



ICT

# Best practice guide

E50+, Grundtvig Learning Partnership

July 2013

England • Spain • Romania • Iceland



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## Introduction

E50+ was a 2 year programme funded through the Grundtvig Lifelong Learning Programme.

The programme's aim was to look at the methodologies used to engage older people in ICT (Information and Communications Technology) usage in 4 partner countries – England, Iceland, Romania and Spain.

Older people are at risk of being left behind as our day to day life becomes ever more ICT focused. Across Europe more and more services are going online from banking, to government, to utilities like gas, electricity and water. Research has shown that across Europe older people are the people that use ICT the least but are frequently the people who could benefit the most from its usage.

Through the Grundtvig programme Peabody as lead partner established links with 3 other organisations across Europe; the Agricultural University of Iceland, Fundatia EOS from Romania and Dedalo Fundacion from Spain.

All 4 organisations have developed programmes that are aimed at engaging older people in ICT usage. It was felt by all partners that it would be a useful experience to explore the differences and similarities in the way that the different organisations address the issue of engaging older people in using ICT.

The organisations involved shared their knowledge and experience through a number of visits to each other's countries. These visits were made by a number of staff and learners from each country who met to share their experiences and learn how each partner taught and motivated older people to engage with ICT.

This document will outline the learning from these visits while providing information on the partners, national agendas, feedback from learners and most importantly examples of best practice that we hope will help other organisations to begin the journey of engaging older people with the digital world.



## The European Union Lifelong Learning Programme

The Lifelong Learning Programme is a European funded programme, which supports education and training across Europe. It is made up of several different programmes covering the whole spectrum of lifelong learning and is designed to enable people at any stage of their lives to take part in stimulating learning experiences.

There are a number of funding streams in the Lifelong Learning Programmes:

- [Comenius](#) for schools
- [Erasmus](#) for higher education
- [Leonardo da Vinci](#) for vocational education and training
- [Grundtvig](#) for adult education

E50+ was funded through Grundtvig.

### Grundtvig Programme

The Grundtvig programme has been set up by the EU to fund training opportunities for adult education organisations, staff and learners. It provides opportunities for organisations to be part of exciting partnerships sharing innovation and good practice, getting involved in exchange projects for senior volunteers or hosting fun innovative workshops for learners from across Europe.

Anyone in non-vocational adult education can participate including adult learners, staff, volunteers and trainers from a wide variety of organisations including colleges, charities, community groups, local authorities, museums, prisons. All projects involve working with European partners and offer a great learning and personal development experience for staff and learners.

Grundtvig is part of the European Commission's Lifelong Learning Programme. Ecorys are the UK National Agency for the Grundtvig programme. This means that they manage the Grundtvig grants available to UK organisations and individuals.

We felt that this funding stream would be perfect for E50+ allowing us to explore formal and informal learning, looking at best practice examples across Europe while providing an opportunity for our learners and staff to visit other countries and learning from each other's experiences.



## E50+

E50+ was set up to explore examples of best practice in the provision of ICT learning to older residents across Europe. This has been done through a number of visits to each partner country which included onsite experiential learning, sharing of good practice and the production of this best practice toolkit.

E50+ meets and contributes to the aims of both the Digital Agenda for Europe and the European Strategy in ICT for Ageing Well. By carrying out these learning visits and researching the methodologies used by the participating countries we will have enhanced the quality of engagement, improved the motivation of older people and increased the quality of training available to older citizens. The skills learnt by the participants through the visits and ongoing training have increased the quality of services available to older people.

This in turn has aided the development of ICT skills for older people themselves increasing not only the skills of older people but also their independence, social mobility and financial independence. This has led to an increase in general well-being, an improvement of quality of life and has also provided increased life choices.

The project has contributed to the goal of increasing the number of people aged 50+ who regularly use ICT online services. This is particularly important as older people are one of the groups that are most digitally excluded placing them at risk of long term social and financial exclusion.

The project has met the following specific actions of the Digital Agenda for Europe

- ✓ Action 57 Digital literacy and competencies as a priority for ESF
- ✓ Action 58 Develop tools to recognise and identify competencies of ICT practitioners and users
- ✓ Action 62 EU wide indicators of digital literacy – sharing practice and standards
- ✓ Action 63 Evaluate accessibility
- ✓ Action 66 Promotion of long term e-skills and digital literacy

The European nature of the project has brought a wider perspective to the issues affecting all of Europe. The organisations who took part in this project were all highly experienced at working with vulnerable adults and using different methodologies to engage, motivate and support them to use ICT and digital services.

By working across Europe we can look at diverse services and techniques, identify commonalities and differences, and examine the barriers older people face when accessing ICT provision. Through this diversity we explored exciting new ideas and increased both the utilisation of ICT services and cross cultural understanding.



## Partner information

Four organisations participated in E50+. These organisations were very diverse in nature and included a housing provider, two ICT organisations and an university.

This diversity of both organisations and learners allowed E50+ to look at a wide range of methodologies for engagement and teaching and has provided a number of insights into the differences and similarities in the way we work with ICT across Europe.

The following chapter provides some background information on each of the four partners.

Peabody

Dedalo Fundacion

Fundatia EOS Romania

Agricultural University of Iceland





## London

Peabody is a London based Housing Association and Charity. We provide housing across London for socially disadvantaged people and have 20,000 properties housing some 50,000 people.

Our mission statement is to make London a city of opportunity for all and with this in mind we provide many additional programmes including digital inclusion and IT training, older people's services, young people's services, employment and training services, healthy living programmes and activities and financial inclusion.



Peabody works only in London and the majority of our properties house people on low incomes, with below average levels of educational attainment. We work in an ethnically diverse city and house people from many ethnic communities.

The rise of social media, online shopping, bill paying and banking means that many older people are now financially and socially excluded from modern society. Older people can also be reluctant and even scared to use new technologies being both afraid of making mistakes and in many cases being unaware of the potential benefits that IT could have for them.

We are currently addressing this through a number of projects across London which looks at methods of training and motivating older people to use technology. This issue does not only apply to London of course and is of concern across Europe.

Peabody's role in the project was that of a co-ordinator. We led on the development of the E50 plus learning programme, facilitated the study visits and helped ensure that, learning was maximised for all participants in the project



Many of our residents are at risk of social exclusion and we have chosen to target this project at our services for older people and in particular how we involve older people in using digital technology. Lack of access and ability in using PCs and the internet is an increasingly important issue in society but especially for older people.

Many of our fellow organisations across Europe are following a similar path and we saw the Grundtvig Learning Partnership programme as an ideal opportunity to share good practice and look at innovative ways of engaging older members of the society in the information revolution. We realise the concept of new technologies might be daunting for the older generation and that is why we are addressing this issue through a number of programmes across London to encourage and guide older people in using these new technologies.

Website: [www.Peabody.org.uk](http://www.Peabody.org.uk)

Email: [info@Peabody.org.uk](mailto:info@Peabody.org.uk)

Dedalo Foundation for the Development of the Information Society, a non-profit foundation is located in Tudela, the second most important city of Navarra. The mission of Dedalo Foundation is to promote and develop the Information Society in the South of Navarra.

To achieve this objective, the Foundation manages a Telecentres Network and is promoting the organization of activities between Citizens, Companies, Promoters and Organizations.

Because of technological changes, Dedalo has oriented training towards creativity, the new work culture, business creation and knowledge. The entity works very close to citizens, especially to people at risk of digital exclusion, in order to prepare them for their professional life in the light of the new demands of society and companies.

Dedalo has experience in the inclusion of elderly people in the use of ICTs through several initiatives carried out since 2004.

**Recalling Tudela** is an innovative space whose main purpose is to encourage leisure activities whilst favouring exchanges between different generations through digital literacy actions. Older and young people learn together about digital competences, bringing them closer to the “digital era” and its communication potential.

**Closed to ICTs’** is a regional programme that allows the access to basic training of Internet and Computer skills to some groups of people who find it more difficult to access the Information Society: older people and women.

**Elders with initiative**, wants to achieve the social inclusion of older people, prevent their digital exclusion and improve their quality of life. Its main aim is to foster the visibility of the initiatives in the use of ICTs carried out by this target group and helping them to be active members of the digital era.

The team of Dedalo Foundation has brought to the project great experience acquired in ICT issues by using innovative technologies, in ICT training, online training and European projects.

Website: [www.fundaciondedalo.org](http://www.fundaciondedalo.org)

Email: [info@fundaciondedalo.org](mailto:info@fundaciondedalo.org)



EOS Romania's main goal is to facilitate an open society and sustainable development in Romania, by enabling members of communities to acquire social and economic entrepreneurial abilities through the application of ICT. With more than 12 years' experience, EOS has developed methodologies, provided e-skills related training to adult audiences, developed online training tools, delivered certificated courses, and coordinated and participated in EU and nationwide projects.

EOS has developed good long term partnerships with target organizations in Romania: Ministry of Education and Labor Ministry, State Employment Agency, local municipalities and the NGO sector. We have 2 main activities: the introduction and development of ICT training programs for teachers from the pre-university sector and developing programs for the broader community, with a focus on using new technologies.

As a result of the increasing need for people to acquire ICT skills and the need to adapt to society's demands, EOS has developed a network of e-centers in order to help all those interested to facing the challenges of the digital world both professionally and personally. The network is intended primarily for local communities especially those in rural areas or small towns.

This e-centers network is a national alliance of community technological centres united by the desire to offer access to technology and educational opportunities to the members of the community in which they operate.

The network is opened to any nongovernmental organization, the business sector and to state institutions that wish to contribute to the increase of digital inclusion and to the development of knowledge in Romanian Society.

An e-center is a place with public access to ICT where people can receive support with accessing computers, the Internet and other digital technologies which allow them to find out information, to create, learn and communicate with other people.

EOS is one of the 4 founding members of Telecentre Europe, a vibrant network of telecentres across Europe with the vision of achieving the e-inclusion of the 292 million Europeans who are currently offline.

Website: <http://www.eos.ro/>

Email: [info@eos.ro](mailto:info@eos.ro)



## Iceland

The Agricultural University of Iceland (AUI) was founded on 1 January 2005. It is an educational and research institution in the field of agriculture and environmental sciences.

The main focus of the university is on the conservation and sustainable use of land and animal resources, including traditional agriculture, horticulture and forestry, environmental planning, restoration sciences, and sustainable development. AUI awards B.Sc, M.Sc and Phd qualifications and provides vocational and continuing education in these fields.

AUI has experience in the digital inclusion of older people, most of them living in rural areas. Last year 2600 participants participated in their vocational training courses including ICT basics.

Some of those courses and workshops were in English and can be easily shared with partners in this project. In Iceland there are 67 years of minimum working age, and people can expect to live to over 80 years old on average. With such an active population lifelong learning is important.

AUI has a wealth of material that can make a valuable contribution to this project. The programmes Building-bridges.is for women in rural areas (2005-2007) and Sheep skills for sheep farmers (2009-2011) have produced a wealth of material that can be transferred to other countries, including blended learning, e-learning and traditional learning and training of trainers/mentors, e.g. production of a handbook. AUI works with providers of e-learning and ICT training all around Iceland.

The Agricultural University's main campus, including all significant facilities, is located at Hvanneyri in Borgarfjörður, West Iceland. The university also has operations at Keldnaholt in Reykjavík, Reykjar in Ölfus, and at a number of experimental stations at additional Icelandic locations.

Website: <http://lbhi.is/>

Email: [lbhi@lbhi.is](mailto:lbhi@lbhi.is)

# The Digital Agenda for Europe

The Digital Agenda for Europe, a 2020 initiative, outlines seven pillars that are central to the delivery of Europe's Digital Agenda.

These are

1. A Digital Single Market
2. Interoperability and Standards
3. Trust and Security
4. Fast and Ultra-Fast Internet Access
5. Research and Innovation
6. Enhancing Digital Literacy, Skills and Inclusion
7. ICT Enabled Benefits for EU Society

This programme meets the actions of Pillar 6 - Enhancing Digital Literacy, Skills and Inclusion.

