and experiences of each group.
5. **The digital support received from young teachers can be considered a good practice also for the following reasons:**
 - Participating students absorb the taught material much better because they have constant help during the teaching
 - Seniors - mentors, by participating in such trainings, update their existing knowledge of digital technologies and familiarize themselves with innovations.
 - There are human contacts between listeners and mentors, which are very helpful in continuing learning after the young lecturers' lectures are over.

Overall, having young IT teachers teach digital technology to seniors can be highly beneficial for both groups. It can lead to more effective learning outcomes and help to bridge the gap between generations.

Feedback about the experience:

<https://www.langasiateiti.lt/en/2022/12/05/young-lecturers-seniors-helped-overcome-fear-of-public-speaking/>

Additional information:

More information: <https://www.epilietis.eu/mctau-mokymo-medziaga/medziaga-mctau-lektoriams/>

Lithuania – Educational videos

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in digital world.

Keywords:

#educational videos, #digital skills, #digital inclusion, #distance learning

Organizer of the good practice:



Medard Chobot Third Century University (MČTAU) (<https://www.mctau.lt/>):

- (MČTAU) is an independent, voluntary public organization, a non-formal adult education institution whose activities ensure the integration of older people into society. The main mission is to provide a social educational service to members of society, to spread scientific knowledge and cultural values, democratic ideas of justice, to foster democratic principles and processes of society and state life.



"Window to the Future" (<https://www.langasiateiti.lt/en/about-us/>):

- The "Window to the Future" association is already celebrating its second decade of activity. 20 years ago, Lithuanian business companies announced a unique business support project for the development of the information society in Lithuania - the "Window to the Future" alliance, whose goal is to initiate cooperation between business and government institutions by encouraging the public to use information technologies and reduce Lithuania's digital divide.
- Currently, the alliance continues its activities by providing Lithuanian residents with a free opportunity to acquire and improve their digital literacy skills on the Internet and by implementing projects aimed at introducing and teaching Lithuanian people to use electronic services safely and encouraging them to use the Internet more often in their daily lives.

Description of the good practice:

The main idea of digital skills training is to organize online promotions of a week or several days, when Lithuanian residents are invited to improve their digital literacy skills and learn more about the benefits and opportunities provided by technology. Each time, different and relevant topics for the public are touched upon, and during the webcasts, presenters provide more information to Lithuanian residents about opportunities to use electronic services, safety on the Internet, and the variety of information technology professions. Such promotions are very suitable for the senior audience, because for them the time of the promotion is not so important and they have enough time to come to public libraries, where they are given all the opportunities to participate in screenings of such broadcasts and are helped to ask questions.

In online seminars, experts in various fields and well-known Lithuanian people share knowledge and experience about the advantages of the Internet and technologies in different spheres. All seminars are recorded and hosted on a specially designed website, making it possible to view them later. These seminars

are organized as part of the motivational campaign "Senior Days on the Internet" on a national scale and reach a large audience of Lithuanian seniors - at least 5,000. The purpose of the campaign is to encourage older people to familiarize themselves with the innovations of the world of technology in an interesting and attractive way, to feel more confident in the digital space, knowing the threats and fake knowledge, to constantly improve their digital skills in order to create a better and more comfortable quality of life, and to invite them to use the training tools created during the project. Volunteers are used to organize the week. The public is informed about the motivational campaign using the most diverse means of dissemination.

Topics offered in the training videos:

E-health: let's move and help ourselves

Do you know how to use your smart device to support your well-being? And to strengthen immunity with natural resources? We will discuss these questions during the broadcast and invite you to participate in an active challenge. Let's live healthy - let's use smart technologies smartly!

* <https://youtu.be/31iEWaY4tQc>

Technology vitamins

We will discuss what are the benefits of the recipe for you? Where to find reliable information about medicines registered and reimbursed in Lithuania. The help and benefits of technology in sports will be presented by special guests of the broadcast.

* <https://youtu.be/V4JBxfzFOwg>

Educational video. How to count steps on a smartphone?

Have you heard of a pedometer - a tool that counts your steps? If you also want to count your steps, find out the distance traveled and other useful information, all you have to do is download the step counting app to your smartphone. Answers on how to download the app, how to use it and other useful information are in the video.

* <https://youtu.be/96qbWZUL-Os>

The bank in the palm of your hand

Today, the bank fits on the phone and the personal budget on the payment card. How do you gain confidence in using these tools? During the broadcast, Lithuanian banking associations and financial experts will share simple and practical tips on how to manage your money in a modern and safe way.

* <https://youtu.be/5EGxQtxU11c>

Educational video. What are cookies?

What traces do we leave behind when we browse the Internet? Have you noticed that when visiting a website you are asked to accept or decline cookies? In this video you will learn about cookies, their purpose and benefits, as well as how to manage them.

* <https://youtu.be/sDWB6IKc6xQ>

Implementation of the good practice:

The methodological requirements for conducting live interactive webinars depend on the level and type of the organized seminar. The requirements for publicly organized seminars are significantly higher than those organized for a small audience of people.

1. Analysis of webinar users' needs

The target audience mostly depends on the purpose of the webinar you are organizing. One thing is important if you are talking about the design of websites, completely different if you are teaching the basics of computer usage. Therefore, before starting to organize an online seminar, it is important to clarify the desired topic and purpose of the seminar, as well as the age of the future audience. The material presented in the online seminar, its complexity, visualizations, duration of the seminar, choice of lecturer, etc., depend on the age of the audience.

2. Time and duration of the organized webinar

When organizing a webinar, we recommend that you take into account the time and duration, as this is no less important than the purpose and topic, therefore:

- in order to gather the largest possible audience of participants for the webinar you organize, it is necessary to take into account the dates and times of webinars already organized or planned to be organized by other organizations or individuals.
- when planning to organize a large-scale online seminar, it is necessary to assess many environmental factors - the nature of your chosen audience and the occupation at certain times of the year, months, days of the week and individual moments of the day;

3. Informing and inviting seminar participants

In order to attract as many participants as possible to your webinar, we recommend that you carefully select your communication tools and send invitations. For a senior audience, you should tailor and use appropriate information channels. It could be not only an invitation through senior citizens' organizations, but also advertisements placed in printed newspapers; it should also be evaluated whether it is appropriate to install information stands (in shopping and entertainment centers, cafes, state organizations, libraries, medical institutions, etc.).

4. Preparing to organize a live webinar.

Organizing a live webinar consists of several stages:

One of the most important stages of an organized online seminar is the selection of a lecturer:

- before choosing a lecturer, you must have fully clarified the purpose and topic of the organized online seminar;
- when choosing a lecturer, it is necessary to take into account his competences, so it is advisable to ask the lecturer to submit his resume, which reflects his experience in conducting online seminars. If possible, you can additionally create a questionnaire (e.g. using a Google form) in which the candidate can provide all the information you are interested in, so that the selection of the lecturer is as accurate and successful as possible.

