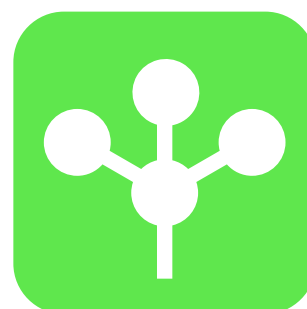




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Co-funded by the  
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# **Comparative studies in Europe on methods of approach and teaching in the field of ICT and adult education**



Result of the European Erasmus+ Project

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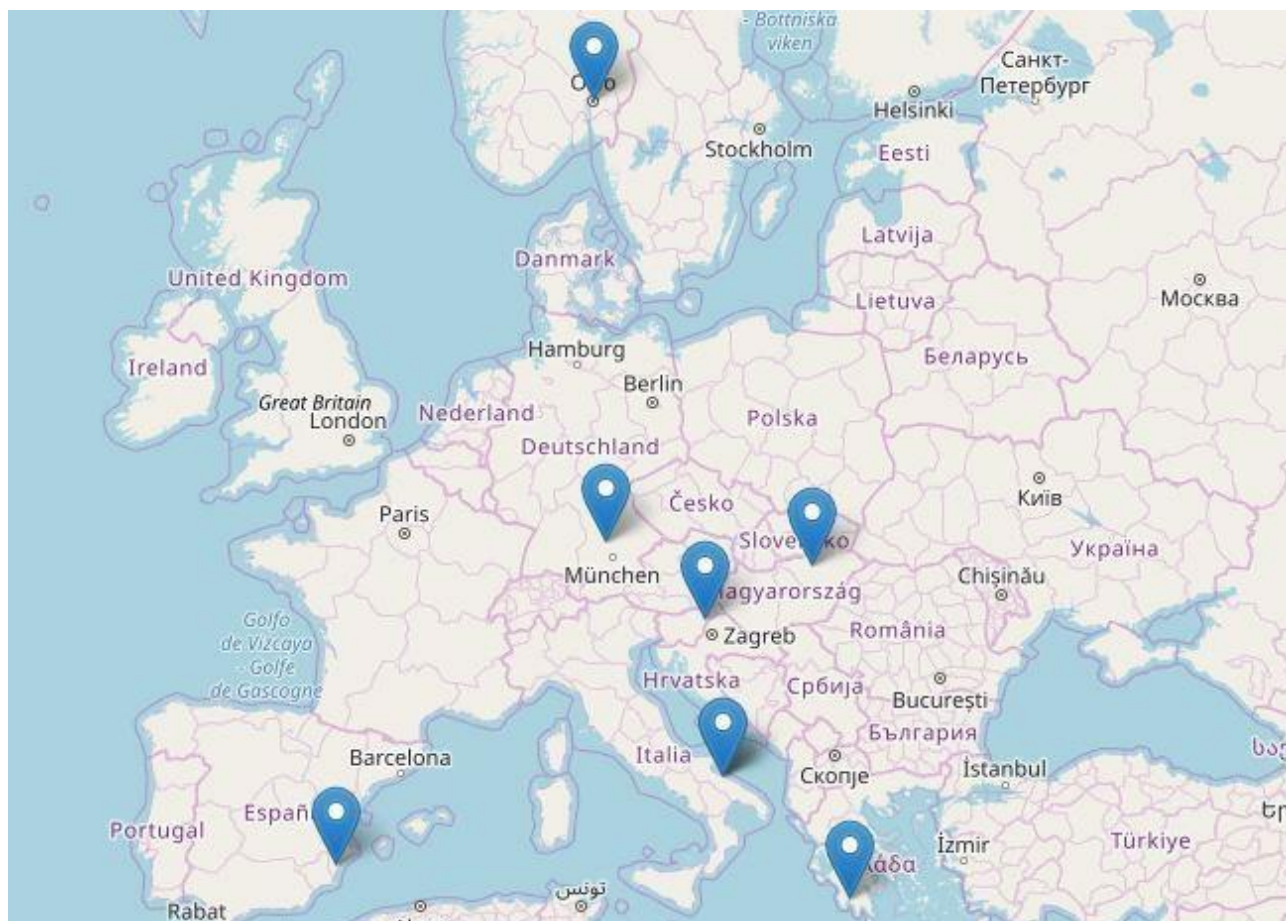
2018-1-IT02-KA204-048064

# Comparative studies in Europe on methods of approach and teaching in the field of ICT and adult education

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## Imprint

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This Manual is the result of a co-operative project work from the members of the Erasmus+ project [digital@dults.eu](mailto:digital@dults.eu), number: 2018-1-IT02-KA204-048064

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introduction

1  
section

## Foreword



Digital@dults.eu is an international Erasmus+ strategic partnership Digital@dults.eu project of cooperation for innovation and the exchange of good practices. The project aims to disseminate good practices at European level through the training of trainers, who can provide digital skills, particularly in the use of social networks applied to the labour market, to disadvantaged adults. It involves 7 organizations from Italy, Germany, Spain, Norway, Greece, Hungary and Slovenia. As part of this project, all partners will gain insights into how our European neighbors are working with online and face to face

educational formats and how to use the many tools in their own lessons. By participating, all participants will be part of a European know-how transfer in the field of digital teaching and learning approaches between the participating adult education centres and various educational institutions.

Website of the Digital@dults.eu project: <http://digitaladults.eu/>

Adult education is an essential component of the Commission's policy on lifelong learning.

The Council of the European Union "recognizes the key role that adult education can play in achieving the goals of the Lisbon strategy, promoting social cohesion, providing citizens the skills necessary to find new jobs and helping Europe to better respond to the challenges of globalization" (Council conclusions 22 May 2008). A recent international survey on adult skills reveals in fact that the results of Europe are worse than those of many of its competitors. One-fifth of adults in the EU have very low levels of literacy and numerical calculation, while a quarter are not able to use digital technologies effectively. One adult in four is lacking in the digital skills necessary for a satisfactory participation in social and economic life, as well as in everyday life.

In November 2011 the Council "The renewed European agenda for adult learning" (EAAL) was adopted by the Council which recognizes the need for all adults to regularly strengthen their personal and professional skills through flexible and high quality learning at any time of life focusing on results.