The aim of this pillar is to address the issue that some 30% of people in Europe have never used the internet. The majority of these people are either elderly, unemployed or on low incomes and lack the confidence, skills and often means to use ICT.

These skills now play a huge part in creating an equal society. Lack of digital skills and lack of access to digital media can result in people becoming socially and financially excluded. The Digital Agenda for Europe aims to address this by looking at a number of actions that address this issue through infrastructure, training and engagement.

The key actions for this project are:

- ✓ Action 57 Digital literacy and competencies as a priority for ESF
- ✓ Action 58 Develop tools to recognise and identify competencies of ICT practitioners and users
- ✓ Action 62 EU wide indicators of digital literacy – sharing practice and standards
- ✓ Action 63 Evaluate accessibility
- ✓ Action 66 Promotion of long term e-skills and digital literacy

In the following chapter, we will look at the national digital agendas' for each country as well as the local agenda for each organisation. We will focus on the way the digital agenda is being tackled in different countries

## National Digital Agenda

All four participant countries have provided copies of their national digital agenda, with a summary attached as part of this chapter. These summaries provide a brief snapshot of the digital agenda in each of the participant countries.

What is clear is that despite differences in population, demographics, industry and geography that a number of common themes emerge throughout each countries digital agenda.

These themes are:

Higher speed internet access – especially for rural areas

Welfare/ health of citizens – linked to rising health costs

Aging populations – engaging them in using the internet

Online working – creating efficiencies and improving economic viability

Online public services – providing a better service to citizens and reducing costs

Education

The similarities are far more striking than any differences noted. Iceland for example has a very dispersed population yet it is encountering similar difficulties to the UK in terms of engaging people in ICT usage and has far slower broadband speed outside the capital, a problem very much shared by people in rural communities in the UK and Romania.

All of the participating countries' governments are keen on pushing the digital agenda to significantly reduce the costs of providing high quality public services and as such are moving more and more of their services online.

This of course impacts on people not engaged with ICT and all participants identified older people as the key demographic that finds it most difficult to engage. ICT usage is noticeably lower amongst older people across Europe and the partners' national agendas bear this out.

## United Kingdom

The UK government has set out plans to help people not on the internet to use digital services. Given the scale of 'digital exclusion', the government now needs to put these plans into action to avoid a 'them and us' problem.

*"Online working is increasingly central to the delivery of government services and rightly so. But it is important to remember that there are significant numbers for whom this does not work – who cannot or do not want to go online. As the government moves towards 'digital by default' services, these people will need help to go online and continued access to services in the meantime." Amyas Morse, head of the National Audit Office, 28 March 2013*

There is scope for greater use of online public services, according to research by the National Audit Office. In addition, the government's aim of making public services 'digital by default' is broadly acceptable to most citizens and small and medium-sized businesses. However, according to the spending watchdog, there are still significant numbers of people who cannot go online or do not wish to do so.

The government has established firm leadership of its digital agenda and its strategy is based on sound evidence that a high proportion of people and small and medium-sized businesses have the access and skills to use online public services. The NAO's survey indicates that 83 per cent of people use the internet.

Whether people live in a rural or an urban area appears to have little impact on their internet use but age, socio-economic group and disability do make a difference. Over 90 per cent of those surveyed who used the internet were experienced users who felt confident about completing online tasks without help. However, seven per cent of those online lack confidence and may need assistance.

Based on these numbers, departments need to plan for around four million people in England who are likely to need help in using online services. However, of those not on the internet, 48 per cent receive help from friends and family with internet access, a fact not recognised in the government's approach to assisted digital services.

A copy of the report can be found at <http://www.nao.org.uk/wp-content/uploads/2013/03/10123-001-Digital-Britain-2-Book.pdf>

**digitaluk**





## Spain

*Summary by Dedalo Foundation*

ICT is becoming increasingly important for society: ICT can help citizens to improve their welfare, help companies increase their productivity and competitiveness, and allow public administration to optimise their services.

To maximise the impact of ICT for the whole of society, the Government has been working on a Digital Agenda for Spain. This has been compiled in partnership with many relevant organisations such as external experts, industry associations, administrations, etc.

The result, the Digital Agenda for Spain, is a framework that establishes the national strategy on Information and Communication Technologies (ICT) and electronic administration, so Spain is able to meet the objectives of the Digital Agenda for Europe, maximising the impact of public policies on ICT for productivity and competitiveness, and transforming and modernising the economy and society.

The Agenda is structured in six main objectives aligned with the European strategy:

1. Promoting the deployment of networks and services for digital connectivity.
2. Developing the digital economy to support the growth, competitiveness and exports of Spanish companies.
3. Providing more efficient public services through improving online administration and adopting digital solutions for providing public services.
4. Strengthening confidence in digital solutions.
5. Promoting the R+D+i (Research, Development and Innovation) system in ICT.
6. Promoting digital inclusion, digital literacy and the training of new ICT professionals.

The complete document and its specific plans can be found in <http://www.agendadigital.gob.es>



## Romania

*Summary by EOS foundation*

ICT competences are very important today as through the use of ICT we can potentially solve some of society's current challenges such as: an aging population, rising health costs, developing efficiencies in public services, the integration into society of people with disabilities, and the digitisation of European cultural heritage, thereby making it available to current and future generations.

The strategies developed and supported by MCSI - Ministry of Communications and Information Society in Romania aim to solve various problems and social challenges either through direct projects or by supporting central government institutions through calls for proposals in e-governance. Funding and direct support is given to public partner institutions from the fields of education, culture, health, environment generating a positive impact directly correlated with the Digital Agenda 2020.

Romania's position in terms of the Digital Agenda focuses on: Broadband, use of internet, access to online services, the total number of Internet users, eGovernance, eBusiness, and e-Commerce. All these indicators follow the main pillars that Romania has engaged with to achieve the implementation of the Europe 2020 strategy.

**Pillar 1** - Digital Single Market

**Pillar 2** - Interoperability and Standards

**Pillar 3** - Reliability and Safety

**Pillar 4** - High Speed Internet

**Pillar 5** - Research and Innovation

**Pillar 6** - Improving digital skills

**Pillar 7** - ICT for social challenges

In order to achieve the objectives of the 7 pillars of the Digital Agenda, MCSI initiated a road show in the three most important cities in Romania. During the road show the engagement tools used were: presentations, round tables, press conferences, special session dedicated on the MCSI's website.

After analysing the results and conclusions of these road shows MCSI proposed the following actions:

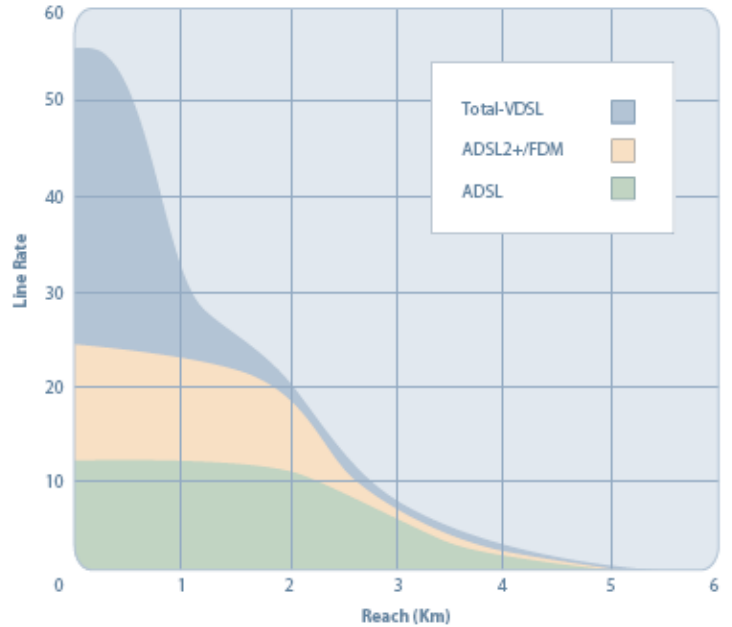
- Launching a horizontal campaign on various vertical fields in order to inform the public about the different technologies and technological issues promoted by the Digital Agenda 2020.
- Developing strategies and implementing social networking moderated by MCSI. Develop strategies and implement national catalogues.
- Implementation of pilot projects based on modern technologies promoted within Digital Agenda 2020. These projects will be based mainly on European funding schemes or public-private partnerships
- Developing strategies and implementing them, in order to increase the impact of information technology and culture in the small and medium enterprises.
- Supporting through lobbying and preparing the guidelines for applying for future calls for proposals in the ICT field, based on structural tools for inclusion and support through the financing of projects undertaken with and through technologies and directions of the Digital Agenda 2020.

## Iceland

There are many goals for digital inclusion in Iceland, to move papers and information, not people. This is environmentally friendly, and important for older people in rural areas like our target group. The national digital agenda is available on [island.is](http://island.is) for better services, innovation, education etc.

The aim is that Iceland will be number one in the world for digital services. That people can get all the information they need in their daily live on the internet and to link the information together.

There are more computers in Icelandic homes than in most other countries and internet use and use of services on the net are high. But there has been a need to develop more digital services to save both time and money. Today all Icelandic people have access to minimum 2 mb/sek. That is still not the case in all rural areas. In the capital Reykjavík it is 50 – 100 mb/sek.



The diagram above show how linked to distance the speed is.

## Local Digital Agenda

Each partner has contributed information on their local digital agenda. This highlights some differences in the way digital inclusion is approached in the partner countries and gives some insights into the different methodologies used which will be explained in more detail later in the document.

Overall the rationale for delivery is very similar in all of the organisations. The national digital agenda in each country feeds into the local agendas and so the focus on high speed internet, engaging vulnerable groups, and using online government services is given a high priority in each local strategy.

There are however differences. Dedalo Fundacion and Fundatia EOS's local plans have a clear focus on building ICT infrastructure, connecting rural communities and developing the use of online services to increase employment, engaging SMEs and boost the local economy. This is less of a focus in the UK with London and Peabody's focus in particular being on increasing the use of online services by vulnerable groups to access government and Peabody's own services.

The Agricultural University of Iceland however have identified infrastructure and speed as being the key local issue with speeds and effectiveness greatly affected by climate and geography, impacting on its use by business and individuals.

Despite these differences there are of course a number of commonalities, not least of which are engaging vulnerable groups to improve their digital skills, improving health and social outcomes for people and building connected communities.



## London (UK)

### Summary by Peabody

With the government proposed 'Digital by Default' programme Peabody has been looking at ways to improve services we deliver online or by other digital means. To help our residents Peabody has recruited volunteers who are known as digital champions.

They provide training on how to use a computer; access the internet and log onto the internet and 'My Peabody' our online secure area for residents. Since the introduction of services such as My Peabody residents now have access to many of the services provided by Peabody online, this new service helps our residents communicate better with Peabody, and in many cases, saves them money and makes their lives easier. With the development of apps Peabody are working on re-launching the Peabody website, the new website would be compatible with mobile phones and tablets, the look and feel will be different and information will be presented in an easy to use app.

It is our intention to maintain the Net Worx Project as an on-going scheme which will help our residents, young and old, become more internet-savvy and provide them with internet access in their community centres.

*"Research shows that 72% of our residents have broadband in their homes, but that still leave 28% without access – some are young people on low incomes but the majority are residents aged 50 plus".*

How is Peabody helping?

- ✓ 600 homes now have WiFi access.
- ✓ Ten sheltered housing schemes now have digital inclusion activities as part of the services provided.
- ✓ Peabody has a digital van (Digivan) which goes to remote estates where there is no internet or community centre facilities to deliver IT sessions to individuals on their door step.
- ✓ Over the coming year Peabody will be introducing new services online and stepping up its work to enable people to make use of digital media.

More information on what Peabody are trying to achieve locally can be found at <http://www.peabody.org.uk/community-programmes/computers-and-internet.aspx>





## Navarre (Spain)

Summary by Dedalo Foundation

There is not a proper “Digital Agenda for Navarre”. Outline below briefly is the main ICT-related strategies that the Regional Government is following:

### Moderna Plan (Economic Development Model of Navarra)<sup>ii</sup>

This is a *strategic plan* that promotes change towards a *knowledge-based economy*, specialising in the areas of *health economics*, *green economics* and *talent economics*, and which seeks to place Navarra among the top 20 European regions in GDP per capita.