An equally important stage in the preparation of the webinar is the preparation of the lecturer's visual material. When informing the lecturer that he has been selected to conduct a webinar organized by you, it is recommended to provide him with the following information:

- requirements for the intended use of the material:
 1. the topic and the lecturer leading the online seminar must be clearly named at the beginning;
 2. the lecturer must carefully select the appropriate presentation structure for the presentation of information.
 3. (check if only text will be displayed in the presentation, or if you want to display text with pictures, etc.);
 4. the lecturer must limit the animation while preparing the material, as its broadcast during the live broadcast may cause interference;
 5. the lecturer must use correct language;
 6. contacts and sources of additional information must be indicated at the end.
- compulsory application of the basic rules of computer literacy;
- age of the target group;
- the duration of the webinar;
- tools that the lecturer will be able to use during the online seminar;

Webinar moderator preparation:

- the moderator must prepare a detailed script according to which the live video webinar will be broadcast, as well as introduce the lecturer and the team organizing the technical part of the broadcast with the script in advance and repeatedly just before the webinar;
- the moderator should see the material prepared by the lecturer in advance and assess whether it meets the requirements of order and computer literacy;
- after seeing the material, the moderator should come up with a few questions for the lecturer to ask after the online seminar (this is especially useful when seminar participants are slow to ask questions).

The dress of the lecturer and moderator during the live broadcast must correspond to the style of "smart casual" clothing (dress rules for TV presenters apply). It is recommended to avoid:

- fine print fabrics;
- multicolored clothes;
- style experiments (if not required by the seminar topic).

Preparation of the team organizing the technical part of the broadcast:

- it is recommended to create a joint working group of the moderator, the organizer and the IT team to discuss various organizational aspects in advance (it is suggested to use Basecamp, Slack, Viber, Messenger, Skype and many other apps and websites for this purpose);
- Before the start of the live broadcast, the IT team must check whether all the equipment required for the broadcast is working;
- The IT team prepares a webinar splash screen to be used as a resource. The wallpaper can contain: the lecturer's data, the name of the online seminar, the date and time (the time is interactively calculated in descending order until the start of the live seminar broadcast);
- The IT team must pre-install all necessary software for an interactive webinar (eg: we suggest using ZOOM, sli.do, kahoot.com and other interactive programs);
- The IT team must familiarize the lecturer and moderator with the interactive question-answer system in advance;
- The IT team must train lecturers and webinar moderators in advance how to use these tools, and indicate how they should behave when the camera is turned on.

Impact and results of good practice:

Digital technologies are constantly improving, more and more government and business services are being transferred to the online space, the Internet offers an infinite number of opportunities for searching for

information, online events or seminars are constantly becoming popular, in which we can participate regardless of where we live. These constant changes encourage you to keep learning and keep up with the changing world of technology and the Internet. Therefore, it is becoming increasingly important for seniors to have sufficient knowledge and skills that would enable them to use the opportunities provided by technology both when using public services and in their daily lives. The benefits of this teaching method are several:

- A very large number of listeners can be trained simultaneously
- Questions can be asked remotely during the event
- If it is not possible to connect during the event, the recorded video is placed on the Internet and can be viewed. This is also suitable for new learners and those who want to remember the information heard. In this case, it is only necessary to pay attention to the fact that the videos posted on the Internet should be reviewed regularly to ensure that the information contained in them is not out of date.
- short thematic videos can be more digestible for older people who may find it too difficult to spend long periods of time in front of screens or retain a lot of information at once. Breaking up material into shorter videos can help seniors learn at their own pace.
- thematic videos can make the learning experience more engaging and interactive. Videos can include video and audio, which can help seniors better understand complex concepts and retain information. In addition, themed videos can be tailored to specific topics, allowing seniors to focus on the areas of technology they are most interested in or need to learn more about.
- Finally, subject videos can be accessed at any time, allowing seniors to study on their own schedule and in the comfort of their own homes. This flexibility can be especially helpful for seniors who may have mobility or transportation issues or who want to learn independently.

However, it is important to note that not all seniors may respond equally to digital technology training presented in short, topical videos. Some seniors may prefer in-person or one-on-one instruction, while others may prefer written materials or interactive online courses. As with any form of training, it is important to offer seniors a variety of learning opportunities and tailor training to their individual needs and preferences.

Additional information:

More information: <https://www.prisijungusi.lt/mokymai/>; <https://www.epilietis.eu/mctau-mokymo-medziaga/>

* In all recordings, the broadcast starts a few minutes after the start

Sweden - Mandala self-assessment tool (from ERASMUS+ projects)

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in digital world

Title: Mandala self-assessment tool (from ERASMUS+ projects)

Key words: #Virtualteacherstoolbox #VTT.eu #erasmus #tibl

#technicalinnovationinblendedlearning #mandela #selfevaluation #selfdirected learning #digital competence #diccomp2.1 digitalinclusion #peerlearning #selfregulatedlearning #monitoring #selfie

Organizer of the good practice:

VTT Toolbox ERASMUS+ 2017-1ES01-KA201-038199 <https://www.vtt-box.eu/project/>

Technical Innovation in Blended Learning (TIBL project), Erasmus+ 2017-1-ES01-KA202-038256 Project

Digital Immigrants Survival Kit DISK ERASMUS+ 2019-1-PT01_KA204-060898
<https://www.disk-project.eu/web/project-results-2/>

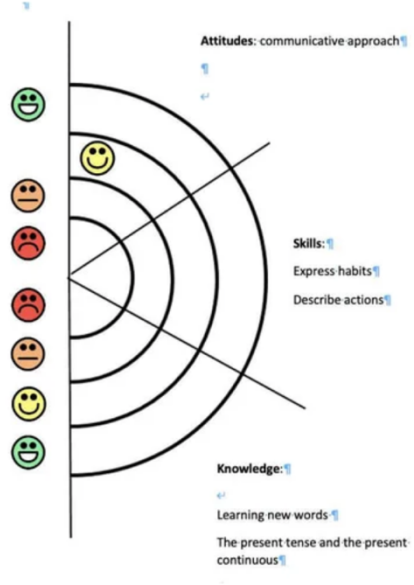
Swedish Association for Open, Flexible and Distance Education

Description of the good practice:

The Mandala self-assessment tool supports learners on their own path to digital literacy. The Mandala has been used in three different ERASMUS + projects with great success, as learners can easily monitor and assess their current status and competencies before and after working through the learning materials. The mandala is like a traffic light for competencies related to DigComp2.1 and later DigComp2.2. Green learners have sufficient competencies, yellow competencies can be confirmed, and red competencies need to be improved.



MANDALA



VTT-BOX ▾ The Consortium ▾ Teachers Toolbox (IO 03) ▾ The Products ▾ Blog Sidemap

Home > Teachers Toolbox (IO 03) > (en)Mandala Creation(;)Erstellen einer Mandala(;) > Self-Evaluation Mandala Creation Kit



This is the word-based tool to create a self-evaluation mandala for your course.

There are two files:

1. **Mandala-Dev-Set.docx**
This is the word document to create the mandala and to insert the necessary text.
2. **Mandala-Dev-Set_Instruction.pdf**
This is a pdf-file providing the instructions "How to create a self-evaluation mandala"

You may download the files and use them independently from the web-based toolbox. Here is the link to the repository to download the files as an zip-archive (download from the documents).

Hint
If you create a png graphics file as a mandala you easily can paint it using some **graphic editing tools**. One of the best tools is the **PaintNet** editor curretly. You may download the program from the webpage of the developers
Download: [PaintNet](#)

*Self evaluation mandala pattern
(from the self-evaluation mandala development kit)*

Co-funded by the Erasmus+ Programme of the European Union

USA Germany

- VTT-BOX
- The Consortium
- Teachers Toolbox (IO 03)
 - Course Structure
 - List of Activities
 - List of Quality Criteria
 - Checklists for Course Creation
 - Course Evaluation
 - Competence Definition
 - The Self-Evaluation Mandala

Implementation of the good practice:

The Mandala self-assessment has been used for different target groups and across countries in three different ERASMUS + projects since 2017 - 2022. Users have appreciated receiving immediate visual feedback on where they stand with their digital skills. This is an intrinsic motivation for the learners

Impact of the good practice:

Using the mandala self-assessment allows learners to see where they stand and what can be improved.