Digital@dults.eu project was born to meet the following needs: shortage of offer and quality learning opportunities based on the individual needs of adults in the digital environment, difficulty in accessing courses to improve skills levels through informal and non-formal learning for adults, low demand, motivation and participation of adults in progress towards the achievement of higher qualifications, difficulties in identifying quality learning paths tailored to the needs of individual adult learners, and last but not least, difficulty of trainers to adapt and update themselves to new methods and best practices developed at European level in adult education. Therefore the idea of collecting best practices across Europe to have an overview of the methodologies used across the project partner's country on ICT and social inclusion, has the aim of achieving relevant and high quality skills and competences, implementing and transferring innovative practices at local, regional, national and European level based on the needs of individual learners with low skills and less qualified in the digital environment through informal and nonformal learning.

This project wants to provide everybody especially adults, with the possibility of widening their competencies and developing their skills throughout increased life quality and flexibility in working life.



**Manual**

This manual is a collection of comparative studies in Europe on methods of approach and teaching in the field of ICT for disadvantaged adults that is addressed to everyone, but mostly disadvantaged adults, adult educators, teachers and trainers organization working with adults, local authorities, companies, employment centers, policy makers, professionals and researchers.

Its contents constitute the supporting theory for the short-term joint staff training event that took place in Greece with the aim of training educators for effective adult integration on an European level first that will be transferred on a local level after the training event.

We wish all readers that they can draw conclusions for their own actions in the field of adult education from the information presented here. Please always note, however, that our information is as of 2020 and that there have occasionally been changes in the results of the investigations.

The editorial team wishes you every success with this manual. February 2020

digital@dults

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best practices of  
adult education in ICT

# 2

## section



# 1 Researches in Europe on the best practices used for adult education in the ICT field with a specific focus on social networks, applied to the labour market

## 1.1 Teaching adults with deficits

**Name of case study organisation:** Volkshochschule Schrobenhausen, Germany

**Website:** <https://www.vhs-sob.de>

### **Short description of the organization main activities**

The Volkshochschule Schrobenhausen e. V. is a typical German Open University for adults, located in the town of Schrobenhausen in rural areas between Munich and Ingolstadt in Bavaria.

In the Volkshochschule Schrobenhausen more than 450 courses of about 250 lecturers are offered twice a year, with approximately 5500 participants (learners) enrolled over the year.

There are all kinds of courses offered, for examples: Foreign language learning, German for non-German-speaking people, basic

courses in the field of IT, reading and writing, numeracy, image processing and computing, law and economic understanding, courses for nature and ecology, courses for sewing and cooking, dancing and sports, courses for health, for building and renovating.

All adults can participate in the courses, without view on age, disability, mental performance, gender or nationality, people who want to go back to work or who need to catch up based on their previous education.

### **Example of best practice: Step by Step with Android on Tablet and Smartphone**

Anyone who owns a smartphone, or a tablet is most likely working with the Android operating system. The basics of the operation can be found out quickly, but who really dominated Android, can draw much more benefit from his tablet or smartphone and no longer loses time unnecessarily while trying out the system "trial and error".

In this course the teacher Raimund Kaindl gives an overview of the manifold possibilities: user interface, basic settings, set up an e-mail account, surf the Internet, home screen programs, set up WLAN, use Bluetooth

### Teaching Method: Action orientation

Action-oriented teaching in IT is a holistic, student-active teaching in which the action products agreed between the teacher and the students determine the organization of the teaching process. The aim is to balance the "head, heart and hand", i.e. cognitive, affective and psychomotor learning of the students. It is not a didactic model, but merely a didactic- methodical concept.

1st Possibility: The action-oriented instruction in IT for adults usually starts from a concrete situation to the exercise (first step), to derive from it (second step) a general law or to explain a general principle (inductive approach).

2nd possibility: The action-oriented instruction in IT for adults could also be instructional learning. The teacher first explains the principle (such as being drawn), the lawfulness or the context, and then deals with individual cases in the form of exercises or examples (deductive approach).

Both methods of action orientation are used alternately in the course described above.

At the end of the course, the adult learners say: Not only do we know how something works, we can do it ourselves because we had action- oriented lessons.

### What can we learn from this example?

Mr. Raimund Kaindl is a young teacher, who knows everything about smartphones and tablets. He is teaching in our adult school VHS SOB with a lot of success. His learners are mostly older people or unemployed people. He teaches very practical and action orientated. He teaches in classroom sessions in small groups. Each participant is individually cared for.

All these elements show the practicability for this type of teaching for our project.

Parts of the course can be exemplary for teaching adults in our project, especially the first method of action orientated lessons (example): The action-oriented instruction in IT for adults usually starts from a concrete situation to the exercise

(first step), to derive from it (second step) a general law or to explain a general principle (inductive approach).

For example, one learns drawing on the computer with the mouse. He is drawing of a house by these elements: rectangle, line, free drawing, dots, hatching in a simple program, e.g. "MS Paint". Thereafter, the teacher and the student generalize the knowledge so that one can draw in the same way in other programs, e.g. in "MS WORD".

## 1.2 Teaching adults, who are beginners learning IT

**Name of case study organisation:** Volkshochschulen in Berlin, Germany

**Website:** <https://www.vhsit.berlin.de/>

### Short description of the organization main activities

The adult education centres are the main providers of adult education in Berlin. In the association, the adult education centres fulfil the overall urban training contract. They guarantee citizens a diverse educational offer for lifelong learning. They promote social integration and the opportunities for active participation in social processes and their co-creation.

Education is the raw material of our society; the education of everyone secures the future of our democratic state. Education is founded on values, a manifold canon and an ethic of mediation that excludes no one and considers the different needs of many. The Berlin adult education centres today and, certainly in the future, are

the most important bearers and providers of the liberal idea of education for all. These guiding principles are reflected in a program that focuses on the future as well as on the future, which opens every one of the educational approaches and opportunities.

### **Example of best practice: Computer club**

One of the activities of the adult education centre Volkshochschulen in Berlin is a computer club.

The computer club is designed for anyone who wants to learn and experience the computer at leisure. There is a focus topic in the course and a lot of time for exercises and questions.

Teaching Method: Discovering learning

Discovering Learning (also known as Explorative Learning) is a method of acquiring knowledge as well as physical and technical skills. The focus of the consideration lies with the student and not with the mediation by the teacher. Its origin in recent times, the discoverer had learning in the lively teaching suggestions, which were also developed for younger ages.

Learning Discovery focuses on learning stimuli or learning arrangements that motivate self-active learning. Regularly reviewing existing knowledge and, if necessary, replacing it with current information is crucial for survival in today's knowledge society.