We can find some references, among the transverse key factors for the plan, related to ICTs and seniors:

- Education, talent and human capital: seeing the need to make the maximum profit of senior talent for the benefit of society.
- Public administration: the computer communication system shall be the medium of choice between the Public Administration and the users of the public services.
- R&D&I: seeing innovation as something which shall permeate all areas of life, giving access to all citizens to the necessary training.

It is a priority in Navarre to invest time and resources in scientific – technological dissemination to allow society to understand and participate in these developments. It is also a priority to review customer demand to produce innovative products and services.

### Plan for the Promotion of Information Society and Telecommunications<sup>iii</sup>

This ended in 2007, but despite this we want to outline this strategy briefly, due to its relevance and positive results in the region:

- Building the Information Society: establishing the pillars for the IS, the regional ICT sector and the telecommunications infrastructures.
- Digital contents and services: with value added.
- Information Society culture: promoting the dissemination, education, and training for a participative and active society.

**navarra.es** Cursos de introducción a la informática, Internet y correo electrónico

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lleno de posibilidades

Gobierno de Navarra 2012 | 2013

Además del Gobierno de Navarra financia:

Colaboran:

## Timisoara (Romania)

Summary by EOS Foundation

The priorities of the Digital Agenda for the Western part of the country were identified during the road show held in Timisoara. During the conference, the debate focused on the following pillars of the Digital Agenda for Europe 2020:

Pillar 1 - the digital single market,  
Pillar 3 - Reliability and Security,  
Pillar 5 - Research and Innovation and  
Pillar 7 - ICT for social challenges.

Participants could take part in various workshops where they learnt about implementing strategic actions and proposed new initiatives as follows:

- ✓ Revision of Directive digital signature;
- ✓ Suitable skills for the digital age on the labour market;
- ✓ Using ICT for sustainable healthcare;
- ✓ Manufacturing industry - opportunities offered by a digital interoperable economy;
- ✓ Research and development in the local and regional ICT sector for the digital economy;
- ✓ e-Government for easy operation of SMEs;
- ✓ Attracting private investment for research and development on IT & C;
- ✓ Funding of public-private partnerships based IT & C;
- ✓ Electronic safety and security of digital dangers for vulnerable people;
- ✓ New opportunities for socially disadvantaged people;
- ✓ Connecting rural communities and reducing digital divide;
- ✓ Promoting a higher participation rate of young women and women retrained in the ICT sector and integration of eLearning in national policies for the modernisation of education and training; implementing long-term policies on skills and digital literacy.

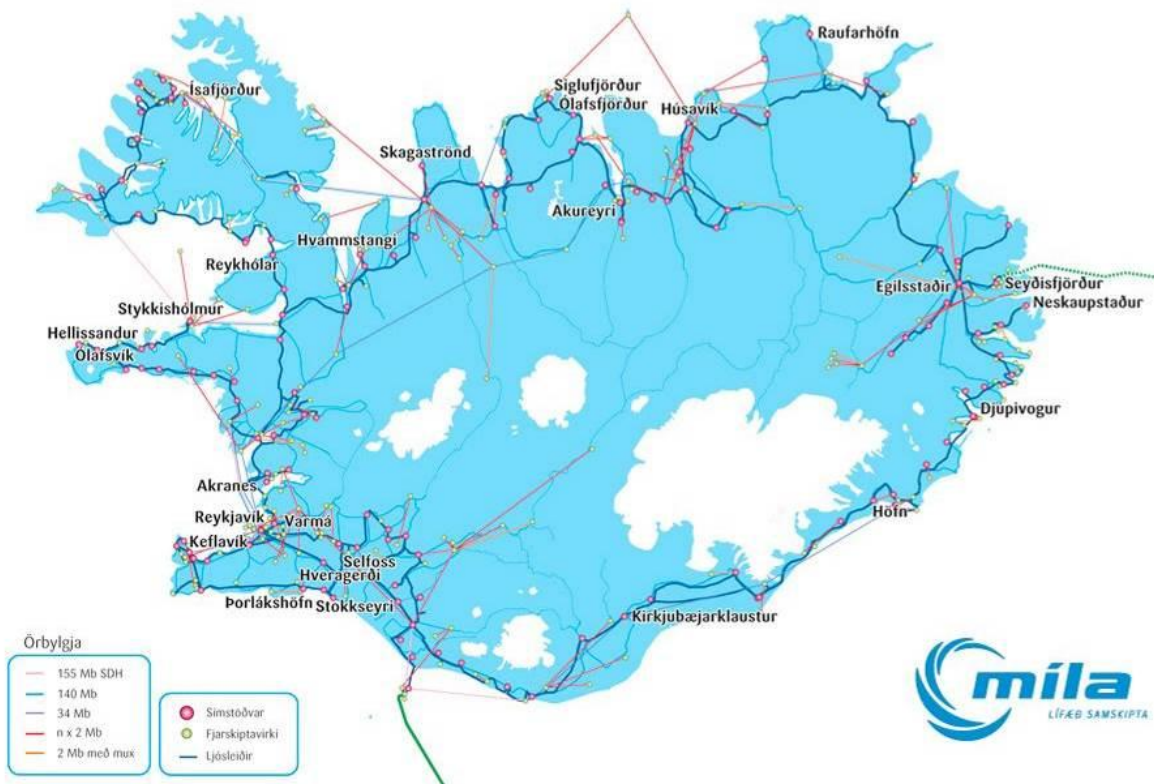
All of these aspects were discussed by people experienced in ICT and were from a variety of organisations including private companies working at European and national level, local companies in the Timis county, non-profit, research and development funded by the state budget, state companies, higher education institutions under public law.

## Vesturland (Iceland)

Summary by Agricultural University of Iceland

Strong digital connections are like roads in modern cultures. The need for a digital society is important for work, regeneration, safety and information for inhabitants. Here we look at Vesturland West Iceland where the participants are taking part in the E50+ project.

The weather can have an impact on internet connections in Iceland. In the area there are problems with television, telephones and internet in some places. There is a very strong internet connection possible all around the country (see picture 2) but there need to be some political issues solved (cost etc) before we can be perfectly happy.



Picture 1. The strongest internet connection available

## **Needs Analysis**

### **London**

The spring 2012 Ofcom report on media use and attitudes states that 79 per cent of the UK population are internet users. While that number is high, there continues to be substantial differences across many measures including age and socio-economic group. Those who are not online are more likely to be semi-skilled and unskilled workers, pensioners (without private pensions) or people who are unemployed. Those who are older are also less likely to be online. As Peabody strives to help more of its customers overcome barriers to getting online, we have begun to target these groups to become more digitally active.

In 2007 Ofcom reported that 63 per cent of UK residents were online, which mirrors the report Peabody had done by Ipsos Mori in 2008 which stated 63% of Peabody residents were online. If the progress of Peabody residents tracks with the national trends, then as many as 79 per cent of Peabody residents could be online. One of the major factors that influences whether people are online or not relates to their employment status. Peabody residents have significantly higher rates of economic inactivity and unemployment than the national average. We therefore estimate that some 75% of Peabody residents are online.

The benefits of being on-line for our residents on Peabody estates can be far-reaching, from improving health and wellbeing and education and employment opportunities, to personal time and cost savings. These benefits can be felt by young people and older people, the vulnerable and the resilient, individuals, estates, communities and society as a whole.

#### **Health, wellbeing and independence**

Digital inclusion can greatly improve the lives of individuals who are socially isolated.<sup>1</sup> The internet allows for inexpensive and easy contact, involvement in new activities, and access to goods and services which may otherwise be difficult to reach for older people isolated by declining mobility, lacking transport provision and carer duties.<sup>2</sup> Webcams, iPads, iPhones, etc. allow for face-to-face contact all over the world, whilst Facebook and other social media sites allow people to quickly and easily chat or send messages to each other for free.

The internet can also involve people in new and existing hobbies, for example by taking part in online courses and activities for older people, which can help prevent isolation. Online shopping and banking, as well as online public services can also be used to facilitate access to basic services for those who find accessing the high street difficult due to old age, disability, illness or rurality.

These services can have the added benefit of saving users money. Personal time and cost savings accompany digital inclusion, and comparing services, paying bills, shopping online, and using free services such as Skype can bring savings of between £130<sup>21</sup> and £560 per year<sup>22</sup>.

#### **Community cohesion & empowerment**

Participation in online neighbourhood networks increases understanding between groups and improves communities and community relations. Studies into the frequency and activity of interactions between people both online and face-to-face and neighbour recognition, have found that those involved in online community activities were more socially proactive than those who were only involved offline.<sup>6</sup> These kinds of interactions can be formal (such as neighbourhood networks, petition



sites, and reporting platforms) or informal (e.g., social media tools such as Facebook groups that bring together residents in an informal tenants' and residents' group).

### Improved educational and employment achievement

By having access to a computer and the internet at home, children's educational achievements can improve. Digitally included children are likely to achieve an increase of ¼ GCSE grade per subject<sup>10</sup> and if the 1.6 million children who do not use the internet at home got online at home, their total lifetime earnings could be increased by over £10 billion<sup>11</sup>.

The internet can also benefit digitally excluded adults by helping them to re-engage with learning and increase their skills and gain new qualifications in flexible ways.<sup>13</sup> Access to the internet can also help adults develop new ICT skills that can help in accessing better employment opportunities. With 25 percent of jobs advertised solely online<sup>15</sup> and 90 per cent of jobs now requiring computing skills, IT proficiency has become fundamental to getting, keeping and advancing in almost all jobs.

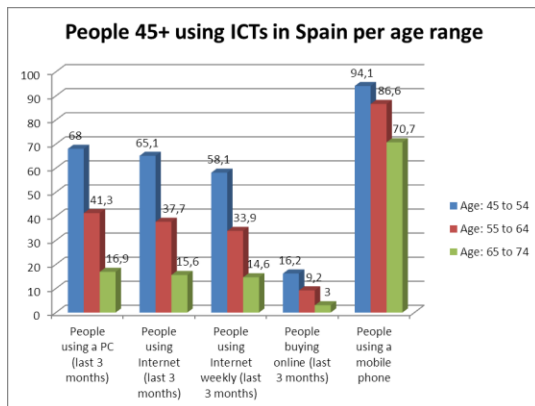




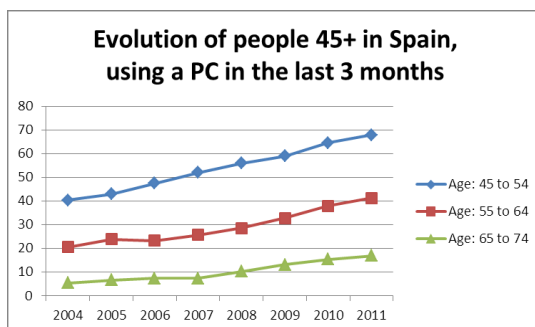
## Spain

Trying to set in a context for the ICT needs in Spanish elders, it is possible to say that regarding Spanish homes, 71,5% have computers, 80,6% have landline phones, 95,1% have mobile phones and 62,6% have access to the Internet. Across Spain there is 99% of DSL coverage (broadband).

Regarding usage, as we can see in the graph below, the most spread ICT service between our target group is the “mobile phone” (70% to 90%), while the usage of “computers” or “internet” are considerably inferior (15% to 40%).



There is a slight difference in the usage per gender, with higher usage by men than women.



In the next graphs we will see a positive trend in the adoption of ICTs by elderly people in Spain regarding the usage of a PC, Internet and even buying online.

To summarise, it is possible to say that while the general overview of ICT services availability is good in the country, usage by our target group of elderly people is highly important, with slightly higher needs in elderly women. The trend in ICT adoption by the elders is positive, but still slow. It seems that the main barrier for ICTs adoption is a lack of usefulness and interest, alongside the lack of e-skills and the high costs of technology.