Results of the good practice:

The Mandala self-assessment has been used for different target groups and across countries in three different ERASMUS + projects since 2017 - 2022.

Additional information:

VTT Toolbox ERASMUS+ 2017-1ES01-KA201-038199 <https://www.vtt-box.eu/project/>

Mandala creation <https://www.vtt-box.eu/project/teachers-toolbox/mandala-creation/>

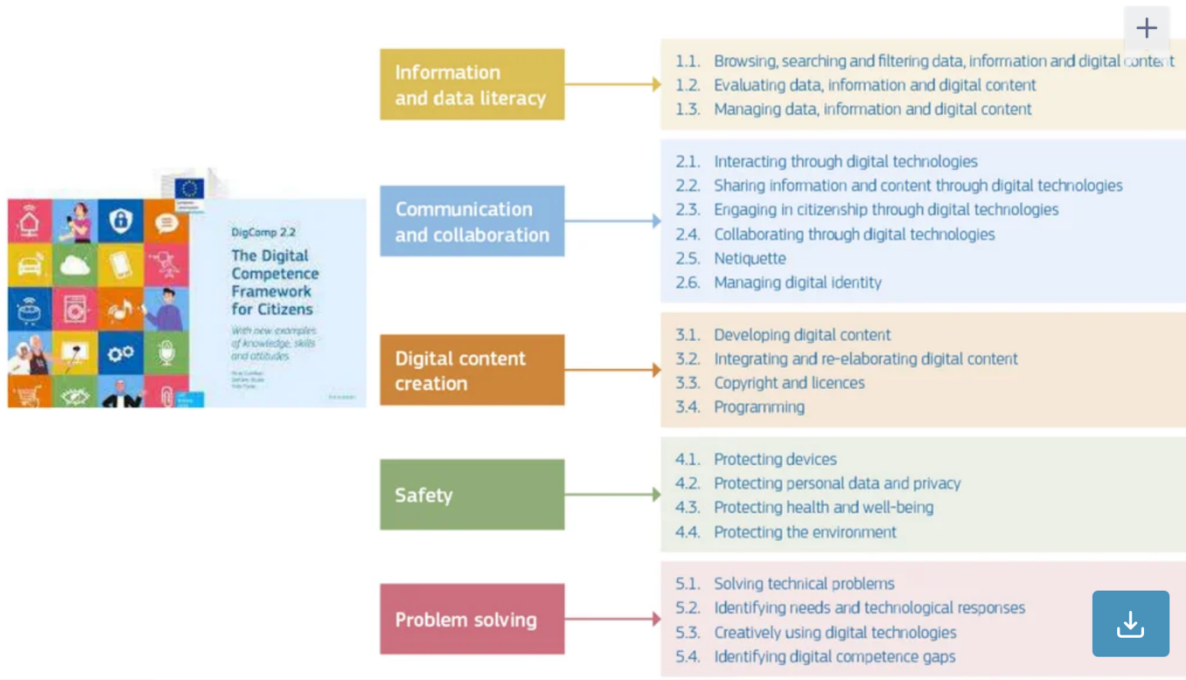
Self-evaluation Mandala creation toolkit <https://www.vtt-box.eu/project/teachers-toolbox/mandala-creation/self-evaluation-mandala-creation-kit/>

Technical Innovation in Blended Learning (TIBL project), Erasmus+ 2017-1-ES01-KA202-038256 Project <https://www.tibl-project.eu/web/en/about-the-project/>

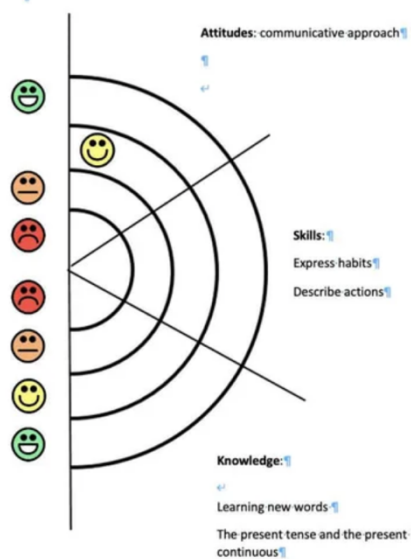
ERASMUS+ Projects VTT-teachers toolbox.eu ERASMUS+ 2017 -1-ES01-KA038199 <https://www.vtt-box.eu/project/>

Technical Innovation in Blended Learning (TIBL project), Erasmus+ 2017-1-ES01-KA202-038256 Project <https://www.tibl-project.eu/web/en/about-the-project/>

Digital Immigrants Survival Kit DISK 2019-1-PT01_KA204-060898



MANDALA





[Home](#) > [Teachers Toolbox \(IO 03\)](#) > [\(en\)Mandala Creation\(Erstellen einer Mandala\)](#) > Self-Evaluation Mandala Creation Kit

This is the word-based tool to create a self-evaluation mandala for your course.

There are two files:

1. **Mandala-Dev-Set.docx**

This is the word document to create the mandala and to insert the necessary text.

2. **Mandala-Dev-Set_Instruction.pdf**

This is a pdf-file providing the instructions "How to create a self-evaluation mandala"

You may download the files and use them independently from the web-based toolbox. Here is the link to the repository to download the files as a zip-archive (download from the [documents](#)).

Hint

If you create a png graphics file as a mandala you easily can paint it using some **graphic editing tools**. One of the best tools is the **PaintNet** editor currety. You may download the program from the webpage of the developers

Download: [PaintNet](#)



paint.net



*Self evaluation mandala pattern
(from the self-evaluation mandala
development kit)*



Co-funded by the
Erasmus+ Programme
of the European Union



[VTT-BOX](#)

[The Consortium](#)

[Teachers Toolbox \(IO 03\)](#)

[Course Structure](#)

[List of Activities](#)

[List of Quality Criteria](#)

[Checklists for Course Creation](#)

[Course Evaluation](#)

[Competence Definition](#)

[The Self-Evaluation Mandala](#)

Sweden - Become a more aware internet user <https://internetkunskap.se>

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life more easy in digital world

Title: Become a more aware internet user <https://internetkunskap.se>

Key words: #Internetfoundation #internetstiftelsen #internetusers #internet #digital inclusion #digitalalektioner #selfregulatedcourses #trainthetrainers #digitalessons ##senior#peerlearning

Organizer of the good practice:

Internetfoundation (Internetstiftelsen)

Innovation for an open internet

An open and free internet where communication can take place unhindered is a basic prerequisite for freedom of expression and democracy. And in order for the internet to continue to develop, we are also involved in driving and supporting innovation and research. Here you can learn more about the digital everyday life, online safety and how the internet actually works - simple general knowledge about the internet! <https://internetkunskap.se>

Description of the good practice:

Internetfoundation (Internetstiftelsen) have produced and offered several resources for digital competences in school, for individuals, knowledge, citizens for all, teachers and the society

Kunskap

Internetstiftelsens vision är att alla ska vilja, våga och kunna använda internet. Här har vi samlat våra utbildningsinsatser som bidrar till ökad digital kompetens och som gör att du enklare kan förstå och använda internets tjänster.