Example: The computer is the ideal tool for "discovery learning" because it immediately gives feedback on whether the activity was successful or not. A simple example is the marking of text to make it "bold". One lets the students try on a finished text, how to mark and with which commands one can change the text. This will be quick and successful through discovery learning so that at the end of the lesson, the principle of changing the text attributes with the students has been worked out together. The student can always apply this principle later because it works the same way in virtually every program.

The teacher is a moderator and gives suggestions and at the end of the lesson, what has been learned is summarized.

It is possible to use this method with children and adolescents, as well as for adults. This method works especially well for adults who have little or no prior knowledge.

This method is also good for learning ICT, because the computer responds immediately through the screen and indicates whether the command was successful or not.

What can we learn from this example?

This method is very well suited for our project, because no prior knowledge is needed, and the learning effect is very large due to the instant individual feedback from the computer.

This method is particularly well-suited for learning the basics of computer operation and the basics of using certain programs, e.g. MS WORD.

## **1.3 Teaching Adults, who are beginners learning Online Marketing**

**Name of case study organisation** Volkshochschulen in Berlin, Germany

**Website:** <https://www.vhsit.berlin.de/>

### **Short description of the organization main activities**

The adult education centres are the main providers of adult education in Berlin. In the association, the adult education centres fulfil the overall urban training contract. They guarantee citizens a diverse educational offer

for lifelong learning. They promote social integration and the opportunities for active participation in social processes and their co-creation.

Education is the raw material of our society; the education of everyone secures the future of our democratic state. Education is founded on values, a manifold canon and an ethic of mediation that excludes no one and considers the different needs of many. The Berlin adult education centres today and, certainly in the future, are the most important bearers and providers of the liberal idea of education for all. These guiding principles are reflected in a program that focuses on the future as well as on the future, which opens every one of the educational approaches and opportunities.

### **Example of best practice: Social media marketing for beginners**

In this seminar participants will get to know social media campaigns from different industries.

Over 35 million website visitors in Germany regularly use social networks such as Facebook, Twitter and YouTube to record news, go shopping or develop their careers. For companies, it is becoming increasingly important to develop social media strategies for their own target group and to include them in the marketing mix.



Thanks to this course participants will learn how to use a content plan to prepare topics, events and products interactively. What rules and legal pitfalls should everyone know when engaging in social networking? How are attractive topics found and profiles written for social networks? And how do you deal with critical posts in rating portals?

Using monitoring tools to analyze the measurable success of social media projects, depending on needs, the course will train to recognize how online texts are formulated,

how to optimize a company profile and how to develop concepts.

Prerequisites: secure PC and Internet basic knowledge.

### **Teaching method: Cooperative learning**

Cooperative learning refers to learning arrangements such as partner and group work that require a synchronous or asynchronous (via computer), coordinated, co-constructive activity of participants to develop a common solution to a problem or a shared understanding of a situation.

Cooperative learning is especially recommended for adults who already have previous professional knowledge and want to enter the job market, because co-operation in learning also means learning about cooperation in working.

Peculiarities of cooperative learning:

- Everyone is responsible for learning within the group as well as their own.
- Two levels of responsibility: the responsibility of the entire group to achieve group goals, and secondly, the responsibility of each group member to do their share of the work.
- Both levels of responsibility must be integrated into cooperative teaching. This is achieved by measuring and reporting the performance of each member and giving the rewards at the team level. Studies show, however, that group affiliation and interpersonal interaction between students only produce higher levels of achievement when the positive dependency is clearly structured.



### What can we learn from this example?

The idea of examining social media for their advertising content and their impact on people's choices is innovative and important.

In our project, the method of cooperative learning is one of the most effective ways to allow familiarization in adult learning with some topics.

## 1.4 Degree at Microsoft Office

**Name of case study organisation:** Areadne Lifelong Learning Center

**Website:** <https://www.areadne.eu/>

### Short description of the organization main activities

Areadne is an accredited Lifelong Learning Centre in Greece (Acc. No. 2101309) specializing in professional and vocational programs for NEETs, professionals and the general public.

They offer online and face-to-face courses in Greek and English at various levels of the Hellenic Qualifications Framework (equivalent to the European Qualifications Framework). Their courses include languages, ICT, teacher training, tourism studies, business administration and more. Most of their courses include internships or other practical elements. Furthermore, they design or evaluate courses for businesses and other organizations. Their training center is fully accessible by people with needs.

Areadne is active in the field of education with online and face-to-face courses in Greek and English at various levels of the Hellenic Qualification Frameworks.

The organization uses various teaching methods, such as theoretical approach to the lessons with manuals or practical exercises and other practical elements.

### Example of best practice: Adult Education in the ICT sector- degree at Microsoft Office

Areadne promotes collaborative learning and the exchange of views and knowledge through dialogue between trainees and trainer.

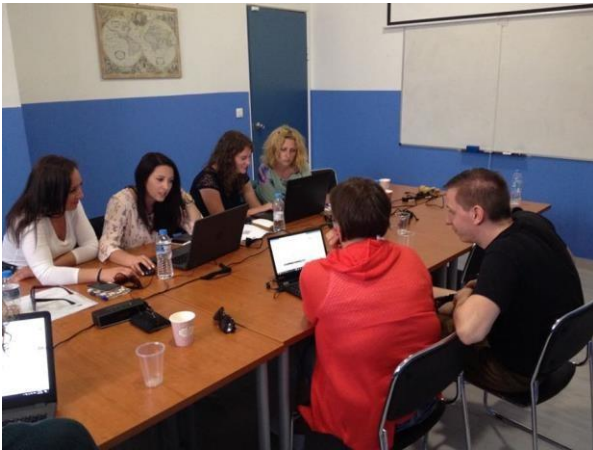
The organization approaches ICT education with classroom lectures using projector, video lessons, manuals and practical exercises on computer or automated simulation tests.

An example of this methodology is the degree of computer in which the basic Microsoft Windows modules are taught to adults. This program is based on an automated test, with lectures using projector and video lessons.

Lessons take place in the computer rooms of Areadne. The learners are citizens of Kalamata aged over 18, who need an ICT degree to enrich their resume, so they have more employment opportunities, or because they want to increase their knowledge.

The lessons classrooms consist of 6 students of different ages. The course program is structured in a way to complete the lessons in 50 hours, from opening the computer to downloading web pages and creating Microsoft office files.