It can be seen the most important factor to engaging elderly people on ICTs usage in Spain is motivation. It is necessary to raise awareness about the possibilities, benefits and advantages of ICTs for older people.

Additionally, we can say that older people attending our activities do it, mainly, to try to be active, they like to feel like ‘going back to school’, to communicate with relatives far away, and to meet other people like them and have fun. The main ICT demanded after the basic ICT skills are internet utilities (maps, news, travelling...), communications (email, skype...), digital photography, mobile usage, etc.

## Romania

### Identification of need

- Our organisation and telecentres provide ICT training for the wider community and through running our ICT courses, we realised that people that were attending our classes were mostly young people and people of middle age. Older people did not express their interest in these training courses and we wanted to attract them to help them learn new skills in new technologies.
- The need to organise this training became apparent after some of our telecentres managers identified in their communities a few people over 50 who took part in IT initiation training at our centres. The managers realised that ICT skills levels of older people were very low but if motivated, older people could be very good students. Trainers also identified that older people could be attracted and motivated if they understood how technology could help resolve some of their needs.

### Why we care? What motivated us to set up our ICT projects for seniors?

- The most important reason behind the focus on this group is the reality existing in Romania: seniors are people close to retirement age and have financial, social and communication problems given the fact that their income decreases, social bonds are not so strong and the communication need is much higher than the period when they were in the labour market. Romania is facing, in the last few years, a large population migration to other more developed countries with young people moving leaving older parents often lonely and socially isolated.
- We began to look for funding to develop projects for seniors. Thus, we joined E50+ and Carer+ project so we could reach our target group easily.
- In order to identify the senior's needs better; we commenced research which consisted of organisations, of focus groups, including experts from the ICT and social care system, and people with a lot of experience in working with elderly. Individual interviews with these experts were conducted in order to identify the key requirements. Questionnaires were also used.

## Barriers and Solutions

There a number of potential barriers to older people accessing the internet. We expected these to vary from country to country but again we found that the similarities in our experiences outweighed our differences.

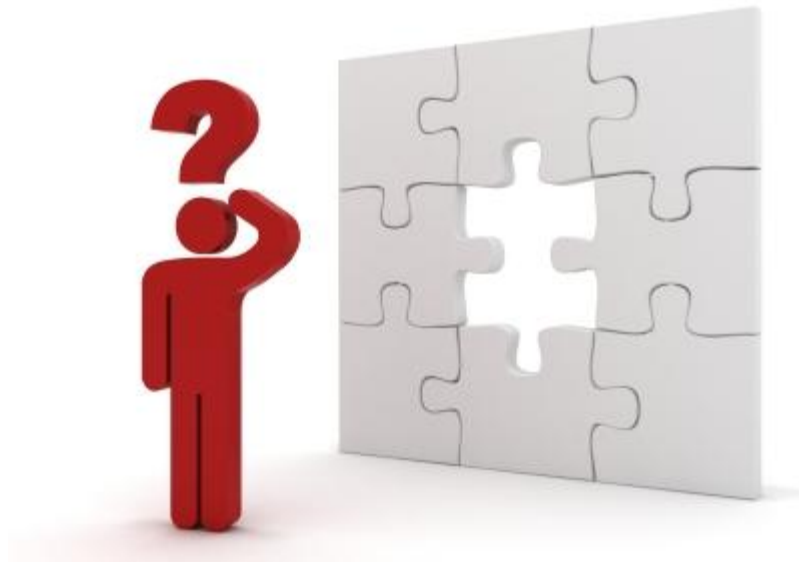
The key barriers identified by all partners were

- Lack of interest in ICT – “What is in it for me?”
- Not having access to ICT
- The perceived high cost ( a reality in some countries)
- Lack of skills – “I don’t know how?”
- Fear of using ICT “What if I break it?”

The partners all have different learning styles and through these have identified a number of potential solutions

- Awareness raising
- Introductory Courses
- Configuring course for older learners
- Using tablets rather than PCs
- Taking training and ICT to older people
- Ensure programmes are learner led

The following chapter outlines the specific barriers identified by organisations and explains the various approaches they have used to break down these barriers.



## London

The UK government decided in 2000 to move public services online, with the commitment to complete this by 2005. This was in response to an increasing expectation that people and businesses wanted to find information and do business with the government online, 24 hours a day. The government also aimed to modernise public service provision and reduce costs.

The main barrier associated with these proposed changes is that local citizens found it hard to identify the benefits of being online if they did not wish to engage with the government. The learners we have engaged with in the past outlined the reasons they are not online as:

- They don't know how to use ICT
- They have little or no access to the internet
- A lack of confidence of how to use computers and the internet is the major factor, particularly for older customers
- There are many fears about privacy and security.
- The other major reason people do not use the internet is that they aren't interested or don't see the benefits.
- Cost and affordability can be key factors for not being digitally active.

This is where Net Worx came in. This project reintroduced the internet to everyday citizens and was set up to help individuals understand and enjoy the benefits of, keeping in touch with families around the world. The informal approach taken on the project, has enabled positive relationships to be built between learners and volunteers, thereby creating an atmosphere of encouragement and shared learning.

The project is a fantastic way for individuals to engage with their local community, make new friends and develop good communication and problem solving skills. Both learners and volunteers have gained new skills and confidence through this project.

In addition to the delivery of IT training, the volunteers play a key role in tackling loneliness and social exclusion by befriending the older people and helping them build connections with each other and their local community.

The volunteers were able to build relationships with the older people, challenging the preconceptions they may both have held about each other. In one of the Net Worx workshops it was the first time two of the older people had spoken to each other, despite the fact that they were neighbours!

The solution to helping people get online is to identify links and interests, something that will make them want to learn more and will make them want to keep coming back:

### **Accessing the internet**

- Nearly 80 per cent of people in the UK are digitally active; between 70-75 per cent of Peabody customers are digitally active.
- Internet usage varies significantly by age group (for Peabody customers there is a wider gap than the national average) with younger generations being far more active than older ones.
- People are increasing accessing the internet using mobile devices and platforms.

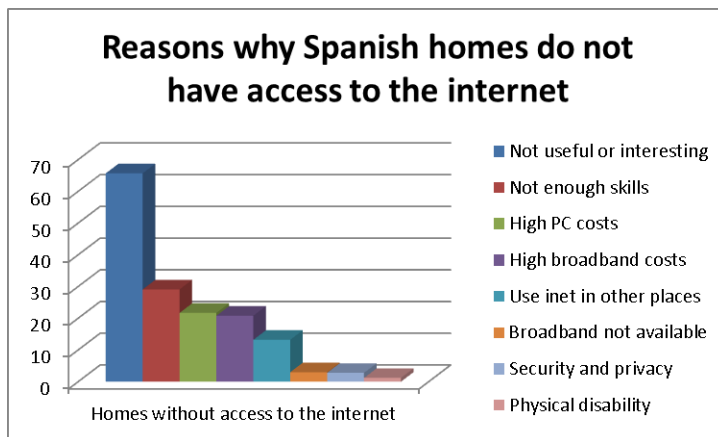




## Spain

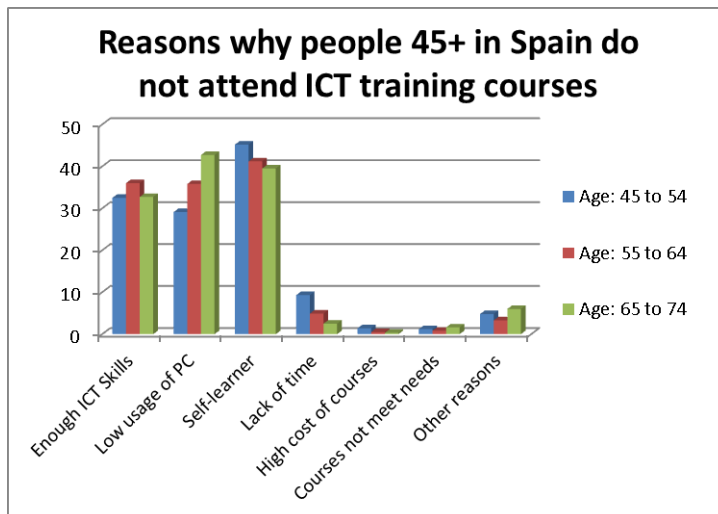
The main barrier for ICT usage and adoption in Spain, as we can see in the graph below is the perception of users about the internet, feeling that it is useless and not interesting. At a considerable distance, we can find reasons like “I do not have enough skills”, or “the price of equipment and connection is very high”.

This data outlines the importance of working to increase motivation, raising awareness on the possibilities, benefits and advantages of ICTs, as Dedalo continuously does with initiatives like the ‘Computer Security Week’, ‘Internet’s Day’, raising awareness campaigns for children, elders, etc.



Reasons why Spanish homes do not have access to the internet.

Considering the access to ICT training courses, we will discover that there are three main reasons why elderly people do not attend to them, either “they are self-learners” or “they have enough ICT skills”, or on the contrary, “they almost do not use a PC”.



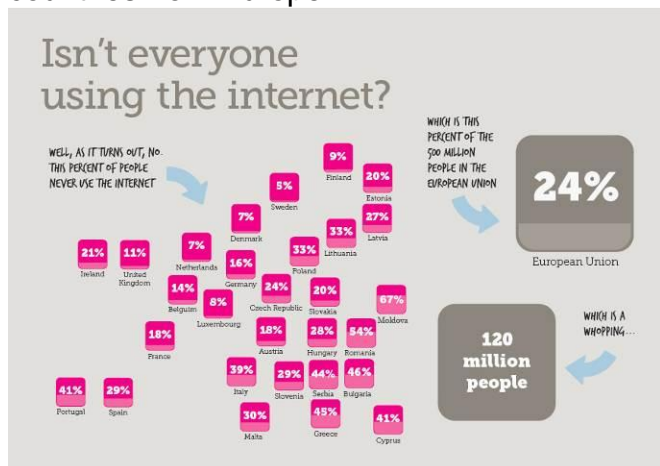
Reasons why people 45+ in Spain do not attend ICT training courses.

Dedalo is continuously offering different types of ICT training to meet a variety of needs. Regarding these types of elderly people, we are trying to engage them through introductory courses to discover the possibilities of the Internet, building in practical workshops for those advanced and self-learners, etc.

## Romania

In Romania, the digital opportunities are large, access to new information technology is very easy but the digital divide is very large. Significant differences can be seen between Western Europe and Eastern Europe, and also from urban areas to rural areas. Although Romania has higher digital opportunity than many other countries situated in the same region, we see, however, on the map below that Internet access is significantly reduced compared to other EU countries.

Take a look at the figures that represent the usage of Internet in European Union countries and other countries from Europe.



### 1. Main barriers for non-usage of the internet and computer for the 50+ people

The most relevant experience that EOS had in delivering training for **E50+** people was during the seminars and workshops that were organised at

- The European Get on line week campaign ([www.getonlineweek.eu](http://www.getonlineweek.eu)) – a digital inclusion campaign implemented by Telecentre Europe AISBL in partnership with national partners, and
- At the national research for Carer+ project ([www.carerplusproject.eu](http://www.carerplusproject.eu)), a project with the 65+ people target group, receiving home care services and also the domiciliary care workers and caregivers. The Carer+ project is one of the most relevant projects in this area developed in our country and the research made by EOS as national partner revealed a lot of information regarding the barriers, problems and mentalities that makes it difficult for seniors to use computers and the internet.

As a result of the seminars organised during Get online week in Romania, most of the seniors in attendance at these seminars enrolled in ICT courses in order to develop the basic ICT training they received during the campaign.

