

# Nordplus 2021-2023



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Nordplus  
NPAD-2021/10187



In this document, you will find the final results summaries 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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## Finland – Lecture series of the University of Third Age

Summer University of Jyväskylä

### **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 are accessible both on-site and online via Youtube. The lectures are streamed 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 is 35 euros.

In addition, the UTA also presents lecture series on topics related to health, well-being, and the environment. Examples of these lecture topics are good sleep, social relationships, loneliness, and the importance of nutrition in promoting health.

### **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:

1. Choose interesting topics and knowledgeable communicators.
2. Make sure the venue is accessible to older adults, with appropriate seating, sound, and print materials.
3. Schedule lectures at a convenient time for older adults, such as during the day or early evening.
4. 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.
5. Consider offering the lecture series for free or at a low cost, as many older adults are on fixed incomes.
6. Ask for feedback from the participants to ensure that the lectures are meeting their needs and interests.
7. Remember to share the link to live-stream lectures with detailed instructions well in advance. The recommended method is to share the link by email before the lecture starts.

In addition, when organizing real-time online lectures, remember the following devices and guidelines:

1. Laptop or computer with a camera for streaming the lecture online.
2. High-speed, reliable internet connection to ensure that the lecture streams without interruption.
3. Software for live streaming (e.g., Youtube, Zoom, Microsoft Teams).
4. Projector and screen when broadcasting from a physical location.
5. Microphones and speakers for ensuring the lecturer's voice is clear and audible.
6. Lighting for good quality video streaming.
7. Technical assistance on-site throughout the lecture.

**Impact of the good practice:**

Large audiences frequently attend the lectures, both in-person and online, demonstrating a great degree of interest in these subjects among older adults. During the lectures, older adults can share their ideas, ask questions, and have in-depth discussions with professionals. Thus, 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.

## Finland – Basic computer skills for beginners -course

Summer University of Jyväskylä

### **Description of the good practice:**

At our "Basic computer skills for beginners" course, we provide individualized guidance and digital support in small groups. 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 with less knowledge of digital technologies.

The course is 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.

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.

Information regarding the course is widely distributed online and through a printed manual. The course is free for job seekers, for others, the course fee is 20 euros.

### **Implementation of the good practice:**

There are several factors to consider if you wish to conduct a similar course:

1. Use a variety of marketing channels. As some prospective participants might not have the knowledge or tools required to access the internet, relying simply on online platforms is not sufficient.
2. Gain a clear understanding of the target audience's interests and needs to create a course program that can engage them.
3. Simplify the messages and make sure the target audience can easily understand and relate to the message. All information should be clear and jargon-free.
4. Design the course schedule to accommodate the target audience's needs and preferences.

5. Consider the course duration when designing the schedule. For example, a course consisting of one session per week can allow enough time for participants to absorb the material and put it into practice.
6. Consider providing in-person assistance for individuals who need help with online registration platforms, completing forms, or navigating the course material.
7. Select a classroom with sufficient space, good lighting, and adequate seating arrangements.
8. Make sure the instructor has access to equipment that enables them to demonstrate examples and search for information during the class.
9. Keep 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. Create a relaxed atmosphere and learning environment where no official teacher-student roles exist, and learning happens with soft values and emphatic support.

**Impact of the good practice:**

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 interactive “hands-on” course aims to bridge the digital divide and improve the quality of life for older adults.

## Finland – Peer tutoring model in Jyväskylä, Finland

Summer University of Jyväskylä

### **Description of the good practice:**

The Summer University of Jyväskylä has introduced a peer tutoring model where individuals, typically of the same age group and life situation, volunteer to support those less proficient in digital technologies. 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 are a brave and enthusiastic attitude and a desire to help fellow human beings. To keep up to date in a rapidly digitizing society, the University of Third Age also provides training for peer tutors once a month. These events are called tutor workshops, and they are free for the peer tutors.

The educational activities and methods of peer tutoring are:

1. ICT courses. Within different technology courses, peer tutors work alongside the main instructor to provide hands-on, immediate support, ensuring every participant is on track.
2. One-on-one digital support. Individual peer tutoring usually occurs at libraries. These sessions are tailored to the specific needs and pace of the learner. Older adults can benefit from one-on-one tutoring since it operates on a volunteer basis and is free of charge.

### **Implementation of the good practice:**

Keep these in mind when implementing this idea in your organization:

1. Marketing peer tutoring offline (e.g., newspapers and flyers) is crucial, considering potential digital barriers for older adults.
2. Before initiating the program, assess the digital learning needs of the older adults in the community.
3. Recruit and train peer tutors actively. Training should be provided to ensure volunteers have the necessary teaching skills.
4. 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.