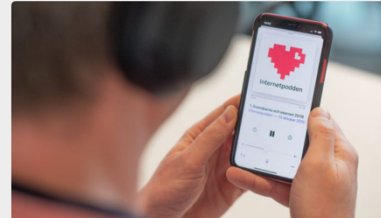
Internetkunskap

På vår webbplats internetkunskap.se hittar du korta filmer och texter om hur internet fungerar och hur du använder internet och



Säkerhet på nätet

Genom våra snabbkurser får du lära dig hur du känner igen ett bluffmejl, skyddar din e-legitimation och skapar starka lösenord. På



Internetstiftelsens poddar

På promenaden, vid städningen eller som bakgrunds ljud till arbetsdagen – det finns en podd för varje tillfälle. Kanske hittar du en ny

Digital kompetens i skolan

Jobbar du som grundskollärare? Vi har en guldgruva för dig som vill höja den digitala kompetensen, både för dig själv och dina elever. Genom lektionsmaterialet Digitala lektioner och fortbildning för pedagoger bidrar vi till att barn och lärare kan lära sig mer om internet, programmering och digitala tjänster.



Digitala lektioner



Fortbildningspodd för lärare

Podden kan användas som underlag för kollegiala samtal i arbetslaget, ämnesgruppen eller i skolans arbete med



Lärohandledningar

På vår sajt Digitala lektioner hittar du fem lärohandledningar där varje behandlar varsin aspekt av digital kompetens.

Digital kompetens för alla

Vi tycker om och tror på internet, och vi brinner för att dela med oss av vår kunskap. Vår vision är att alla i Sverige ska vilja, våga och kunna använda internet. För att det ska bli verklighet krävs kunskap om hur internet och digital teknik fungerar, både vad gäller tekniska aspekter och saker som källkritik och riskmedvetenhet.



Så fungerar internet

På vår webbplats internetkunskap.se kan du lära dig mer om vad som gör att du hittar



Källkritik

Vad är sant och vad är falskt på nätet? Internet är fullt av information och det är inte alltid lätt att avgöra vad som är trovärdigt. Källkritik handlar om att kunna värdera och ifrågasätta det du läser.

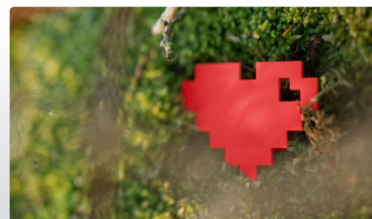
Digitalisering av samhället

Vi verkar för ett internet som bidrar positivt till människan och samhället. Därför är vi intresserade av hur internet i Sverige används och hur vi kan hjälpa medborgarna att använda det bättre. Arbetet med Identitetsfederationer är ett av de sätt som Internetstiftelsen bidrar till att digitaliseringen av samhället ska göra så mycket nytta som möjligt.



Vad är en federation?

Identitetsfederationer underlättar för både användare och leverantörer av digitala



Vi investerar i öppna data

Vi är majoritetsägare i MetaSolutions, ett ledande bolag inom öppna data som hjälper företag och organisationer att publicera och hantera länkade och öppna data.

Digitala lektioner Digital lessons

Value-based basis

How does the school's values-based work relate to digital literacy? A clean and safe everyday life for students relates to their lives at school and in their free time, but also to the digital environments in which they operate.

Net etiquette, net safe, net smart - what we call a value base can have many names. In our teaching packages, you'll find content on three areas that are particularly important for being safe online: Law and Justice Online, Netiquette, and Privacy Online.

You can use our values-based lessons for elementary, middle, and high school directly in the classroom or as inspiration when preparing your lessons.

Talk about ethics and morals online

Our lesson packs include lessons and exercises that give students the opportunity to discuss ethics and morality online. The content helps expand students' knowledge of the laws and regulations that protect, govern, and regulate both their own online presence and that of others.

ÄMNESOMRÅDE

Värdegrund

Hur hänger skolans arbete med värdegrund ihop med digital kompetens? En schysst och trygg vardag för eleverna handlar om deras liv i skolan och på fritiden, men också om de digitala miljöer de rör sig i.

Nätetikett, nettkett, nåtsäker, nåtemart – det vi kallar värdegrund kan ha många namn. I våra

Visa mer

Lektionspaket inom värdegrund

Alla årskurser Alla skolämnen

LEKTIONSPAKET

Börja förstå livet på nätet | åk F-3

Lektioner som handlar barns rätt till integritet och privatliv och om hur man ska agera för att också skydda andras rätt till detsamma.

Passar undervisning i bild, samhällsorienterande ämnen, svenska och värdegrund.

ALLA ÄMNESOMRÅDEN

- **Källkritik**
Söka, granska och värdera digitala källor
- **Programmering**
Analog och digital
- **Värdegrund**
Schysst och trygg på nätet
- **Digitalisering**
Påverkan på individ och samhälle
- **Teknik**
Säkerhet och historia

About the material - by teachers, for teachers, for free use

All of the lesson material on Digital Lessons was developed by teachers and individuals with teaching experience and is based on the elementary school curriculum. In conjunction with each lesson, you will find links to lesson plans.

You can use the lesson packs and value-based lessons in any order. You can use the lessons freely and select all or part of the content. You select materials from a database.

The five main areas based on DigCom12.2 are

Source criticism; Search, review and evaluate digital sources

Programming; Analog and digital

Value basis; Nice and safe online

Digitization; Impact on individuals and society

Technique; Security and history

With the search and sort function you can easily find and select lessons from our entire offer.



Digitization and digital competence – Teacher guidance

<https://internetstiftelsen.se/kunskap/rapporter-och-guider/digitalisering-och-digital-kompetens-lararhandledning/>

The Internet foundation offer several guidelines and one can download the teacher's guides and deepen your knowledge of how teaching source criticism, values, digitization, programming and technology strengthens your students' digital competence. In the teacher's guides, you also get good suggestions for themes and practical approaches to teaching in the classroom.

Vill du utveckla din digitala kompetens? Missa då inte att Internetstiftelsen erbjuder olika typer av fortbildning för dig som ska arbeta med digital kompetens i skolan.

Lärarhandledningar

Digitala lektioner erbjuder fem kostnadsfria, [nedladdningsbara lärarhandledningar](#) som behandlar var sin del av digital kompetens. Genom dem kan du fördjupa dina kunskaper om hur undervisning i källkritik, värdegrund, digitalisering, programmering och teknik stärker dina elevers digitala kompetens. I lärarhandledningarna får du även bra förslag på teman och praktiska ingångar till undervisningen i klassrummet.

Fortbildningspodd för lärare

I podden Digitala lektioner samtalar Kristina Alexanderson med gäster om hur de arbetar med digital kompetens i sin undervisning. Podden kan användas som underlag för kollegiala samtal i arbetslaget, ämnesgruppen eller i skolans arbete med att utveckla digital kompetens. Till varje avsnitt hittar du frågor, lektionsmaterial och tips på vidare läsning. [Mer om podden Digitala lektioner.](#)

Fortbildningsmaterial på Digitala lektioner

I alla lektioner finns fliken "Se lärarinstruktioner". Under den fliken hittar du relevanta länkar till fortbildningsmaterial som gör att du kan förbereda och fortbilda dig inför

ÄMNESOMRÅDE

Värdegrund

Hur hänger skolans arbete med värdegrund ihop med digital kompetens? En schysst och trygg vardag för eleverna handlar om deras liv i skolan och på fritiden, men också om de digitala miljöer de rör sig i.