Based on the reality on the ground, the barriers that are leading to the non-use of technology and internet are different and can be grouped into categories as follows:

- **Big acquisition costs and/or unfamiliarity with the use of ICT equipment's** – high PC costs compared with the incomes of the 50+ people, many are retirees; it is very hard for those on small incomes to buy the latest generation technology;

- **High broadband cost especially in the rural areas** where internet access is limited: there are still a lot of regions where the access to the new technologies is quite limited – in particular economically and geographically disadvantaged areas;
- **Lack of skills and knowledge in the ICT field** – older people do not have the same skills in ICT as younger people and they feel that this is a big disadvantage for them;
- **Fear of damaging the equipment;**
- **Health problems** – a large number of elderly people in Romania - especially those aged 70+ have poor health and find it hard to get out to telecentres;
- **Barriers related to physical disabilities** –most of the current ICT equipment is not adapted to the elderly’s need. At this age, the seniors have all types of psychical disabilities and special equipment’s should be produced for them;
- **Lack of interest and no attention paid to the ICT use** – they are not interested in using technology because they believe they have other basic needs yet to be satisfied.

### **Solutions:**

The solutions to these problems are quite complicated because it’s very hard to give free computers to so many people – The ageing process is accelerating and the number of older people is higher than that of the young people in the labour market. Nevertheless, the organisations and telecentres encouraging the use of ICT are finding better solutions and preventing the digital divide among the 50+ people. At organisational level we implemented a few solutions in order to resolve this problem, such as:

1. Implementing latest technology projects like the Carer+ project, where we bought equipment (internet tablets and smart objects) and software adapted to the senior’s needs
2. Using the EOS mobile training team (goes wherever training is needed using laptops), to organise ICT training sessions for seniors in the Day-care centres or homes for elderly. This catered for the lack of equipment and initiated the idea of a computer room.
3. Setting up telecentres and employing local public administrator to manage ICT courses for the community, especially for the seniors.
4. For those receiving domiciliary care at home or having problems in going out: the most important solution that we so found was to try to raise interest and awareness. In order to initiate their interest in learning and cooperating we spoke with the people they trust, such as care workers or relatives, with a good influence in their lives. They helped persuade older people of the benefits of ICT and helped to enrol people on the computer course.
5. The fear of damaging the equipment was overcome by ensuring that the ICT trainer, apart from having good ICT skills also had good people and “psychologist” skills, enough to convince the seniors that the equipment cannot be damaged easily.
6. For seniors with health problems/Barriers related to physical disabilities, technologies adaptive to their needs were brought in and this approach was informed by the Carer+ project especially to target this disadvantaged group.

## Iceland

We found out in the need analysis that the focus should be on men, not excluding women. Our aim was to find solutions to get more 50+ men (and of course women) from rural areas to use computers. We used blended methods; met in groups during the project time, one evening per week, and mixed group work, power point slides and talks from various experts, and then later, e-learning. We asked the participants what they were interested in, and after that we looked at English football (on the internet of course/ homepages), old tractors, handcraft etc.

We also used the visits to partners: Participants (chosen from the most active E 50+ participants on workshops) met, prepared work with Google earth and homepages, and after each trip we shared pictures.

The E 50+ courses are mostly short courses on special skills and aspects relating to issues of interest for the participants.

What is innovative is our special method for delivering the courses. We do not lecture and give them just theories; we involve all the learners and get them to collaborate in groups to solve common problems. We found this to be a more effective and sustainable learning method, leading to really good results.



Another innovation is the use of e-learning. Even though we invite participants to exciting workshops and idea cafés in our regions, we consider that many people work and live in remote areas and do not have time to join and learn together every day or every week. Also, the best ideas often come after the course on our way home.

So e-learning is a practical way to communicate via distances, share ideas and knowledge and develop new projects together.

It is not as difficult as you think. Once you are online and started contributing with your first information and ideas it becomes easier and easier and even very exciting – like Facebook.

E-learning provides an opportunity to access exciting learning experiences. It has nothing to do with

electronics or technologies. We are just using a keyboard, a computer connected to the Internet as well as some software, which helps us to collaborate and communicate like in the classroom. It takes a short time to get used to these new instruments, but then your most important task is to communicate and as a trainer to stimulate, to facilitate the learning process.

So there is no big magic about e-learning. The learning processes still take place in our heads. And human learning does not become more intensive by using high tech and multimedia. In E 50+ we will be using some learning technologies and some media to support the learning process, but we do not want to replace real human interaction

## Motivational techniques

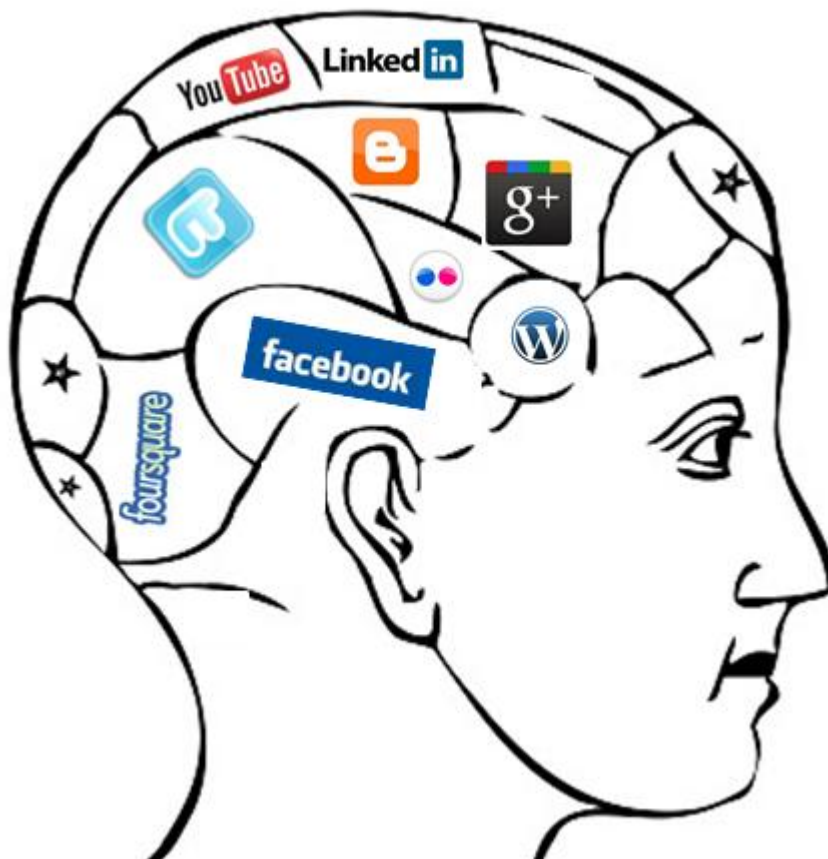
One of the main challenges in engaging older people with ICT is dealing with the barriers explored in the previous chapter and finding ways to motivate older people to use ICT for the first time and then maintaining that motivation for what can often seem a daunting and difficult subject.

This programme has discovered a number of similarities in approach across Europe for motivational techniques. Lessons are often delivered differently for example, formally in Spain, Iceland and informally in the UK and Romania but in essence the message is the same.

The key themes identified are

- Tapping into people's interests/hobbies
- Helping them to look at their skills
- Creating a friendly, sociable environment
- Making learning fun
- Awarding achievement

This chapter looks at these themes, amongst others from the point of view of each partner providing useful tips on how to begin to engage older people with ICT and then how to keep them motivated.



## London

A recent Ofcom report on Adult Media Use and Attitudes shows a significant increase in the proportion of the UK population currently using the internet from 59% to 79% in the last six years. The ways that people are accessing the internet are also rapidly changing with the increasing use of smartphones and tablets.

It is in this context that Peabody commissioned this report and research to gain a better understanding of customers' needs, preferences, and use of digital channels and to support their strategy to continue to expand their digital inclusion work through community programmes. The key findings below drawn from hundreds of conversations with customers, a review of the latest national data on digital inclusion, and an analysis of Peabody's digital provision and activity.

Benefits of digital inclusion.

- Being digitally active can improved health and wellbeing.
- It can mean better access to education and employment opportunities.
- It can also result in substantial savings of personal time and money.

There are a number of ways the internet can be used to save money. For example, Skype enables users to make free video calls, receive discounts for paper-free billing from some utility providers, quickly find the cheapest provider of utilities, insurance and goods, and acquire, buy or sell items through sites such as eBay or Freecycle.

Personal time and cost savings accompany digital inclusion, and comparing services, paying bills and shopping online can bring savings of between £130<sup>21</sup> and £560 per year<sup>22</sup>. Price comparison sites not only provide savings for consumers, they also drive up price competition. Price comparison site uSwitch.com found that using price comparison sites can generate savings of 13 per cent for groceries, 15 per cent for travel and 21 per cent for services.<sup>23</sup>

Those living in the 3.6 million low income digitally excluded households are missing out on annual savings collectively of £1,090 million a year. For the 4.4 million households with no economically active people, savings missed are around £1,720 million per annum.<sup>24</sup>

To keep learner motivated during their time on the project we often do the following:

- Asks questions about learners hobbies and plan session around their interest.
- Help them keep in touch with family members
- Be flexible regarding learner needs and the way classes are delivered
- It is also useful to have an online platform where they can share ideas and ask questions, out of hours.

We offer motivational support for our volunteers whilst they are on the project. It is important that there is a named contact for volunteers, should they have any problems, questions or queries we also offer:

- Travel Expenses - Reimburse travel expenses.
- Regular Contact - Via email, phone and text message.
- Value Volunteers - Make volunteers feel valued. Providing supervision, appraisal, and training, and thank you ceremonies, Christmas parties etc.
- Set up social media website from the outset so potential volunteer have a place to go for information and guidance.



## Spain



There are lots of reasons why an elderly person may join an ICT training program. Therefore, we will try to summarise the most important ones, according to our experiences.

<p><b>Being active (active ageing)</b> Some people want to live an active life, so they like using part of their free time with ICTs.</p>	<p><b>Catching up with ICTs</b> Almost every elder says something like 'I have arrived late to ICTs'.</p>
<p><b>Peer pressure</b> Directly, as there are people who have acquired the habit of ICT training, and they encourage others to attend the training courses. Indirectly, as some people see that other elders have been able to become digital, and then they say to themselves, 'I am able too!'.</p>	<p><b>'Going back to school'</b> Many elders could not receive a proper education in their childhood, so the possibility to join a formal training course is seen as a second chance or a coming back to childhood (in a figurative way).</p>
<p><b>Enjoying their free time</b> Just finding a way to spend some time with friends and neighbours, especially in the smallest villages with poor leisure time offers, and in groups of people with bigger difficulties.</p>	<p><b>Communicating with relatives</b> Those who have relatives, especially sons, daughters or grandchildren in faraway cities or countries.</p>
<p><b>Getting deeper on ICTs</b> People who have acquired the basic digital skills and want to go on with the learning, start using particular types of applications, etc.</p>	<p><b>Fighting loneliness and isolation</b> Taking the opportunity to attend a training course as an excuse to meet other people.</p>
<p><b>Sharing their memories</b> Taking out their old pictures, remembering their youth stories, historical and cultural memories, and sharing them with others, either elder like them or youth</p>	<p><b>Renew with vitality</b> By means of intergenerational activities, enjoying the company of children and young people.</p>
<p><b>Having a say in their communities</b> This means, not only to being active, but also to take part in the social life of the community through associations, festivals, denounces, etc.</p>	<p><b>Handicrafts, etc.</b> Or any other issue that can be related to ICTs by means of, i.e., surfing the net to learn how to do it, or to show online the work and results, etc</p>

## ***Techniques to keep the interest***

Every teacher and responsible of training has their way to keep attention and interest, which also depends on the group, their interests and motivations, the relationship between them, etc. In our experience we have been working with different techniques as:

<p><b>Friendly</b> Creating a warm and homely atmosphere, getting to know each person, addressing them by their names, using an informal and friendly style, referring to their hobbies, interests.</p>	<p><b>Social</b> Promoting a good relationship between the participants, sharing between them.</p>
<p><b>Enjoyable</b> Having fun in class, using humour.</p>	<p><b>Flexible</b> Adapting contents and rhythm to the students' needs and interests.</p>
<p><b>Practical, useful and task-oriented</b> Using the computer from the outset, doing exercises related to their interests, needs and the tasks towards they are oriented to.</p>	<p><b>Examples</b> Setting examples related to their interests.</p>
<p><b>Individual support</b> To each person in the group, devoting them their time, attention, listening to them.</p>	<p><b>Informal monitoring</b> The responsible person of the training talking informally about the course, out of the class, detecting problems, lower interest, etc. and take corrective actions.</p>
<p><b>Recognitions, prizes, raffles</b> Informing about the rules to obtain a certificate of attendance, the availability of some gift, or prize to be raffled, the online or public show of their work, the organization of an end-of-course party</p>	

The issue of motivational techniques and learning methods to increase ICT knowledge and usage between elderly people is a hard one. There is a wide range of parameters that affect the success or not of a training experience, from the design, the responsible person, the promotion and enrolment, the group, the teacher. Our focus has always been on the people over the technology, looking for the utility of the training for the elders, making the learning process a joyful, enjoyable and social one. At least in our experience, this has been a successful way to tackle the issue of ICT learning for elders.