The first lesson begins with a general reference to the computer, how it works and what is Microsoft Office. Then the instructor, with the help of the projector, makes an introduction to the first part of the program that is the internet and Microsoft Office Outlook. After that the learners start to solve the automatic tests with the help of the teacher or of videos who have the solutions of tests.

The same procedure is followed for the remaining sections of the degree that is the Microsoft Office Word, Excel, Power Point, Access and Windows.

At the end of the program, the trainees pass the exams to obtain the ICT certificate. The students at the end of the test assessed the way of teaching. They said this method was effective because it helped them learn more quickly and easily.

Many of the trainees, after having obtained the certificate, found a job in which they used what they were taught in the classroom. Some of them are teachers who used what they learned in class for the benefit of their own lessons.

So, this method of using an instructor as well as the automated tests was successful.

### Teaching Method

The ICT teaching method of the Areadne Lifelong Learning Center can also be used for project digital@dutls.eu. Digital adult education is an objective of both. Areadne Lifelong Learning Center wants to find methods and tactics to improve the education of digital adults. They use traditional methods such as face-to-face training combined with technological methods such as automated testing.

For this reason, for the digital@dutls.eu traditional methods could be used in combination with technological tools.

For example, an automated test can be created with questions about computers and their programs.

It can be divided into two levels: At the first level there may be questions that will introduce the trainees to the world of information technology with simple questions. And at the second level there may be more specific questions about Microsoft Office. You can also create videos with step-by-step test solutions.

This teaching method can be used adequately not only for Microsoft office programs, but in general in digital education.



### What can we learn from this example?

This example deals with a special category of citizens who have very low skills in ICT, at least in Greece.

In that matter the above example will add to the digital adults project the knowledge of how to deal with people with low self-esteem and which strategies for teaching adults were effective to them.

## 1.5 How to use Facebook?

**Name of case study organisation:** Areadne Lifelong Learning Center



**Website:** <https://www.aredne.eu/>

**Example of best practice: Adult Education in the ICT sector – How to use Facebook? The social networking tools.**

Social media in adult education can facilitate learning because trainees feel comfortable with a less formal and friendly environment. At the same time active participation, positive behavior, critical thinking and interaction of participants are increasing.

Facebook as a social networking tool offers an appropriate social, organizational and conceptual framework, which is easy to use by participants. Among the various social networks, Areadne LLC chose Facebook as it is in Greece the most well-known and used social networking site for adults (especially over the age of 40).

The main educational technics that are used in the programme are the working in groups combined, brainstorming and questions-answers.

Lessons take place in the computer rooms of Areadne. The learners are citizens of Kalamata aged over 40, who want to learn this new way of communication that young people use so often. The classrooms consist of 6 students of different ages.



The course program is structured in a way to complete the lessons in 10 hours, from creating a facebook account to searching friends and exchanging messages between them.

The lessons begin with a general reference to the internet. Subjects as what is internet, how it works and what can we do with internet are covered. Then the instructor, with the help of the projector, makes an introduction to the first part of the program that is the internet services.

At this point the trainer with questions and brainstorming tries to learn about the knowledge each

student has about the internet and what they want to do on the internet.

Then the trainees perform a small group in order to discuss the above subjects. After that the trainer makes an enriched presentation for social media and special for Facebook.

During the course the trainees create a Facebook account with the help of the instructor. They begin to search for friends; initially their classmates and they add each other. Then, they learn how to read, send and respond to messages.

The same method is used for the rest of the lessons regarding the learning of the Facebook. The goal is at the end of the lessons the students can be able to communicate through Facebook and feel comfortable with this web tool.

At the end of the program the students commented about the method of teaching as effective because it helped them learn quickly and easily. The use of presentations, questions and working in groups kept their interest.

They also said that the whole process of their courses increased their morale and brought them closer to the young generation. Many of the trainees, after completing the courses, kept their Facebook account and used what they learned in the classroom. So, this method of using an instructor as well as working in groups was successful.

### What can we learn from this example?

The ICT teaching method of the Areadne Lifelong Learning Center can also be used for project [digital@dutls.eu](mailto:digital@dutls.eu).

Areadne Lifelong Learning Center wants to find methods and tactics to improve the education of digital adults. The working in groups method proved to be helpful in teaching ICT in adults.

For this reason, for the traditional methods could be used in combination with technological tools, e.g. the use of question- answers or working in groups while learn an ICT tool will help the adults to better understand the value of the tool and how to use it.

This teaching method can be used adequately not only for Facebook, but in general in digital education.

This example deals with a common case in Greece which is adults usually over 40 who are digitally illiterate. In that matter the above example will add to the digital adults project the knowledge of how to deal with those people and which strategies for teaching adults were effective to them.

## 1.6 Electronic Education for Adults

**Name of case study organisation:** Center in Alhaurín de La Torre

**Website:** <http://franciscofontalba.blogspot.com/>

**Short description of the organization main activities:**

The students of this center in Alhaurín de La Torre learn about different concepts about electronic devices in order to be able to apply for a job related with this later and share their experience in a blog.

Example of best practice: Course on computer skills

The Center in Alhaurín de La Torre teaches different skill in the use of the computer and electronic basics to the students, all of them are adults who stopped their studies or never finished them, to get used to the computer they created a blog where the students have to be active every week in order to get comfortable with using the computer and then they start to learn how to work with the main programs of the computer and specific things like graphic design. They also learn to look for a job online depending their electronic area, after that they put all the information in a blog to share with other people.

The learning process in this method is evenly shared between a teacher and a student. They both play an important role while studying and it is a complete opposite to teacher-centred approach. The teacher is like a coach to students. It is important to explain the new material and encourage understanding of it. The teacher is explaining about How to use the computer, how to open and modify word and excel documents, how to access to internet, etc.

After that all the information is transferred to the blog created for this purpose, to share to other adult people the results.

The social media used is the blog that is created by the teacher, to connect the student with the social media and to share all the resources with other people interested.

What can we learn from this example?

Simplifying this method, we could adapt it to [digital@dutls.eu](mailto:digital@dutls.eu) project very easily, as will be good to teach how to create a blog to share with other people the results of a learning sessions.

Everybody could do something similar in their organisations to teach people to find a job online or to use the main programs from the computer and for the teacher to create a blog to share what he/she do.