Nätetikett, netikett, nätssäker, nätsmart – det vi kallar värdegrund kan ha många namn. I våra

Visa mer



Lektionspaket inom värdegrund

Alla årskurser



Alla skolämnen

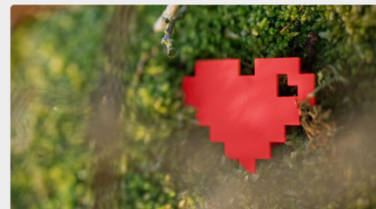


LEKTIONSPAKET

Börja förstå livet på nätet | åk F-3

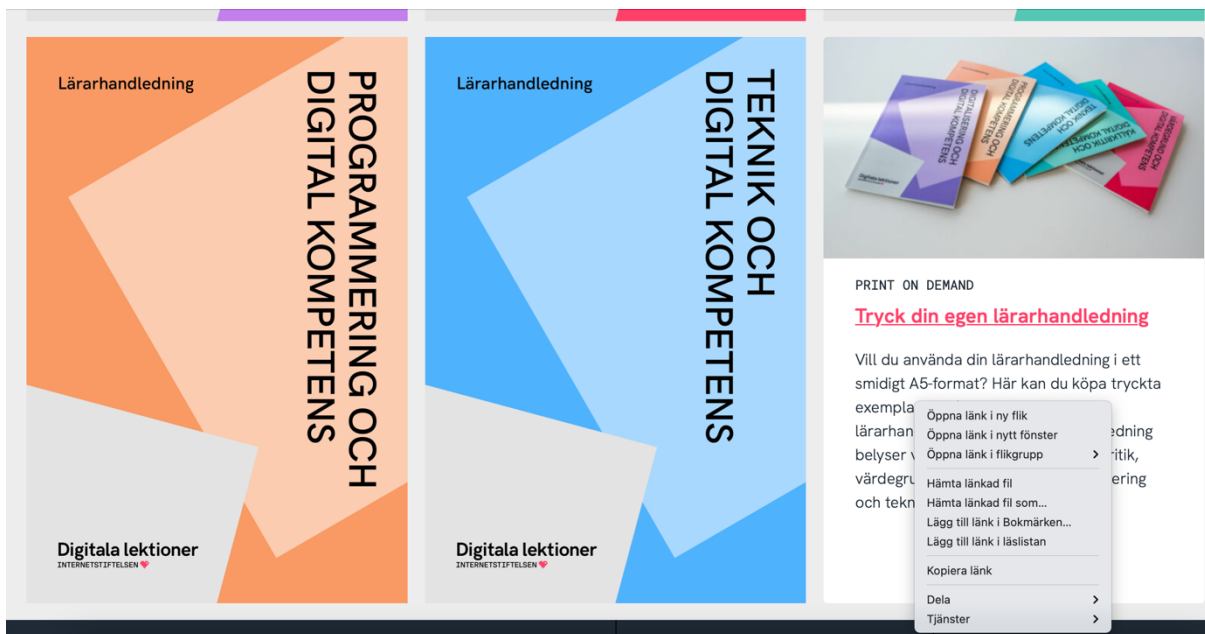
Lektioner som handlar barns rätt till integritet och privatliv och om hur man ska agera för att också skydda andras rätt till detsamma.

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- **Digitalisering**
Påverkan på individ och samhälle
- **Teknik**
Säkerhet och historia



Implementation of the good practice:

Reflect the implementation. What works? What could be improved or refined further? Any tips? What should be considered / kept in mind if the reader wants to implement this idea in their own organization?

Impact of the good practice:

This Internet Foundation information is based on DigComp2.2 Digital Competences for citizens and its official national information based on the daily activities of citizens in a digital society.

All learners benefit from the resources of the This Internet Foundation

Results of the good practice:

This Internet Foundation information is based on DigComp2.2 and its official national information based on the daily activities of citizens in a digital society.

Additional information:

<https://internetkunskap.se>

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48883-5, doi:10.2760/490274, JRC128415.

Internet knowledge



The image shows the top section of the 'Internetkunskap' website. On the left is the logo 'Internetkunskap' with the tagline 'INTERNETSTIFTELSEN' and a small red heart icon. On the right is a navigation menu with links: 'Ämnen', 'Säkerhet på nätet', 'Om oss', 'Lyssna', 'Sök', and 'Meny'. Below the navigation is a large banner image featuring five diverse people sitting on a couch. The text on the banner reads: 'Bli en mer medveten internetanvändare' and 'Här kan du lära dig mer om barnens digitala vardag, säkerhet på nätet och hur internet egentligen fungerar – samlad kunskap om internet helt enkelt!'.

Some of the modules

Föräldraskap

Lyssna på podden Våra barn och nätet eller läs mer om barnens digitala vardag, och hur du som förälder kan visa intresse och engagemang för det som händer på nätet.

Säkerhet på nätet

Här kan du få hjälp om du blivit utsatt för bedragare på nätet. Du kan även ta en snabbkurs i förebyggande syfte – på så sätt blir du säkrare på nätet!

Integritet

Få kontroll över ditt digitala jag. Här hittar du youtube-serien Spårad och artiklar som belyser ämnet integritet på nätet. Vilka spår lämnar du efter dig på nätet?

Källkritik

Internet är fyllt av information, men vad är sant och vad är falskt? Källkritik handlar om att avgöra vad som är trovärdigt, och att kunna ifrågasätta det du läser.

Näthat och yttrandefrihet

Vad får man egentligen säga på nätet, vilka lagar gäller, hur kan vi föra goda samtal med varandra och undvika näthat? Läs våra artiklar om näthat och yttrandefrihet.

Så funkar internet

Hur funkar egentligen tekniken bakom och vem är det som bestämmer över internet? Här kan du titta på videor och läsa artiklar om hur internet funkar. Egentligen.



Nu på svenska



Ramverket för digital kompetens för medborgare

Denna rapport är en översättning till svenska av huvuddelarna i ursprungsrapporten, nämligen introduktionen och de fem områdena inom DigComp2.2. Ramverket erbjuder en allmän förståelse för vad digital kompetens är.

LADDA NER

<https://youtu.be/q6xt7KsT1AM>



Digitization and digital competence – Teacher guidance

<https://internetstiftelsen.se/kunskap/rapporter-och-guider/digitalisering-och-digital-kompetens-lararhandledning/>

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Hur hänger skolans arbete med värdegrund ihop med digital kompetens? En schysst och trygg vardag för eleverna handlar om deras liv i skolan och på fritiden, men också om de digitala miljöer de rör sig i.

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Lektionspaket inom värdegrund

Alla årskurser



Alla skolämnen

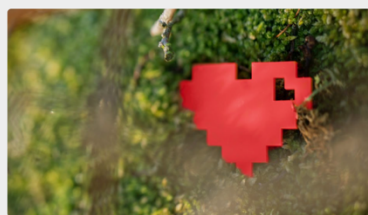


LEKTIONSPAKET

Börja förstå livet på nätet | åk F-3

Lektioner som handlar barns rätt till integritet och privatliv och om hur man ska agera för att också skydda andras rätt till detsamma.

Passar undervisning i bild, samhällsorienterande ämnen, svenska och värdegrund.



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Söka, granska och värdera digitala källor
- **Programmering**
Analog och digital
- **Värdegrund**
Schysst och trygg på nätet
- **Digitalisering**
Påverkan på individ och samhälle
- **Teknik**
Säkerhet och historia

Vill du utveckla din digitala kompetens? Missa då inte att Internetstiftelsen erbjuder olika typer av fortbildning för dig som ska arbeta med digital kompetens i skolan.