## Romania

**What we hoped to achieve within this programs?** We wanted to demonstrate that technologies can be important at any age and that ICT is very important for old people. **And our research revealed that indeed ICT technologies are welcomed in elderly people's lives because it can help with a range of their needs and problems.** Our trainers that work with this target group are very motivated to do this because they know that the final result is the active participation of seniors in society and the training they deliver resolves a lot of needs as:

- Need to have an active and creative social life, possibility of accessing public and commercial services, thus improving quality of life and reducing social isolation; the need to enjoy a healthier life and a better quality of everyday life for a longer period with the aid of technology, maintaining in the same time a high degree of independence, autonomy and dignity.
- They may be better informed than before and thus they can assume more the responsibility for their own health, physical condition and an independent life using information that can be found on the Internet or the individual solutions offered by ICT in everyday life - reading online newspapers, electronic forums, websites and digital libraries.
- To improve communication between elderly and family - especially when they are away. Social aspect is very important and technology can remove the distance and foster better relationships with others.
- Technology can keep seniors updated regarding everything that happens outside their environment because some elderly people never go out of the house being no longer in touch with reality and with what's going on.

### How seniors can be motivated?

It took some time until our trainers and project managers developed their training techniques and they decided which approach they should have when working with older people.

- The focus is mainly on providing an active learning experience. At the beginning of each training unit people are offered examples from real life in order to introduce certain content. Students have to answer at questions as "why should I learn this thing? Will it help me?" This helps learners to see the possibilities.
- An important aspect is the content segmentation and to adapt this content to elderly's learning pace and for the same content to use different support mechanisms (audio, video, text); these things are necessary in order to maintain the students' attention. For this target group the attention interval is smaller, so we have to take this into account when we provide the information;
- You have to identify the sensitive point of each student, in order to see what we can "exploit" so our trainees are tempted to become more ambitious and are able to learn something that will make them happy, will fulfil their wishes or will respond to one or more needs; "you will have the opportunity to see and to speak with your grandson every day just paying the internet subscription;"
- To teach social media because this generates a lot of excitement as it gives people the chance to connect with people of the same age and with the same interest;
- To help people to connect with society and promote independence.

## Lessons Learnt – Visits

The visits to the partner countries provided a number of learning opportunities from looking at how ICT training was delivered, exploring cultural and social differences to learning about the political and economic situation in each country.

This learning was invaluable not just for staff who picked up new skills and tips on how to deliver training, but also for learners who had a unique opportunity to work with staff and learners from other cultures and experience life in another country.

In the following chapter each partner gives feedback on what they felt they learnt for the visits and how it has helped them to change their teaching and learning practices.



## Lessons Learnt - Visits London

Working with partners across Europe, meeting fellow Europeans and taking part in joint activities has a very positive influence on learners, teachers and staff. Yes, involvement in European collaboration means a bit more work, but it also brings many benefits for all involved such as learning together; experiencing cultural and language diversity and making new friends abroad.

The visit has been invaluable we have learnt so much from each other. Team work with other local stakeholders strengthens links and increases mutual understanding, also cooperation within other European regions creates opportunities to exchange good practice, to learn together and to improve the quality of ICT for all.

By combining both the local and the European dimensions of cooperation, Lifelong Learning Programmes helps organisation such as Peabody to open up to the wider world. They have helped Peabody improve on the services they offer residents and the community as a whole. Participation in the E50+ project has made a significant impact on the quality of teaching and learning and on the motivation of those concerned.

As part of our involvement in the E50+ project Peabody has been able to trial a more formal way of delivering ICT, this was a format introduced by our Spanish partners. Dedalo Foundation has extensive knowledge in planning and delivering formal ICT classes to the community. Peabody utilised their knowledge in this field whilst planning and implementing six weeks course for their learners.

As a result of our involvement in this project we have been able to offer our learners more diverse and challenging ICT classes.





## Lessons Learnt - Visits Spain

Working with different European partners has provided us more ways of working with older people. The networking has been an extremely valuable opportunity to learn about other countries and experiences.

We know that we don't need to reinvent the wheel because it has already been invented, but we need to meet people who is working on it and taking part for the wheel. During each visit we have learned different things from one another,

We have been able to exchange knowledge at every level from association's coordinators to learners and local people. Learner's opinion is very useful for us because he explained us what do they need, what are they interesting in and so on. And of course we could exchange experience between associations.

To conclude we have ready one "Best practice guide" and one toolkit to disseminate our experience. In Dedalo Foundation we are already working in new methodologies outcome of the meeting held with our partners.

That is why, having been presented Peabody's and EOS's methodology we are trying to organize our telecentre's networking like them. That is with volunteers helping the teacher





## Lessons Learnt from the Pilot

As central part of E50+ was the development of pilot programmes in each partner country based on the learning taken from the visits.

Each partner adopted a new approach based on this learning and piloted it for a period of 3 months. This included adopting different working, teaching and learning styles that were adapted to meet each country's needs.

This included adopting more formal learning styles (Peabody, Fundatia EOS), and the use of volunteers to help deliver learning in more informal settings (Dedalo Fundacion).

The chapter below outlines the pilots undertaken by each partner and the learning that came out of each of the pilots.



## Lessons Learnt - Pilot

### London

The pilot testing for Peabody took place week commencing 3<sup>rd</sup> September 2012 to 3<sup>rd</sup> October 2012 and again week commencing 4<sup>th</sup> February to 11<sup>th</sup> March 2013. These courses took place over two locations, one in South London (Gateway Centre) and the other in North London (Kings Cross). The two chosen location were Learning Hubs. The term Learning Hub means there are a number of activities which are planned in the Hub for the local community, for example; access to Employment and Training support, benefit and financial advice services, as well as access to wellbeing events.

During the pilot the sessions run for 2 hours per day at each location at a total of 40 hours over the duration of the pilot. The sessions were planned and delivered by Net Worx volunteers. Peabody worked closely with the volunteers to produce a booklet which could be handed out to the learners at the end of each session. The class covered topics such as, computer basics, getting started with Microsoft Word (letter and CV writing), Excel for Beginners, getting started online and setting up email accounts, online security and online entertainment.

Due to room capacity we could only able to accommodate fifteen to seventeen participants per class. Peabody undertook two pilot testing schemes because there was such a hug remand for classes. In total we engaged with 500 participants during the course of the pilot, we have this high number because some participants showed a keen interest in certain topic, although participants were required to stick with the full 4 weeks or 6 weeks course some only attended the topic they had a strong interest in, those who were able to complete the full 4 week or 6 weeks course were presented with a Digital Champion awards at the end of the course. We had an even balance of men and women with the average age 55+

Learners were pleased with the formal format; some said it gave them clear direction as to what to learn each day or week. Whereas other felt left out, lost and unable to follow what was being taught. Although the feedback was mixed the pilot has given Peabody a way of developing those who want to know more.

Moving forward Peabody will work closely with people in the community who wants to take their ICT learning experience further through more organise workshop and seminars not just in our Learning Hubs but also in sheltered scheme and community centre.

As part of the learning process we would like to incorporate the Net Worx project within the Peabody corporate induction training for all staff, so that staff will have a better understanding of what the project is about, which will give them more confidence when referring people to the service. By taking this step we hope that it will ultimately feed into the bigger corporate business plan, of Peabody's service provision becoming digital by default.

## Lessons Learnt - Pilot

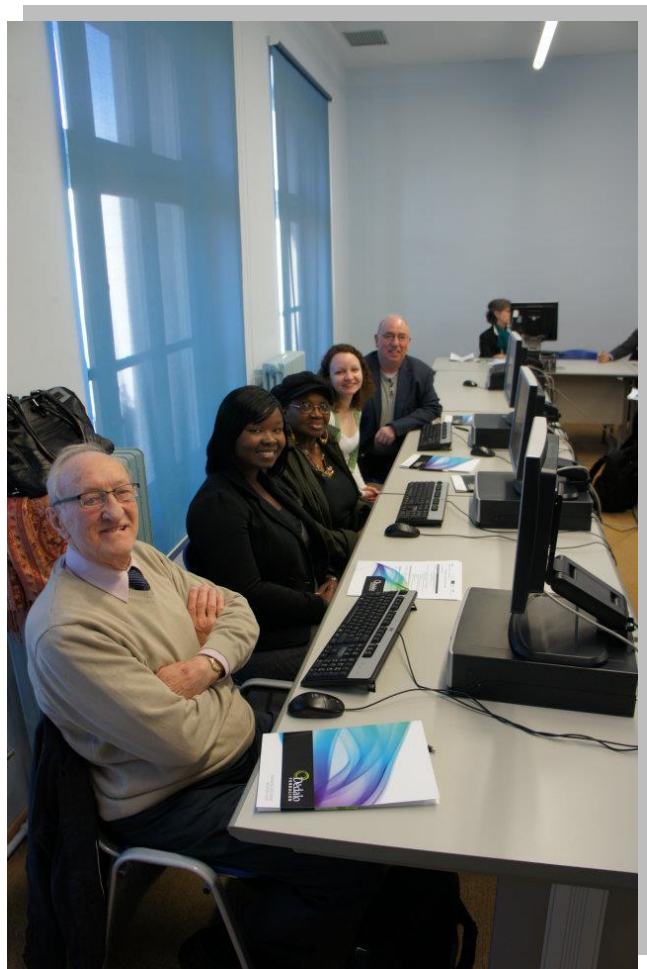
### Spain

According to the exchange of experience during the project we decided to prepare one basic ICT course for elder people, it is called “Tools for ICT beginners” and the teachers have been volunteers, in fact they have been volunteers who have taken part in the project going to Romania and Iceland respectively.

We have prepared an evaluation form and the last day of the course every learners answered it. They must not put the name. And “5” was the best note and “1” the worst one.

The average marks were ‘Teachers 5,0’, ‘Methodology 4,8’ and ‘Centre’s teaching offer 4,8’. Course length has been the worst one valued item and in comments they said that they would like lengthier course because they have enjoyed and have learned a lot and they would like to continue learning.

With the success in this pilot experience, we have the best proof that the volunteering scheme imported during the E50+ project may perfectly work in our context.



## Lessons Learnt - Pilot

### Romania

In Romania the piloting process realised during the Grundtvig Eskills4all project took place between 13<sup>th</sup> of May and June 10<sup>th</sup>. The piloting testing course had a length of 16 hours of formal training, following the model of our Spanish partner “Foundation Dedalo” and also their training methods used with adult’s learners.

The course was attended by 7 people, majority of them women coming from the organisation “German Forum”. Even though most of them are over 70 years they are still very active and were enthusiastic at the idea of coming for this course. Due to their age and involvement in other activities during the day, it was possible to work only two times a week for 2 hours.

Usually, EOS trainings dedicated to seniors are not based on this kind of approach. This was one of the very few trainings where we developed the training scheme and seniors learners didn’t express their wishes on the things they want to learn during the course. In our ICT trainings, in most of the cases seniors are choosing the course modules they want to follow and also are the most important topics for them. According to this they are assigned in one of the training groups, depending also and by the level of competences: basic or advanced.