## 1.7 Digital Literacy for Elderly People

**Name of case study organisation:** Universidad der Salamanca

**Website:** [http://revistas.usal.es/index.php/eks/article/view\\_File/7508/7539](http://revistas.usal.es/index.php/eks/article/view_File/7508/7539)

### **Short description of the organization main activities**

Universidad der Salamanca use the technology to help adult people who don't know to cross barriers; they learn about how to use computers in a different areas and how to get a job where they can use all the things that they learnt for example: the handling of basic peripherals: mouse, keyboard, screen, printer.

The virtuosity of the new environment: operating systems, storage system by files and folders, etc.

The relationship between both: orders. Input and Output.

Example of best practice: Digital Alphabetization for the Elderly

This workshop is based on the experience of the students, that it may not be necessarily related to computer science; as well as in the progressive construction of knowledge considering the following factors: Previous organization.

Each session must have a brief review of the previous session, thus activating the mental schemes of the students, preparing it for the class of the day. And a global summary of what was worked on the day. Knowledge and previous experiences. It is necessary that the memory be activated in the student and the student.

The new knowledge is only built on the pillars that each person possesses, and these are their own life, their previous learning. Simulate the context, reactivate the memory through questions like Do you remember when? And in this way the new concept is linked to the previous one in the students' minds, thus facilitating their understanding and retention. Let us see, as an example, pairs of elements that are used as a simile in the adult digital literacy workshop that facilitate the activation, explanation, relationship and construction of mental schemes between the knowledge that students already bring and the new one we want to teach.

Read / write ports: USB-plug: male / female, only one position is correct, if we force, we break the device.

Window. Close buttons minimize / maximize, restore.

Binder. Subfolder File: With a simple box, a folder or filing cabinet, archival plastics, and folios the concept is usually clearer than the classic simile of the tree, although it can also be useful: Trunk, branches, leaves. Simile of Russian dolls.

Cut-Paste: Piaget would have a lot to say about it. A child of a certain age is not aware of the disappearance, for example, of the Russian doll inside another.

This is our cut and paste. A concept of transfer difficult to explain many times. The best example: the reality of an authentic craft workshop, a collage with magazines and newspapers. Cut with scissors, paste, etc. These elements will serve as a basis for future concepts of simple, multiple selection, text selection, photo retouching images, etc.



### What can we learn from this example?

We can try to do some similar workshop with their working process with the adult people from our cities, what could be very helpful for them to get more opportunities.

We can learn from the way they use different methods for learning and to keep everyone in the same stage of learning.

## 1.8 New methods of ICT based learning at adult educational centres

**Name of case study organisation** Károly Eszterházy University of Eger

**Website:** <https://uni-eszterhazy.hu>

### Short description of the organization main activities

Károly Eszterházy University of Eger serves its students with a wide variety of educational programmes at four campuses located in four cities of the region. In addition to the traditional fields of arts, sciences and humanities, such as pedagogy, natural sciences, creative arts and humanities, provides undergraduate and graduate programmes and trainings in fields that meet new demands for expertise, while also creating pathways to individual success and fulfilment. Their goal is to provide state of the art knowledge to enable students to meet today's labour market needs successfully. The research and knowledge centres under the Eszterházy banner facilitate academically engaging scientific research as well as practical needs of various organizations and companies of the region.

Example of best practice: New methods of ICT based learning at adult educational centres.

The project “New methods of ICT based learning at adult educational centres” aims to develop initiatives addressing adult education and promote innovation, exchange of experience and know-how between different types of organisations with experience in ICT Learning. The primary goal is to allow organisations involved to develop and reinforce networks, to increase their capacity to operate at a transnational level, share and confront ideas, practices and methods in ICT Field.

To do so the participants to this project will use participatory approaches and ICT based methodologies, combined with a more modern, dynamic, committed and professional environment inside the organisation: ready to integrate good practices and new methods into daily activities.

The aim of this project is to increase the level of digital competence, increase a better understanding of practices, policies and systems in education, training or youth across countries.

Open and innovative practices, in a digital era - priority will be given to actions that promote innovative methods and pedagogies, participatory governance where appropriate, develop learning materials and tools as well as actions that support the effective use of Information and Communication Technologies (ICTs) in education, training and youth. This includes supporting synergies with research and innovation activities and promoting new technologies as drivers of improvements in education, training and youth policies.

Extending and developing educators' competences, particularly in the effective teaching of literacy, numeracy and digital skills to low-skilled or low-qualified adults, including through the effective use of ICT.



Questions of the project: Who, amongst adult learners, has access to what forms of ICT within home, the workplace and wider community sites? What do adults within those populations use ICTs for and how does ICT use fit into their lives more generally? How do adults learn to use ICTs effectively for formal and informal learning activities? What are adults learning through their engagement with ICT environments?

This project was an awarded best practice in a national competition of Universities in Hungary dealing with ITC adult education.

## 1.9 Reducing digital divide - training and mentoring of "IT low-skilled" adults

**Name of case study organisation** Kreateam Association Eger

**Website:** [www.kreateam-ngo.org](http://www.kreateam-ngo.org)

### Short description of the organization main activities

Kreateam is an experienced NGO from Hungary dealing with education management and adult education. They have several projects dealing with distance education, e-learning and competence development. One of their main aim is to give opportunities for young adults to implement their job ideas and other notions. The main function of the KreaTeam Association is to focus on the opportunities for young people and adults (NEETs) to provide services that promote the expansion of the knowledge of them in the fields of community building, skills development, dealing with the impact of EU integration etc....

To achieve the objectives of the Association they encountered resources, carry out trainings, organize events and projects, working together with public, social and economic organization.

Example of best practice: Reducing digital divide - Training and mentoring of "IT low-skilled" adults

The overall aim of this course born from a national project, is to increase the digital competence of the population, which is indispensable for employment, thus providing a skilled workforce for the economy, increasing the competitiveness of the economy while expanding the number of people employed. The practice-oriented, easy-to-learn training program allows low-educated people to use the opportunities offered by the World Wide Web. The training provides a solid user base, and it is a requirement to successfully complete the closing exam. Knowledge gained in training helps to maintain contact, administration, and knowledge acquisition on a computer, tablet, or smartphone, improving quality of life and increasing the chances of job placement.