Lärohandledningar

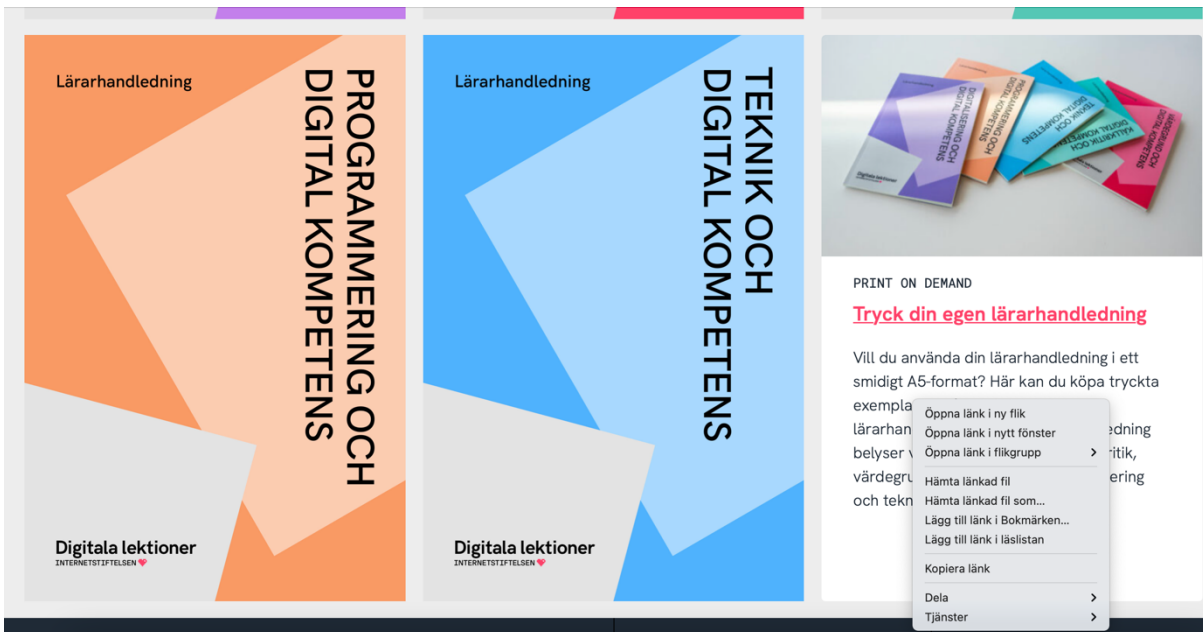
Digitala lektioner erbjuder fem kostnadsfria, [nedladdningsbara lärohandledningar](#) som behandlar var sin del av digital kompetens. Genom dem kan du fördjupa dina kunskaper om hur undervisning i källkritik, värdegrund, digitalisering, programmering och teknik stärker dina elevers digitala kompetens. I lärohandledningarna får du även bra förslag på teman och praktiska ingångar till undervisningen i klassrummet.

Fortbildningspodd för lärare

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Fortbildningsmaterial på Digitala lektioner

I alla lektioner finns fliken "Se läroinstruktioner". Under den fliken hittar du relevanta länkar till fortbildningsmaterial som gör att du kan förbereda och fortbilda dig inför



Sweden - Digital Support (Digital hjälpen) and Education/Training to digital coach (Utbildning till Digital Coach)

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life easier in digital world

Title:

Digital Support (Digital hjälpen) and Education/Training to digital coach (Utbildning till Digital Coach)

Key words:

#digital inclusion #peerlearning #postochtelstyrelsen #digitalcoach #seniors

Organizer of the good practice:

The Swedish Post and Telecom Authority

Description of the good practice:

The Swedish Post and Telecom Authority vision is that everyone has access to good telephony, broadband and postal services.

DIGITAL SUPPORT (DIGITAL HJÄLPEN)

About Digital Support

In times of isolation, digital inclusion is more important than ever. That's why Digital Support exists. A site with guidance and tips to help digital beginners understand and use digital services and tools.

An easier everyday life

Socialize, buy food, pay bills, watch TV or read the newspaper. Most things that you can do in real life, you can also do digitally. At Digital Support (Digitalhjälp) you will find tips on useful services and practical guides to get started.

Keep distance. Stay in touch.

There are many of us who want but cannot meet physically these days. Then it is possible, for example, to socialize using video calls. We'll show you how it's done.

Tips and support for healthcare professionals

When you have to help others, you may sometimes need a helping hand yourself. Here you will find practical tips, discussion forums, lectures and much more that will help you support others in an increasingly digitized world.

Vad behöver du hjälp med?

Handla digitalt

Legitimera mig digitalt

Stöd i pappersformat

Stöd på teckenspråk

Utbildning Digital coach



Source: <https://www.pts.se/sv/digitalhjalpen/>

Information, support and sources can be found on how to do shopping digitally, legitimize me digitally, support in paper format, support in sign language and training digital coach. Education and training for digital coach will be more explained as below.

Three ways for support

Tips on digital services

Socialize, order food, pay bills and get help with technology. You can do all this digitally. Here are tips on services and websites that will help you further

<https://www.pts.se/sv/digitalhjalpen/tips-pa-digitala-tjanster/>

Tips on courses and inspiration

Here you will find courses, materials and other inspiring content that will strengthen your digital skills and help you explore your possibilities. <https://www.pts.se/sv/digitalhjalpen/tips-pa-kurser-och-inspiration/>

Guides for digital services

Here is guidance, good advice and step-by-step guides that explain how to use some digital services that can make everyday life a little easier. <https://www.pts.se/sv/digitalhjalpen/guider-for-digitala-tjanster/>

Education/Training to digital coach (Utbildning till Digital Coach)

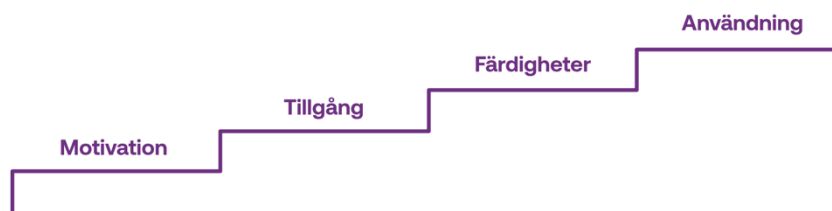
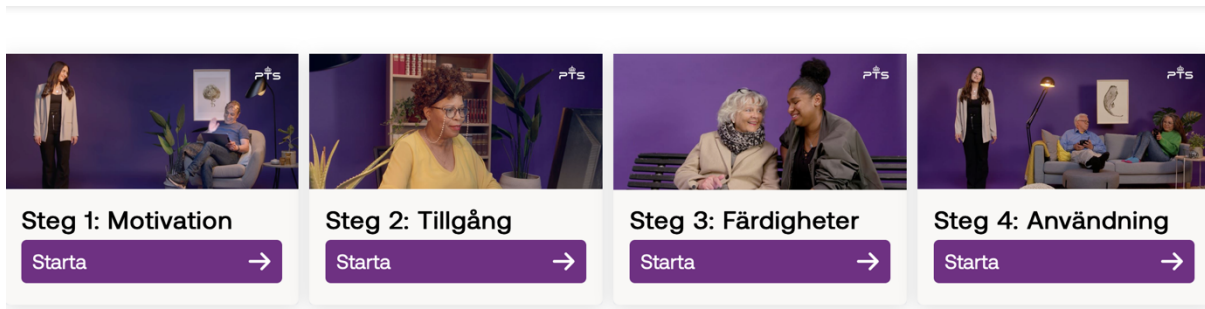
The Swedish Post and Telecom Authority have developed a course for you who want to help others get started digitally. In the course we go through basic steps. The course is digital and free.