5. Address accessibility issues. Keep in mind potential challenges older adults may face, such as visual or hearing impairments, and adjust the teaching environment accordingly.
6. Continuously evaluate the program to ensure its effectiveness and alignment with the needs of older adults.

**Impact of the good practice:**

While many older adults receive informal digital support from family and friends, not all have this luxury. Peer tutoring can fill this gap, offering crucial digital support to those without other resources. Peer tutors customize their teaching to the individual needs of older adults, leading to more efficient learning outcomes. Beyond just technical guidance, tutors also offer valuable social and emotional support, enhancing the well-being and learning experience of older adults. This non-formal learning approach has shown positive impacts on cognitive abilities, social interactions, and the overall well-being of older adults. It also serves as a social event, promoting mental health and life quality.

Furthermore, for the tutors, this operating model offers a purposeful post-retirement activity and a sense of community belonging.



## Lithuania – Knowledge games



Medardas Čobotas Third Age University (MČTAU) (<https://www.mctau.lt/>)



"Langas i ateiti" (<https://www.langasiateiti.lt/en/about-u>)

### **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.

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:

1. The game is engaging and fun: It can make the learning experience more interesting and fun for seniors.
2. Active learning: The game requires active participation and engagement. 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.
4. Fun and low stress: Making the testing process fun and engaging can make learners more willing to participate and feel more relaxed.

### **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.
2. Selection of Topic and Questions: The questions should not be too difficult for seniors to understand but not too easy to test their actual knowledge.
3. Clarity: 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: 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.
6. Assured feedback: discussion of results and correct answers is necessary.
7. Continuous improvement: After the game, the results and feedback are reviewed to make it clear what worked well and what could be improved.

### **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. 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.
3. 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 them better understand and memorize the topic.

## Lithuania – involving young tutors in the training of seniors

### Organizer of the good practice:



Medardas Čobotas Third Age University (MČTAU) (<https://www.mctau.lt/>)



"Langas i ateiti" (<https://www.langasiateiti.lt/en/about-us/>)

### Description of the good practice:

Medardas Čobotas Third Age University together with the association "Langas i ateiti" implemented the project "Information technologies connect generations". The aim of the project was to involve the younger generation in the training of seniors to use digital technologies.

This project aimed to tell about IT innovations in a simple, uncomplicated, practical way. 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. Senior mentors also participated in these trainings, who gained additional knowledge about the latest technological achievements from their young colleagues.

### 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. 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.

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. All materials on the given topic are placed on the website, which can be used for repetition, and all listeners are informed about this.

### Impact and results of good practice:

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 are more familiar with the latest digital technology trends and software.
2. Bridging the generation gap: Having young IT teachers teach seniors can help to bridge the generation gap between older and younger generations.
3. Digital support from young teachers, when senior tutors also participate in the training, can be considered a good practice 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.

## Lithuania – educational videos

### Organizer of the good practice:



Medardas Čobotas Third Age University (MČTAU) (<https://www.mctau.lt/>)



"Langas i ateiti" (<https://www.langasiateiti.lt/en/about-us/>)

### 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 seniors are invited to improve their digital literacy skills and learn more about the benefits and opportunities provided by technology. 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.

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. Volunteers are used to organize the week. The public is informed about the motivational campaign using the most diverse means of dissemination.

### Implementation of the good practice:

The requirements for publicly organized seminars are significantly higher than those organized for a small audience of people. The main things to consider when organizing such webinars

1. Analysis of webinar users' needs
2. Time and duration of the organized webinar

The duration of the webinar should not be too long, and the broadcast time should be suitable for the listeners

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. .

4. The selection of a lecturer
5. The preparation of the lecturer's visual material.
6. Webinar moderator preparation.

### Impact and results of good practice:

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.
- 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.
- 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.

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.

## 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

### **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.

### **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 non-disclosure agreement.

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

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.

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

In 2021, 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.

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. 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.

ic, 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.

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.



## 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.

### **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.

### **Description of the good practice:**

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.

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

3. Courses with a specific subject like: learn 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.

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.

**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.

**Additional information:**

**[www.seniornett.no](http://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.

### **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.

### **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.

### **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.

## Sweden - Digital Support and Education/Training to digital coach

**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)

**Organizer of the good practice:** The Swedish Post and Telecom Authority Description of the good practice:

**Key words:** #digitalcoach #digital inclusion #peerlearning #postochtelstyrelsen #pts #seniors

The Digital Support: Guidelines for Training Trainers to Support Seniors in the Digital World," is organized by the Swedish Post and Telecom Authority. The initiative aims to enhance digital inclusion, especially among seniors, and offers guidance and practical tips through a platform called Digital Support (Digital Hjälp). In response to the increased need for digital skills due to isolation, the initiative focuses on improving the everyday lives of individuals by enabling socialization, shopping, bill payments, and more through digital means.