### Teaching Methods:

- Problem-oriented (It chooses application tools for the gradually expanding series of tasks or extends the used concepts and functions from the required tool.),
- Application-oriented (It teaches the skills necessary for creating a certain type of document in the order of its structure and expansion.),
- Menu-oriented (It teaches application knowledge through an application, or more precisely, through the menu items of the application.),
- Function-oriented (It defines the general functions of an application system e.g. in- setting, correcting, printing, formatting etc. for word-processors, and then links concrete knowledge items to them.),



- Concept-oriented (It defines the concepts used by an application system e.g. cell, row, column, block, sheet etc. for spreadsheets, and then discusses the functions related to them.),
- Abstract tool-oriented (It defines the ever- expanding series of abstract tools, e.g. traditional mechanical typewriter, electronic typewriter with correction function, electronic typewriter with line formatting function etc. for word-processors, and then discusses the necessary knowledge for each level.).

#### What can we learn from this example?



The main output of this project was the fact that as ICT teaching cannot boast with a long history, in most cases they have not been clearly formulated, and their formation is not so conscious but rather instinctive, which also results in the fact that most teachers do not use one single method but a sort of blend of methods, where one of them is represented dominantly. This methodological “uncertainty” also ensures that there are teachers who are capable of teaching successfully even when they use a method labelled as being negative below. The negative

label can be principally explained by the fact that these methods do not “automatically” ensure good teaching; moreover, it is easy to teach very badly when one relies on them.

Applying the methodological framework of this project will be useful for our project implementation.

## 1.10 ICT-Based Teaching and Learning and Adult Education

**Name of case study organisation** Miskolci University

**Website:** [www.uni-miskolc.hu](http://www.uni-miskolc.hu)

#### Short description of the organization main activities

University of Miskolc is one of the major providers of tertiary education in Northern Hungary. Its mission statement the following affirmation is made, that “The University’s mission is to provide the widest possible access to learning through international excellence in teaching and research in an environment of equality, tolerance and mutual respect, thereby enhancing educational, economic, social and cultural development in Northern Hungary and throughout the world.” A close examination of this statement reveals the need for the university to address issues relating to adult education and the integration and use of ICT to promote and support the use of computers in teaching and learning.

Example of best practice: The Institute of Lifelong Learning

Miskolci University offers a combination of ICT- based intellectual, cultural, social and recreational opportunities for its adult students. Its outreach programme involves continuous response to the needs of the wider Northern Hungary community by pioneering extra-mural and adult education courses.

Miskolci University provides for adult education principally through the Institute of Lifelong Learning. Existing programmes include the following: Extra-mural courses, Certificates & diplomas, Undergraduate degree courses, Postgraduate degree courses, Access courses, City and Guilds senior awards.

The extra-mural courses are open to all adults. There are no entrance requirements. Some courses are offered at different levels and credits are available for some of them towards the award of a certificate. All certificate courses are available on a part-time basis. The entrance requirements vary with the level of course and are

intended primarily for adult students. Accounts of relevant experience as well as formal qualifications are normally taken. The duration of the course is usually for one to two years.

The Undergraduate honours degree courses are available as modular part-time programmes. These courses cover the areas of: Management and business studies, Environmental sciences, Humanities and combined studies

They are designed primarily to meet the needs of adult students who do not have the opportunity for full-time study. Postgraduate courses are offered in the areas of: Organisation Management, Lifelong Learning, Irish Migration Studies, Work-Based Learning, English Language Teaching, Computer Based Learning, Science Communication

Many of the courses are available at locations such as the other campuses of the University and at locations of partner Colleges of Further Education.

### **What can we learn from this example?**

One of the main results of foundation of this adult training programme is that the experts of the University have recognized the most important challenges of the ICT-based learning: The fear of technology, Lack of financial proficiency in using e- learning., Lack of awareness of opportunities offered by ICT-based teaching/learning to allow adequate exploitation. Lack of a comprehensive and high-quality collection of online information resources to support teaching, learning and research. Restricted access to the main information network and its services to learners.

Security: The creation and maintenance of a secure teaching and learning environment and the Internet with authenticated access to required resources, enabling confidential transactions to be carried out conveniently and safely.



A comprehensive set of Advisory & Consultancy Services to help institutions explore and exploit the Internet safely, legally and effectively along with other IT applications for learning, teaching, research and e-business.

Collaboration: the need for encouraging an appreciation of the global nature of ICT and associated applications to foster collaboration for effective international competition.

The strengths, weaknesses, opportunities and threats to ICT-based teaching and learning relating to adults are explored in this project, and these results will be very valuable due to our international cooperation.

## **1.11 The Actions of Mondo Digitale**

**Name of case study organisation: DIGITAL WORLD FOUNDATION**

**Website:** [www.mondodigitale.org/it](http://www.mondodigitale.org/it)

### **Short description of the organization main activities**

FONDAZIONE MONDO DIGITALE (FMD) – Digital World Foundation

World Foundation - works for an inclusive knowledge society combining innovation, education, inclusion and fundamental values. The mission of the DWF is to promote the sharing of knowledge, social innovation and social inclusion, with attention to categories at risk of exclusion (the elderly, immigrants, young unemployed,

etc.). From digital literacy labs to social media, from the Internet of things to entrepreneurship to ways to learn about the potential of digital to grow your business; the educational offer of the Foundation is very broad:

- Immersive training experiences with the use of technological kits, storytelling on social media and, in collaboration with Facebook and Free Formers, training dedicated to innovation, social media marketing and web presence.
- Special appointments with "She Means Business", the global Facebook program, created in Italy with the collaboration of the Fondazione Mondo Digitale, to support female business experiences.
- Workshops, Young people, professionals and companies sharing their competencies and experiences with interactive talks, inspiring testimonials and practical workshops to reflect on the skills required by the labor market through training courses on digital and social networks.
- Monthly meetings to present success stories, debate on the topic of digital skills and do networking.
- Summer academies/camps, open to citizenship, to explore the new frontiers of technology and discover emerging sectors and professional profiles: from digital storytelling to blogging and social media

The Foundation has started activities in various areas relating to social and digital inclusion with projects in different stages of development: some are in the planning stage, others constitute pilot actions, many are in progress, just started or in the pipeline. The activities are aimed above all at elderly people for active aging and intergenerational solidarity.

#### **Example of best practice: Grandparents on the Internet**

The actions of Mondo Digitale are designed and implemented as instruments of social innovation, creating "hybrid alliances", at local, national and transnational level, with the aim of generating virtuous circles of benefits for the entire community.

The Foundation promotes the participation of people everywhere, with different methodologies (cooperative learning, social learning, learning by doing etc.), dialogue and comparison between different generations and cultures.