This time was very different, even for the trainer was a little bit hard to create a course scheme that can ensure quality of training and training sessions that can meet the needs of participants. National coordinator of the project assisted and helped the trainer during the working sessions, to provide the best feedback about the way the training went and about differences between formal and informal (opened) training.

One of the most important issues was the fact that the group were not all at the same level of knowledge. Almost half of them had some ICT knowledge opposed with the other half that never worked or opened a computer. It was quite difficult to bring them all to the same level during the whole training sessions.

Another issue was related to training modules and topics achieved during the course. Each participant had some expectations and things that wanted to learn when training started. The fact that they weren’t all at the same level made some of the modules – (e.g. introductory notions, text editing – Microsoft word) to be allocated more time that initially was planned. For this reason, time allocated for other modules as Power Point and Internet was reduced. So, those especially interested in presentations and Internet had less time to work in things they were really interested in and they were slightly disadvantaged. Trainers tried to cover all the topics that were planned even if for some of them time for review and fixing the concepts was lower.

As a final conclusion regarding pilot testing we can say that for us this training approach was not very appropriate because we think that it is very important for learners to have the same level of ICT knowledge and to be interested in the same topics during whole training period.



All these differences between formal and informal approach have been especially noticed by the trainer and project coordinator and less by participants who were satisfied enough with the training delivered and ICT skills they acquired. Even if we managed to finish all the things that we proposed at the beginning of the training the results were weaker compared with the informal training sessions organised generally for seniors by our training centre.



## Evaluation and impact of the project

A variety of evaluation methods were used throughout the partnership to assess how partners were performing, to ensure learners were engaging with the sessions and to ensure that the overall objective were being met during each visit.

The key evaluation methods was a questionnaire which asked questions around

- The organisation of the visit,
- Participants increased in knowledge as a result of taking part in the visit, and
- How practical the workshop and teaching was to them personally.

During each visit we conducted a partnership meeting this was an opportunity for partners to reflect on the current visit and give feedback to host partners. These meetings also served as an opportunity for partners who were yet to undertake the visit to take forward any lessons learnt.

As expected from the project, learners have: new knowledge and understanding which were acquired through an Intercultural Pathway. These new skills can be used to enhance their life, increase their social inclusion, and improve health outcomes (ICT skills, increased self-worth, assertiveness, and increased independence, ability to access a range of digital media, access to telemedicine and telecare services). They have again a strong ability to share and pass on knowledge. They have also gained greater awareness of cultural differences and broadened individuals horizons and increased self-esteem.

Organisations taking part in the project have benefited through the sharing of experience and knowledge, learnt by observing and interacting with the others, getting different pedagogical methods, new perspectives and techniques for engaging with older people in ICT.

Organisations have entered into a cultural dialogue with the other participants. This provided an invaluable opportunity to learn more about different cultures and gain a better understanding of how to achieve the common goal of European citizenship.

Staff had their work and knowledge enhanced through the exchanging of ideas. Each partner has learned new engagement, motivational and training methodologies that will enhance their daily work and provide valuable insights and approaches to working with older people. This information will be fed to colleagues improving service provision for staff in all of the participating countries. Staffs have also improved their communication skills by working with different countries and have benefited from the increased cultural awareness and understanding a project of this nature brings.

Local communities have benefited through the involvement of local people. Communities have learnt new skills and gained a better understanding of other cultures across Europe. The project, in many ways, empowered local communities in providing a sense of civic pride, increasing skills, increasing social capital, enhancing social mobility and increasing the options of local people through their involvement in Life Long Learning.

The wider lifelong learning community has also benefited through the transfer of new ideas, increased knowledge, the gaining of new experiences and through the creation of opportunities for education and employment of local people. The development of champions and peer supporters has greatly enhanced community cohesion and increased social capital allowing communities to be more involved in their own development.



## Case Studies

One of the most exciting aspects of this programme was the opportunity to fully engage learners in the process of reviewing the methodologies used in different countries through visits to all of the partner organisations.

Many of the learners involved had seldom travelled outside their home country so this programme not only increased learners' ICT skills and knowledge but also gave them an opportunity to see new countries, experience new cultures and in many cases make new friends.

We have attached a number of case studies from each organisation that gives a real flavor of the difference this programme has made to the lives of the learners involved.



## Case Study from London: Never Too Old For Technology: E50+ Whizz-kids lead The Way 14<sup>th</sup> & 15<sup>th</sup> November 2012



In November there was a European flavor in the air as it was Peabody's turn to act as the host for the E50+ project. The visit was a great success, with participants from Iceland, Spain and Romania checking into the Gateway Learning Centre, to join local learners for a technological extravaganza. The E50+ project, aiming to analyse the motivations of people aged 50 and over to use information and communication technology (ICT), has been going for almost 12 months already and combines technological education for the over 50s with social activities.

The mornings were taken up with the theoretical aspect, before learners rolled up their sleeves and put their learning into practice in the afternoon.

As Jeanette Manu, who led the opening session on e-banking explains: "The idea was to introduce online banking services to our learners in a friendly environment where they felt able to ask questions; they were also given the opportunity to put all the theory into practice".

Ritu Kohli, a Peabody Net Worx volunteer ran the second workshop on e-government, which highlighted government services available online and how older residents could access them. Like the learners, she was left with a very favorable impression: "It proved to be a very enjoyable workshop where we shared our knowledge on e-governance.

The learners from Spain, Romania and Iceland were quite enthusiastic and eager to tell about their online governments. Overall, it was a very informative and engaging session".

The learners also had the opportunity to share their knowledge with their European peers. For example, Peabody learners Arthur Mills and Nigel McKeown did presentations on accessing pensions online and selling things on eBay respectively.

But it wasn't all work. A tour of London in the amphibious tour bus showed that there were plenty of sights to see, while there was time to sample local cuisine fish and chips too. An evening dinner helped cement friendships, and this social aspect and the bonding between the different cultures was one of the abiding memories from the visit. As Arthur Mills put it: "It was just wonderful to meet good people from these other countries"

## London



### **Case study – Edna Shirley**

**Age: 83, England**

Participant at study visit to Iceland – April 10<sup>th</sup> and April 11<sup>th</sup> 2013.

At Victoria Station meeting of Silver Surfers - Val Walsh from Covent Garden, Arthur Mills from Kings Cross and Edna Shirley from Pimlico with leader of the troupe Peabody's Jeanette Manu.

Train to Gatwick Airport – chatting all the way! We checked in luggage, and had lunch at Cafe Rouge. Passed through

Customs, and made our way to the plane – all of us taking photographs already.

Icelandic plane of 'WOW' Airways, who had first year in business. Left Gatwick 1435 hrs with smooth flight, good, friendly, comfortable services, even weather sunny. Arrived at Keflavik Airport 16.50pm. Difference in times so need to put watches back one hour. Driver with small bus met us for journey on many traffic-free roads (!) to Centre Hotel Plaza in Reykjavik, situated in one of main squares.

Checked into hotel – rooms good with shower etc., tea/coffee making and TV facilities. I did not completely unpack, as staying at another hotel following night.

We all met in hotel reception about 8.30pm to go out for evening meal. Staff suggested two local restaurants, (one fully booked for the whole night!), but after short walk found good place. Great food – mostly fish dishes, even I (not a great fish-eater) enjoyed salmon cooked three different ways. Chefs made great effort to produce and present food in varying interesting ways – even desserts lovely surprises. For example: 3 individual different iced fruits on ice creams and crunchy biscuits! After too much to eat, about 11pm walked back to hotel.

Iceland was very insightful I learnt so many wonderful things I never dreamt I would learn. Learning to use the iPad was a wonderful lesson.

On return home, I sent an animated email-card to most fellow-travellers on Iceland trip, and received answers and thanks.

One answers as follows:

Thank you Dear Edna. It was so good to have you here in Iceland.

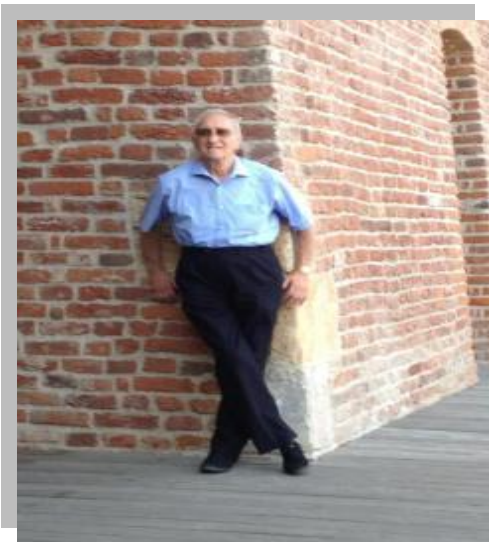
Now the snow is smelting again (that came after you left), and our lamming starts after a week, so we hope that spring is here to stay this time.

Best regards to England

Your friend Ragnhildur Siguroardottir

Note: Her English is not perfect, but it certainly beats my Icelandic attempts!





### Case study – Arthur Mills

Age: 85, England

Participant at study visit to Spain (Tudela, 24th and 25th April 2012) Romania (Timisoara, 20th and 21st June 2012) (London, 14th and 15th November 2012) and Iceland – April 10<sup>th</sup> and April 11<sup>th</sup> 2013.

“This has given me 10 extra years”

Arthur has been interested in I.T. for the past 6 years but, he was not at all interested in going to a class before his daughter showed him football from pre-season matches in Austria. He was amazed – *he had no idea that, that was possible. He thought to*

*himself “I’ve got to have one of them....” And within a month Arthur bought himself a computer....and he hasn’t looked back.*

Arthur now has an iPad which he uses for absolutely everything including television recording, emailing, skypeing, facebooking, googling. “I took my iPad with me during the trip to Spain, Romania and Iceland this is because I wanted to take pictures of everything and I wanted to share my experiences with my family instantly. One evening I stayed up until 2am just talking about computers with Santiago from Spain all the amazing things I do online. Every night when I got back to my room I Skyped my daughter and I email my ICT tutor back home in London to let the class know what I have been doing. The Smart Guide session in Iceland was very informative because I learned a new way of using my iPad, I was able to connect directly with the satellite and receive information specific to location I was in, using a special app I was able to listen to historic information about Iceland through my iPad... how wonderful is that?”

“The trips were absolutely fantastic. I got to meet some real nice people from Spain, Romania and Iceland; an absolute terrific experience. I doubt very much whether I would have been able to see these other countries ever”.

“The Peabody people were so great at organising the whole thing, and looked after us wonderfully well. Apart from being shown how the different countries use the Internet, it was just wonderful to meet good people from other countries”.

“I have been in touch with some of the people I met through Facebook; I could go on and on. But I must stress overall I thought it was really wonderful”.



**Case study – Valerie White**  
**Age: 78, England**

Participant at study visit to Iceland – April 10<sup>th</sup> and April 11<sup>th</sup> 2013.

I just want to say how much I appreciated taking part in the visit to Iceland and being offered this opportunity just because I decided to learn how to use a computer.

Through my time on the project I have been very lucky to come across patient and experienced teachers who were happy to teach me whatever I

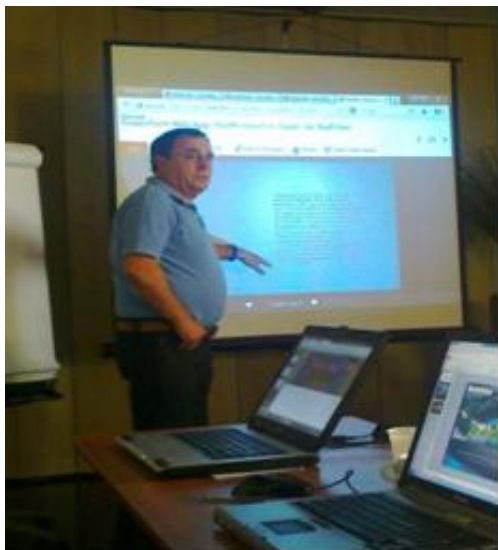
wanted to learn. I have learned how to email and send photos to friends and family, as well as shop online for bargains and download pictures from my camera.