The Digital Support platform encompasses three primary support mechanisms:

- tips on digital services
- courses and inspiration, and
- guides for digital services.

These resources are designed to enhance digital skills and explore possibilities through online tools and platforms. Additionally, the initiative offers education and training to become a "Digital Coach," aiming to equip individuals to assist others in their digital journey.

The course for aspiring Digital Coaches, developed in collaboration between PTS and Digitalidag, comprises four steps:

- Motivation
- Access
- Competences, Skills, and Attitudes, and
- Use.

Each step is accompanied by detailed instructions and self-assessments. The material is user-friendly, presented in various formats, including text, videos, and sign language, to cater to different learning styles.

Implemented based on daily life tasks, the initiative is highly accessible and caters to diverse needs and age groups. The impact and results of this good practice emphasize its simplicity, attractiveness, and self-explanatory nature, making it a valuable resource for citizens, irrespective of their digital proficiency.

For more information and to access the resources provided by this initiative, you can visit their website: [Digital Support by PTS](#). Additionally, more information about Digital Competence Framework for Citizens is available in the provided research link

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

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

**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: Guidelines for Training Trainers to Support Seniors in the Digital World

**Organizer of the good practice:** Internet Foundation (Internetstiftelsen)

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

Organized by the Internet Foundation (Internetstiftelsen), the initiative aims to improve the digital inclusion and literacy of citizens, especially seniors. The initiative emphasizes the importance of an open and free Internet for freedom of expression, democracy and innovation. Its overarching goal is for everyone to be safe on the Internet, but also to dare to explore and find joy in learning.

The project offers a wide range of resources and lessons to enhance digital competencies for various audiences, including individuals, knowledge-seekers, citizens, teachers, and society. The initiative covers crucial topics such as digital literacy, netiquette, online privacy, ethics and morality in the digital space, and laws governing the internet. These resources are intended for use in educational settings, tailored for elementary, middle, and high school levels.

One significant aspect of the initiative is the incorporation of value-based lessons to instill safe online practices and ethics, aligning with school values and the broader digital environment. The curriculum addresses key areas such as source criticism, programming, digitization's impact on individuals and society, and technical aspects like security, and history.

The resources provided are comprehensive and based on the DigComp2.2 Digital Competence Framework for Citizens. They include downloadable teacher's guides to facilitate effective teaching and understanding of digital competence topics. The initiative underscores the importance of integrating these lessons into the daily activities of citizens in a digital society.

The impact of this initiative is widespread, benefiting all learners seeking to enhance their digital competence. The results are aligned with the [DigComp2.2](#) framework, aiming to bridge the digital competence gap and empower citizens to navigate the digital world effectively.

For more information and to access the resources provided by this initiative, you can visit their website: [Internet Foundation - Digital Support](#). Additionally, more information about the DigComp2.2 Digital Competence Framework for Citizens is available in the provided research link <https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

## Sweden – Mandala SADE

**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:** Mandala Self-Assessment Tool

**Organizer of the good practice:** ERASMUS+ projects Technical Innovation in Blended Learning (TIBL) project and the Digital Immigrants Survival Kit (DISK) project. Organized by VTT Toolbox

**Key words:** #dicomp2.1 #digital competence #digitalinclusion #erasmus #mandela #monitoring #peerlearning #sefdirected #selfevaluation learning #selfie #technicalinnovationinblendedlearning #tibl #Virtualteacherstoolbox #VTT.eu #selfregualtedlearning

The Mandala self-evaluation tool is a valuable resource developed and utilized in various ERASMUS+ projects, such as the Technical Innovation in Blended Learning (TIBL) project and the Digital Immigrants Survival Kit (DISK) project. This tool aids learners in gauging their digital literacy competencies, by the approach of intrinsic motivation and self evaluation.



The Mandala serves as a comprehensive self-assessment mechanism, allowing learners to assess their digital competence levels based on DigComp2.1 and [DigComp2.2 frameworks](#). The assessment categorizes competencies into green (sufficient), yellow (can be confirmed), and red (need improvement) indicators, functioning akin to a traffic light system.

Implemented since 2017 across multiple target groups and countries, users have found this visual tool immensely beneficial. It offers immediate feedback, empowering learners to understand their

digital skill standing and areas for improvement. This instant feedback proves to be a significant motivator for learners, encouraging them to actively enhance their digital skills.

The impact of the Mandala self-assessment tool is evident in its successful use across various target groups and countries. It provides a clear view of learners' competency levels and areas for enhancement, enhancing their digital literacy and self-directed learning journey. For more information and to access the Mandala self-assessment tool and related resources, you can visit their website: [VTT Toolbox - Mandala Self-Assessment Tool](#).