The proposal for ICT education is developed through basic and advanced computer classes, internet corners in senior centres, manuals, video lessons, tutorials and blogs.



#### **For the education of adult ICT, the FMD uses classroom lectures.**

An example of this methodology is the national project "Grandparents on the Internet" which is built to help older people become familiar with today's technological tools. The model is based on a collaborative, cooperative and personalized teaching methodology. In other words, the didactic action of the young tutor can personalize the training by calibrating it to the individual needs of the adult student.

Lessons take place in the computer rooms of schools of all levels. The participants are the citizens of the territory over 60 who can be the real grandparents of the students or enrolled in the elderly social centres or other associations. For each school that adheres to the initiative, 20/25 elderly classes are formed. The teachers are the school children coordinated by a teacher who is expert in information technology and telematics. The didactic relationship is of a tutor every two seniors.



The course program is structured in a way to complete the computer's ABC's in 15 lessons, from switching on to browsing the Internet, from using email to social networks. The presentation of the various peripherals that can be connected to the PC (camera, scanner, etc.) is also an opportunity to help the elderly and adults to become familiar with new communication technologies (mobile telephony, digital terrestrial television, iPod, IPTV, etc.). Each edition is enriched with a multimedia work that tutors and grandparents build together to practice with the PC: from the editing of an online dictionary of the old games to the digital photo album with the old photos.

### **What can we learn from this example?**

The strategy used by Digital World Foundation is also applicable to the project [digital@dults.eu](mailto:digital@dults.eu). First because the objectives are common: to promote and disseminate good practices at European level through the training of trainers, who can provide digital skills, to disadvantaged adults. In fact, even Digital World Foundation has expanded in several countries with projects that have also been used in other social and economic contexts.

DWF uses various strategies in its activity, first the traditional ones, such as frontal lessons in computer labs or the use of paper manuals and guidelines. In addition, course participants also have video tutorials and e-learning lessons that can be followed remotely.

For this reason, for [digital@dults.eu](mailto:digital@dults.eu) you could use traditional communication tools combined with innovative ones. For example, a digital manual could be created that associations or educators can provide to course participants. This manual could be divided into a basic level and a more advanced one, to meet the different needs of adult-students, combined with a CD of practical video lessons. In this way the participants would always have easy-to-consult guidelines.

In the wake of DWF's "She Means Business" large digital business events could be carried out around the world, structuring the various meetings according to user needs. For example, you could organize talks with digital entrepreneurs who started their adult careers, housewives who managed to work with social networks or old people who became blogging experts. These macro events, in addition to giving greater visibility to [digital@dults.eu](mailto:digital@dults.eu), would give great prospects for personal and professional growth to the participants.

## 1.12 IT courses called "Nonno clic"

**Name of case study organisation: Auser Trani**



**Website:** [www.ausertrani.it](http://www.ausertrani.it)

### **Short description of the organization main activities**

Auser is a voluntary and social promotion association present throughout Italy with over 300 branches and is involved in promoting active aging of the elderly, developing volunteering, social promotion activities, adult education, international solidarity, with reference to the elderly and intergenerational relations. It supports people, improving their quality of life. Auser Trani respects the mission and objectives of the national Auser and is divided into three sections: Auser Volunteering, Auser Youngsters and Pink Auser.

### **Example of best practice: ICT course "Nonno clic"**

Auser Trani organizes every year basic and advanced IT courses called "Nonno clic" which, through a generational bridge, reduce the problem of digital illiteracy, which is very common among the elderly.

The courses begin with the simple process of turning the computer on and off and are developed in several steps. At the end of each course the participants can autonomously use the computer and follow textual

activities (using Word) and interactive (using Power Point) as well as using social channels, specifically Facebook, Instagram and Skype. For the training of the participants, the Auser makes use of established professionals in the sector, figures such as social media managers, web markers, SEO specialists as well as computer science expert volunteers.

To allow greater specialization, Auser has devised in-depth courses such as:

- Grandfather Funnel Course to allow seniors to use the various online tools in a harmonious way
- Grandfather Influencer course to allow seniors to use Instagram in depth and become the first promoter of the association
- Grandpa Blogger course to train the elderly to write articles on various topics to be included in the website

A series of initiatives have been launched to educate adults and the elderly for the use of social media. In addition to the courses described above (grandfather funnel course, grandfather Influencer course, etc. ...) seminars and training debates were organized on the use of social media and their repercussions in everyday life. For example, we talked about how the relational and affective dynamics have changed due to the development of social media in the meeting entitled: "Love at the time of social media".

Another very interesting meeting, in this sense, is entitled “#iperconnected”, concerning the problems of cyberbullying and sexting that can sometimes be hidden behind social media. Furthermore, in order to allow a better learning, personalized consultations were carried out on the use of social media.

### **What can we learn from this example?**

The activities carried out by the Auser Trani have had positive repercussions on all the participants in the project. In fact, every year there are many adhesions and the previous students are looking forward to starting the most advanced courses. This is a winning model that can also be replicated by other associations, organizations and social initiatives. The Auser is available to provide free support and assistance. We believe that a very similar strategy can also be used for digital@adults.eu.

Without neglecting traditional instruments, a mix could be created between traditional communication tools and innovative tools. For example, could be created a digital e-book and social media that associations or educators can make available to course participants, especially older ones. Obviously, two levels are created from a complete e-book: a basic level and a more advanced one, to meet the different needs of the elderly students. In this way, the participants would always have easy-to-consult guidelines with an off-line consultation.

We could start from this project to highlight that in the digital world everyone can achieve results regardless of the starting point, just believing and exploring more in depth the topics thanks to the support of more experienced and competent people. The digital@adults.eu project could start from the Auser Trani project to stimulate the elderly to get involved and fight the problem of digital illiteracy in person. From a practical point of view, seminars could be held with the presence of world-renowned experts in the sector but also of ordinary people who have started from scratch and are now using computers and Internet very well and have achieved small successes.

### 1.13 Training Courses for the Use of Tablets for the Elderly



**Name of case study organisation:** Senior Italy Onlus Foundation

**Website:** [www.fondazione senioritalia.it](http://www.fondazione senioritalia.it)

**Short description of the association main activities**

The Italian Senior Onlus Foundation was born from the experience of FederAnziani Senior Italia. Senior Italy FederAnziani is the Association that protects the rights and quality of life of the elderly, with the aim of enhancing their role in society. Through the financing

and the realization of researches, studies, conferences and the sponsorship of informative works, Senior Italia FederAnziani sensitizes and focuses on the priority issues concerning the world of the third age. With over 3.5 million members throughout Italy, it promotes initiatives to affirm a new lifestyle that leads the elderly towards healthy longevity.