Become a digital coach

Before you attend the training, you can take part in our introductory video. The training is developed in collaboration between PTS and Digitalidag.



Source: PTS. How to get started. Material is available both in text, video and in sign language <https://pts.grade.se/luvitportal/np/templogin.aspx?courseid=5044>



There are four steps, and each step is described in detail and also includes self-assessments. There are also instructions on how to guide others. The steps are:

Step 1 Motivation

Step 2 Access

Step 3 Competences, skills and attitudes

Step 4 Use

Implementation of the good practice:

The material is based on tasks from daily life and is intended as a self-guide. There are built-in self-tests in the course on education or coaches. The material is easy to understand and is presented in short and easy to understand instructions and both in text, videos and sign language. For each module and step there are links you can follow

Impact of the good practice:

It is based on tasks from daily life and is intended as a self-guide. Easy to navigate and understand. It is based on needs and not target groups and ages. Simple and attractive and self-explanatory

Results of the good practice:

A service of the Swedish Post and Telecommunications Agency and Digital Today (Digitalidag). A service for the citizens and users of all kinds. The resources are diverse and available with different media

Additional information:

<https://www.pts.se/sv/digitalhjalpen/>

Nu på svenska

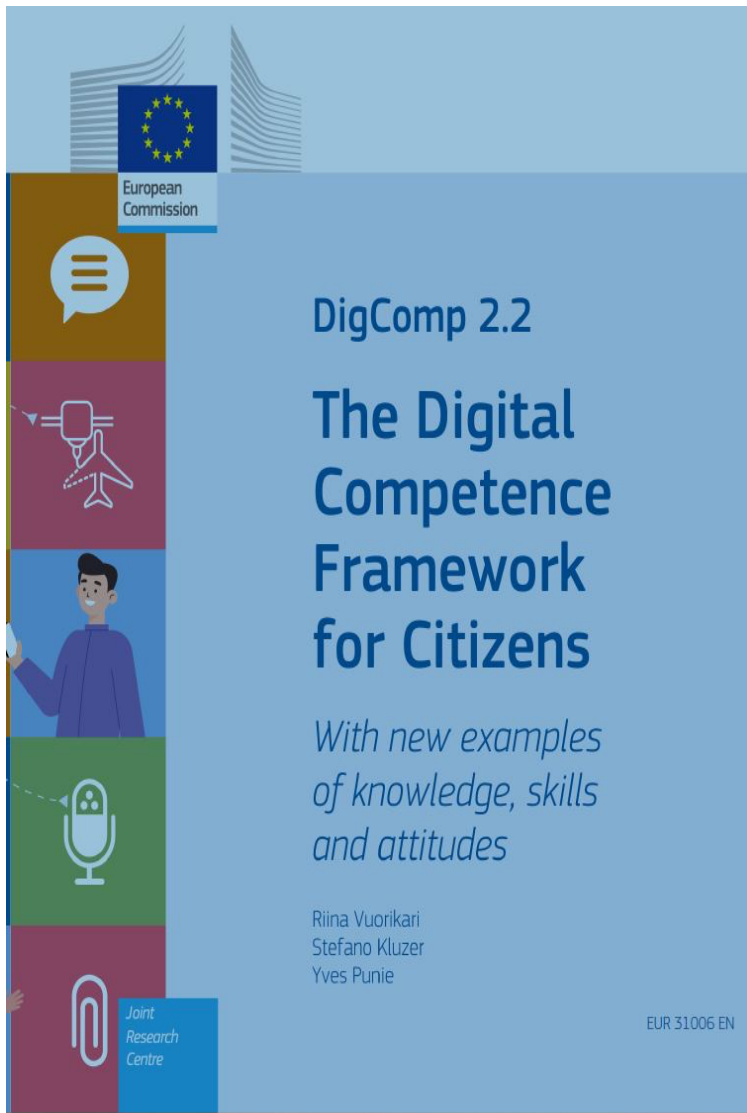
Ramverket för digital kompetens

för medborgare

Denna rapport är en översättning till svenska av huvuddelarna i ursprungsrapporten, nämligen introduktionen och de fem områdena inom DigComp2.2. Ramverket erbjuder en allmän förståelse för vad digital kompetens är.

LADDA NER

https://dfs.se/pa_gang/lansering-av-digcomp-2-2-pa-svenska/



Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48883-5, doi:10.2760/490274, JRC128415.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>



Norway – A national network for digital support for seniorer

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life easier in digital world.

Key words:

Peer learning, remote support, digital inclusion. You can also use hashtags, #peerlearning.

Organizer of the good practice:

Seniornett are a Norwegian NGO funded in 1997, with 9 179 members (2023) and 230 local branches all over the country. Seniornett are an ideal, non-political, and non-profit organization working for to strengthen the digital competence for seniors and to create space for digital education for seniors. Seven employees – some are working in projects, and many are volunteers. Seniornett organizes courses, workshops, drop-in lectures, educate volunteers, lobbyism for better education for senior citizens in digital skills. Seniornett also runs a helpdesk/hotline for members of Seniornett who needs support.

Description of the good practice:

Seniornett started with a small group of seniors who met at a local library in Oslo in 1997. After a while small branch with similar activities popped up in other communities in and around the capital of Norway. After some years, the Seniornett started to organize the local branches into an NGO, with legal rules and a board.

The idea for Seniornett is to provide courses, workshops, and peer to peer tutoring in local branches nationwide. Seniornett task is to give support for the tutors and the local boards so they can organize the work locally. We build local capacity.

The local branches choose their activity by themselves. Some examples:

1. Data café – every week or every second week. Meet in a group, one tutor has prepared a topic, like the new app for eID, how to use digital service in the municipalities etc. Drinking coffee.

2. Peer to peer tutoring in library, at the service centre in the municipality or an activity centre for elderly. Drop in is common.

3. Courses with a specific subject like: learn how to use Facebook, how to use e-mail etc.

4. Lectures in an auditorium. Subjects can be: What is 5G and how is it working. Streaming of TV and music. What is AI.

When the local branches organize a course, it is common to provide the participants with written materials. Seniornett are making such material for free for the local branches.

Implementation of the good practice:

To organize the good practice with learning digital skills into an NGO, we create a network of engaged seniors. We can basically divide them into two groups, those who give support, and those who receive support.

Seniors who give support are typically retired but want an active senior life with meaning.

The role of Seniornett as an NGO is to build capacity into the local branches. Arrange workshops to train the trainers and support them with new materials. To keep up with the development in digital competence, you need to keep learning, this goes both for the trainers as well as for the seniors who need support.

To increase competence among trainers we have various activities like a digital newsletter once a week. We offer webinars in different subjects, for example when Microsoft introduce a new operation system, from Windows 10 to Windows 11 or new trends in digital fraud.

The trainings are organized as workshops where the participants have an active role in sharing experiences with other participants. We experienced that digital training is not suitable if you are going to train the trainers. We encourage the participant to share experience with the other participant.

Impact of the good practice:

To organize all the local branches into an NGO also give the power to the seniors, as they are sitting both in the local board as well as in the national board. It is like to drive yourself or being driven, to

take an active role in early seniority life, or being a passive senior. Most common is that seniors late in life will be more dependent to help and assistance.