The trip to Iceland was a spectacular treat! Our hostess showed us so many aspects of the country which were all very interesting. It was wonderful meeting other learners from Spain. My fellow travellers Edna and Arthur from London were a great inspiration, you could tell they had been using computers for some time during the visit they showed me all the delightful which can be achieved on online. It was great meeting Older people around Europe it was even more pleasing learning with and from people my age.

I was selfishly sad to find I had not known of the previous trip abroad and that Iceland was the last one!

Although sad to have only taken part in one trip I want to say thank you to the E50+ project for making it all possible, I have developed a new passion for ICT as a result of taking part in this project, learning how to use computers has given me so much pleasure! As well as all the easy contact with my friends and family I have meet so many wonderful people just through the engagement of ICT

## Spain



### Case study – Javier Garde

**Age: 63, Spain**

Participant at study visits to United Kingdom (London, 14th and 15th November 2012) and Spain (Tudela, 24th and 25th April 2012).

I consider the ICT a tool to improve and to widen the communication and relationship between people of the world and specially European citizens so I took part in this activity not only for the aim of technology but also to meet people of other countries and to know about their culture, history and present social reality.

One key thing I enjoyed was meeting new people. This has changed my attitude towards ICT, making me more willing to

use the social networks.

I was impressed meeting very old people interested in new technologies which I know is the overall aim of the project.

My learning on the use of technology includes: The safe use of the Internet especially about E-banking, and the great differences between the Government sites. I can say that British Government pages are very useful because they are structured about citizen's necessities and on the contrary other country's pages are structured around the institutions and it is much more difficult to find out the document you need.

The E-Banking and E-Government activity was very useful, most especially the security part. I hope I can repeat the experience in the future.

I think the experience of organisations and participants entering into cultural dialogue with the other participants provide an invaluable opportunity to learn more about different cultures and gain a better understanding of how to achieve the common goal of European citizenship. It is the main objective because you can learn about ICT in your own country but you cannot meet people of other countries so easily.

It was an unforgettable experience.





### **Case study – Juan Manuel Zardoya**

**Age: 62, Spain**

Participant at study visits to Romania (Timisoara, 20th and 21st June 2012) and Spain (Tudela, 24th and 25th April 2012).

I love learning new things and meet with people. With this project I found the opportunity to learn more about technology and meet with different European citizens. When I saw the advertisement, I went in a hurry to take part in this fantastic program.

The best part of the program was speaking with people from different countries, who are similar to you, noticing more or less that we are all identical. I found the fact that I was showing my region to foreigners very funny. I enjoyed Tudela a lot. I loved the history and I explained our culture to them, which was a very nice experience. Of course, I now have friends in Romania, Iceland and London and thanks to new technologies I can always speak with them. In our first course we created our facebook account and now we can chat with them.

My attitude to ICT has changed since taking part in the E50+ programme I use new technologies as a common thing in my daily life. I use the computer every day and not only this; I encourage my friends to do the same. They are well introduced to the computer world. They use the technologies for on-line banking, buying on-line or using e-administration.

The Project met its aims to examine methodologies and facilitate development.

I have learned a lot about the use of technology, for example now I know that you can see your road itinerary before taking the car and for me this is very useful because now I print my itinerary and I have my personal map in-line with my needs. I use on-line banking. And with my e-mail I can send photos and mails to everybody. I have created a group of friends in my mail account and only with one click I can send them what I want. For me the technology is very useful and after this project I will try to explain it to everybody.

I enjoyed Cloud and E-shopping activity, especially attaching photos in an easy way. I like e-shopping because now I can read more about the products which I would like to buy. On line there is a lot of information. After having the information you can choose where to buy, on line or of line. I live in a small city where there is scarcity of some products. Previously, I would drive for a long time to buy or know more about common and uncommon products. With the internet I can see the product and where they can be bought and drive my car to go buy it or better still buy it online in the comfort of my home.

I will definitely repeat the experience.



### Case study – Santiago Romero

Age: 62, Spain

Participant at study visits to Iceland (Borgarnes, 10th and 11th April 2013) and Spain (Tudela, 24th and 25th April 2012).

My inspiration was to meet people, the same or similar age as me, from different countries; to know another country and the way of life there. I enjoyed the friendly atmosphere.

The participants were very nice and open-minded.

My attitude to ICT has changed. I am trying to get more involved in using mobile devices such as iPads and smartphones. The project has developed the motivation to continue learning and has increased the interest in the new technologies.

I learnt to use very useful applications available for mobile devices. Most of them are very easy to use. Now I can understand why they are so popular. I really enjoyed the smart guide activity. I think that this type of tourism could be the future. The best part of the activity was the city where we did it.

I will definitely repeat the experience. They provide an excellent opportunity of getting in touch with people from other countries and so know what they think and feel about Europe.



## Romania



### **Case study – Diana Gligor Age: 54, Romania**

Participant at study visit in UK – **London, 14 – 15 November 2012**

Attended the workshop entitled “e-banking, e-government”.

“Although I’m a daily user of technology, I must to admit that before this workshop I used little online services”.

The first day of the study visit held at Peabody Gateway Centre in London focused on security issues and use of e-banking services, how these services are used in the participating countries. The first surprise for me was the

confidence and the lightness with which people of 50+ were speaking about their experience in using these services. I was so surprised because in Romania there are very few people using e-banking services and here I refer not only to people 50 +, but to young people.

I was thinking in that moment at the endless queues formed by older people in Romania to pay their bills or their taxes and to the fact that monthly, most of them are waiting for the postman visit in order to receive their retirement money. The fear and the reticence that we have in using this online services comes probably from the fact that this services were introduced in Romania latter than in other countries when many citizens were already used to paying these services to a desk office. For those having 50+, it is even harder to get used to ICT and online services because it is a routine which lasts for a long time.

From these workshops, I took over the confidence of convincing those around me, that it is easier to get your retirement money directly on your credit card and in this way you can make online payments avoiding big queues, having the chance to spend this time doing pleasant things for you.

Another important thing to see was how the government websites of countries participating in this visit were structured, how simple this websites could be used by the citizens, regardless of ability to use technology.

Very interesting was the presentation of our colleagues from Iceland, where people often use these sites to retrieve information, most especially to tell their opinion about changes in legislation and the country's government.

This visit helped me to get over the prejudice that older people can’t learn to use technology. You can be young at any age as long as you can be in touch with everything that is new.

Also, now I'm using online banking as a result of these workshops and the confidence I have gained during these working sessions.



### **Case study – Tarnovschi Carmen**

**Age: 51, Romania**

Participant at study visit in Spain – **Tudela de Navarra, 24 - 25 April 2012**

Attended the workshop – Social media and ICT

In April 2012 I took advantage of the proposal made to me by EOS Foundation to participate in a study visit organized in the project “E 50+”.

I considered a great opportunity to travel and meet other people from different countries and to get some new skills regarding the usage of social media, e.g. Facebook, which I heard of but have not used before. I was familiar with computer usage (word, excel, e-mail, internet) but I did not use the social media facilities to interact with people.

During the workshops I learnt how to register and use my new Facebook account to find and keep in touch with friends and people I met before, I got in contact with people I did not hear from for a long time.

I must say it is easier, and more interesting and it offers me the opportunity to meet persons that are friends of my friends, sharing with them lots of information and opinions regarding different issues I'm interested in.

It is now very easy to share the latest pictures and photos of my friends and their families by visiting their page and to get the latest news about our common friends, either good or bad.

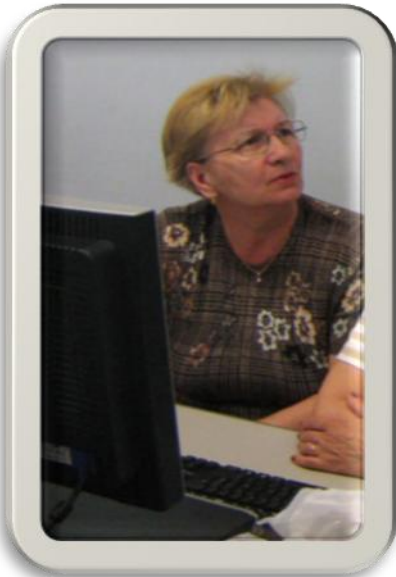
Another interesting theme for me was to learn how to translate the information from sites which were available in languages I do not understand. Now, I use it frequently when I do some research on internet to plan my holidays or find parts of articles I'm not sure of. I found it very useful and easy to use.

During the workshops I found a lot of information regarding culture, traditions and places to be visited from the countries of other participants. I learnt how they live and amazing stories about how a computer and internet access made a good change in some people life and removed the loneliness feeling from them.

I still keep in touch with some of the participants I met in Tudela using Facebook. I really consider that the new skills I got added positive value to my daily activities and made it in some ways, easier.

It was a really good opportunity to learn new things and to meet other people!





### **Case study – Georgeta Băcican**

**Age: 58, Romania**

Participant at study visit in Spain - **Tudela de Navarra, 24 - 25 April 2012**

Attended the workshop – Social media and ICT

“For me, the project Eskills4all represented a great opportunity and was very important and pleasant the fact that I could meet people of my own age coming from three other European countries.

Also, during this program I understood how important social media is in the life of 50+ people, when social life starts to be not so active once people get retired.”

Regarding activities during the workshop, I’ve learned how to create a Facebook account and how to post information and photos. I was not familiar at all with using Facebook, but I understood very well how Facebook works from the presentation made by the trainers of Dedalo Foundation. It is very useful for me that I now have a Facebook account because even though I get retired from the labor market, I can still remain connected with my former work colleagues or get in touch with friends. So, I can say it is very nice to have the opportunity to still be connected to all new information outside the working field.

I use at this moment all the new things I achieved during the program. Because I love to travel, I can search online any information I need about the places I would like to visit or information in any field using Google and websites translation. I didn’t know until that moment about the opportunity of translating websites. Afterwards, using websites translation I was able to collect information from different languages about major European cities, food, flowers and other areas of interest for me.

I think these kinds of projects are welcomed by people 50+ because participating can make them feel active and important to the society. For older people, the sense of belonging to a group and being always in touch with other people gives them the chance to have an open mind, a better social life and to reduce isolation that is one of the biggest problems in the older people’s life.

**Case study – Paul Eva**  
**Age: 63, Romania**

Participant at study visit in UK – **London, 14 – 15 November 2012**

Attended the workshop entitled “e-banking, e-government”.

“Was a great experience for me the visit in UK and also the workshop about e-banking and e-government. I’m very happy because I learnt a lot of new things”!



Workshops were really interactive and constructive. It was interesting to see the way that was approached for presentation to students – using communication game. This method seems to be very useful when you are working with a group of people that don’t know each other or they are coming from different backgrounds. I will use this approach in my future project meetings with different partners.

Theoretical knowledge and practical workshops were very useful:

- First, I was impressed seeing older people (70-75 years) who have basic knowledge of computer and Internet. Also, it was impressive finding people are striving to learn, participate in courses, more receptive to the new things that appear and that the knowledge acquired can be used for personal benefit and benefit of the community. The fact that ICT skills helped them use a range of services and obtain accurate information about paying bills, online shopping, offers and advertisements gave me more confidence to try to use these online services and the internet to inform myself.
- I realised the importance of using e-governance and online services. ICT gives you the chance to use this kind of services to full capacity and can improve connections with different institutions and services as: tax payment, relationship with the administration of public finances, connection with health insurance services, medical appointments. Because I’m working in an organisation with social profile and we have as beneficiaries older people, the experience of trying to use this online services will help us in organising better our activity, most especially in the life of our elderly – this public services available online are of great help to older people who don’t have mobility and power to solve all this activities. After this workshop we are aware that we have to work more to our mentality and to encourage our older people to use more ICT in their daily life.

Participating at these workshops I learned new topics about computer use and I will be able to transmit all new things to our beneficiaries, helping them to keep learning, to be open to the new and to have positive thinking because technology can help them to keep easier and cheaper the connection with family, children and friends that are far away.



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