The NGO – local branches- model is also an effective way of bringing out knowledge to seniors throughout the whole country. Training the trainers will keep the knowledge in the local community, rather than having the employees in Seniornett travel to and from different cities in Norway.

Seniors engaging as volunteers will tend to feel needed, a valuable citizen, which will also be positive psychologically.

There are numbers of different companies or organizations who will offer courses for seniors in digital skills. But without the support through a local branch, it is sometimes worthless participate in a course for some seniors. They will need support, and repetition many times.

Results of the good practice:

Seniornett have 230 local branches, and 9 176 members. We have an active Facebook-group where local branches share and help each other.

Additional information: www.seniornett.no

Norway – Principles for peer-to-peer tutoring

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life easier in digital world.

Key words:

Add keywords to the description of each practice. For example: Peer learning, digital inclusion.

#peerlearning

Organizer of the good practice:

Seniornett are a Norwegian NGO funded in 1997, with 9 179 members (2023) and 230 local branches all over the country. Seniornett are an ideal, non-political, and non-profit organization working for to strengthen the digital competence for seniors and to create space for digital education for seniors. Seven employees – some are working in projects, and many are volunteers. Seniornett organizes courses, workshops, drop-in lectures, educate volunteers, lobbyism for better education for senior citizens in digital skills. Seniornett also runs a helpdesk/hotline for members of Seniornett who needs support.

Description of the good practice:

Peer to peer tutoring of seniors learning digital skills is an individual guidance from a person with similar age and situation. It is also called side-by-side learning. Seniornett have developed a set of guidance when you are organizing a peer-to-peer tutoring session.

1. We are guides, not advisors. Our goal is to guide a senior to find the information he/she need themselves.
2. When we guide, we must never push the” I agree button” and shall avoid touching screens og keypads.
3. In a peer-to-peer tutoring session we can receive sensitive information. Before we begin as a guide, we have signed a confidentiality declaration. And we will respect the declaration after we have finished our duty as a guide.
4. When we guide, we are obliged to give neutral information and keep our opinion to ourselves.

5. We have no personal or economical bindings to products or services from companies. If you are in doubt, you are obliged to inform the senior of the issue.
6. We shall guide in a way that makes the other feel safe and with a feeling of coping with the situation.

Implementation of the good practice:

Seniors who will receive peer to peer tutoring are likely to lack self-confidence to what they can manage in the digital field. They will quickly ask the guide to do it “for them”, rather than doing it themselves with the help of the tutor. The tutor can think the problem is difficult and will do it for the senior. But this will keep the senior with lower digital competence than needed. All though seniors need to repeat what they have learnt many times, they will obviously learn nothing if the tutor solve their problem on the computer.

It is also common that tutors know how to solve a problem “in their fingers” but will have difficult to explain and talk a senior through the problem. This will normally be better when the tutor gains more experience. The tutor needs to understand why it is important not to touch keypads and screens.

Impact of the good practice:

Peer to peer tutoring is mainly conducted by volunteers. Easy to understand and use- guidelines is vital for the volunteers to follow them. The guidelines are actually written down what has been the practice among tutors. To develop good practices for peer-to-peer tutoring for seniors, we ensure that seniors can benefit from it. It is a huge advantage for the senior and the society when a senior has basic digital competence.

Results of the good practice:

If there is any available information to share, for example the number of participants who have tried or used the chosen good practice. Is there any feedback from the participants who have experience with the chosen good practice?

Additional information:

Possible links to additional material or to organization’s website. Contact information. Photos of the good practice if available.

Norway – Helpline for seniors

Project name:

Nordplus Adult project: NPAD-2021/10187: DIGITAL SUPPORT: Guidelines for training the trainers to support seniors towards making daily life easier in digital world.

Guidelines for training the trainers to support senior's digital skills/digital competence

Key words:

Add keywords to the description of each practice. For example:

Peer learning, remote support, digital inclusion. #peerlearning #remotesupport #digitalinclusion #seniorshelpingseniors

Organizer of the good practice:

Seniornett are a Norwegian NGO funded in 1997, with 9 179 members (2023) and 230 local branches all over the country. Seniornett are an ideal, non-political, and non-profit organization working for to strengthen the digital competence for seniors and to create space for digital education for seniors. Five employees – some are working in projects and many volunteers. Seniornett organizes courses, workshops, drop-in lectures, educate volunteers, lobbyism for better education for senior citizens in digital skills. Seniornett also runs a helpdesk for members of Seniornett.

Description of the good practice:

Seniornett's helpdesk is open every day from 9 to 15.30. It is organized with volunteers, mainly seniors. But occasionally younger persons are volunteering, in between jobs, to gain practical experience and so on. And Seniornett's employees are also attending the helpdesk.

All the volunteers must go to a training programme to learn to use our programmes, advice on how to help, and ethics. They must also sign a

There is a queuing system in the telephone programme, so when all the volunteers are occupied, the call goes to one of the employees. And the volunteers can attend the help line

with an app. They do not need to physically come into the office to participate. Some volunteers are working partly from Spain or Sweden.

Seniornett are using Teamviewer as a tool to help seniors with their PC, and Quick support to help with a smartphone or tablet. This allows the volunteers to take over control of the computer, PC and Android smart phones and tablets, and mirroring the Apple products.

It is only members of Seniornett who can call the helpdesk. We are logging all the calls. If a problem continues, the next one to answer the call will know what the first one did to solve the problem.

All the staff connected to the help desk are communicating in the Teams chat.

In 2021, under the corona pandemic, Seniornett received 5 426 calls, approximately 30 calls a day. In 2022 where the society open again, and the number of calls dropped down to 4 373 – more of our seniors could go to the Seniornett local branch to receive help.

The most common problem are PC-related issues like updating, virus, old computer, with e-mail problems as a very good number two. E-mails related problems varies from how to add e-mail to my smartphone to spam-issues and fraud.

Security issues are also something that the members are struggling with.

Implementation of the good practice:

To implement the good practice there are some issues to be addressed:

1. The help line for seniors must be available in business hours. Seniornett's helpline is open Monday to Friday, from 9 to 15.30, also during summer.
2. Volunteers do not need to be experts, but you never know what kind of problems you are supposed to solve, so you must be a good generalist.
3. Problems with digital tools are often known from others. Google is a good friend.
4. Volunteers can be volatile. They give of their free time and are not always reliable. Motivation and feedback of their valuable work are important to keep them motivated.

5. There must be a system to log the calls.

Impact of the good practice:

The help line is free to use for member of Seniornett who has paid their members fee of 370 NOK a year. Low cost, opening hours and highly educated volunteers are the key factors for success.

The Help line are called life saver from member who has benefitted from the service. It helps seniors to manage digital challenges. It also keeps seniors safe and secure.

Seniors who manage the digital daily life with bank, mail and digital health issues, can save time and money for themselves and for the society.

Results of the good practice:

In 2021, during the pandemic, the Help line received 5 426 calls. In 2022, when Seniornett's local branches was up and running again, the Help line received 4373 calls.

In a survey 50 percent of those who received help from the Help line had called in for help five times or more. 64 percent rated the assistance they received as totally great, 34 percent rated it great, 2 percent was not satisfied. 63 percent said the the Help line were the reason for being a member of Seniornett.

“Those who helped me was nice and patient”. “A great offer for us”. This is two of the comments given in the survey. “I am not satisfied. The one that helped me managed to delete my Outlook”.

Low digital competence is higher among senior population. About 600 000 Norwegians are at risk or already being digital excluded. Digital competences are considered as basic skills, needed for every Norwegian adult.