**Example of best practice: Course- Teach the elderly how to use a tablet**

The courses allow the elderly to become familiar with the technological equipment in a short time, even starting from scratch. This type of course is designed for various reasons, in fact, tablets are very similar to smartphones that now each of us has in our pockets, moreover, we think that tablets are easier to use than computers. The course is divided into several meetings.

As with any computer course or similar aimed at the elderly in recent years, one of the objectives of the participants is precisely to acquire mastery and familiarity with the use of social media. In the final lessons you get to use social media, mainly Facebook and Instagram and create (for those without) a special social profile. Furthermore, social media are used to promote initiatives.

**What can we learn from this example?**

The courses are aimed primarily at the elderly, but can all be accessed.

We believe that a very similar strategy can also be used for digital@dults.eu alongside traditional tools. You can think about creating a simple summary guide on how to use the tablet and combine this initiative with weekly appointments in which association volunteers help elders and not to use tablets.

This example allows us to understand how even tablets, like any other digital tool, can be used by everyone, elderly and not even from scratch. Moreover, the use of tablets and any other device with internet connection allows you to easily reach and communicate with people around the world.

### 1.14 Digital Skills Training for Adult Learners

**Name of case study organisation:** Kompetanse Norge

**Website:** <https://www.kompetansenorge.no>

**Short description of the association main activities**

Skills Norway (Kompetanse Norge)'s vision is lifelong learning for an inclusive economy and society. They work to ensure that adults, whether in work or not, have access to the skills training they need. They thus pull together

knowledge and submit recommendations to government authorities and other parties in order to bring about skills policy development.

The main objective of Skills Norway's work is to increase the quality of teaching and ensure that individuals get an education adapted to their needs, so that every adult can attain the level of basic competence that enables him/her to meet the increased demands of today's work and everyday life.

Example of best practice: Digital skills training programmes for adult learners

In Norway, the mean proficiency scores of 16–65-year-olds in literacy and numeracy skills are significantly above the average of the OECD (Organisation for Economic Cooperation and Development) countries participating in the Survey of Adult Skills (PIAAC: The Programme for the International Assessment of Adult Competencies). Only 6.9% of the adult population (16–65-year-olds) report no prior experience with computers or lack very basic computer skills.

Although Norway had a high score in the PIAAC survey of adult skills compared to other countries, there is still many adults whose basic skills need to be addressed. Statistics show that approximately 400 000 adults are at risk as the number of people with low basic skills increases with age. Immigrants, especially from non-western countries, have a low score due to low levels of education, high level unemployment rate, or low level of social benefits.

Digital skills training programmes for adult learners involve being able to use digital tools, media and resources efficiently and responsibly, to solve practical tasks, find and process information, design digital products and communicate content.

Having digital skills at level 1–2 means being able to relate digital information when required and use digital tools and being familiar with simple precautions when using the Internet.

Having digital skills at level 3 means being able to relate actively to digital information and use this information in new settings and situations. Digital tools and services are known and being used.

Having digital skills at level 4 means being a reflective user of complex digital tools and services. Production of personal ICT-based information is adapted to the situation and based on prior experience.

### **What can we learn from this example?**



Competence goals for basic skills describes the development of the basic skills over three levels: level 1–2, level 3 and level 4. The levels indicate the first four of a totals of five levels in the Framework for basic skills. In addition, the individual skills are divided into different areas. Adults often have diverging skills, and many will be stronger in some areas than others.

The participants may therefore require training at different levels in the different areas. What is most important is that each participant could work with the competence goals that correspond to the challenges that are relevant to him or her. Following on from its work with the competence goals, Vox (Norwegian Agency for Lifelong Learning) has formulated examples of how adults use the skills in practice. The examples are derived from different arenas and situations in everyday adult life. They are intended to provide ideas and inspire the teacher, and local examples must be found that are relevant to participants themselves.

### Teaching Methods: Practice-oriented training

Practice-oriented training is a training which is linked to the participants' own reality at work and in everyday life. It is based on issues which the participants find relevant and focuses on strategies that are applicable to the daily life of everyone. Practice-oriented training can have a motivating effect since the training is concrete and practically oriented and makes the learning content easier to understand and use.

Practice-oriented training is based on authentic material, issues and examples from participants' everyday lives, and this is used in ways that are as close to real life as possible. It is also important for the participants to feel that the issues they are working with are of significance. Studies demonstrate that this increases the probability of participants using and maintaining the skills after completion of the course. (Jacobson, 2003).

Though for participants to make use of new skills beyond the training, they must trust that this is possible. Wahlgren and Aarkrog (2012) claim that adults do not necessarily transfer what they have learned in the training situation into practical use in other arenas. Nor is it always enough for the teacher to talk to the participants about the transferability of what they learn. Many participants need specific examples of skills transfer, exercises in thinking of opportunities for transfer, and the possibility to test their skills in different practical situations.

It may be appropriate to create courses that are linked to a limited arena or subject area, and that group together participants with similar interests and goals. Use of everyday digital skills, filling out documents issued by public bodies and so on may also be well suited as a basis for training. Further, training in digital skills can support entry into the labour market. The training can be based around occupations that the participants may envision for themselves or wish to return to.

If the participants are working or combining training with work placement, there is much that can be done to make use of their time at work for maximum learning and practice of the skills. It is important that the workplace and work supervisor are involved and made responsible for facilitating learning in working hours, and that the participant is challenged at the correct level.

In addition, if there is involvement at all levels of the enterprise, this will help ensure that work with digital skills are prioritized in work periods, and that the necessary resources are allocated to this. The attitude of supervisors and colleagues to the training measures may also influence the participants' motivation and attendance.

[https://www.kompetansenorge.no/contentassets/6c78ef4022c948348f473f322e00a07d/guidelines\\_competence\\_goals.pdf](https://www.kompetansenorge.no/contentassets/6c78ef4022c948348f473f322e00a07d/guidelines_competence_goals.pdf)

InterAct Handbook: [http://www.statvoks.no/interact/handbook\\_on\\_cd/handbook\\_ok\\_uk.htm](http://www.statvoks.no/interact/handbook_on_cd/handbook_ok_uk.htm)

## 1.15 Improve ICT Skills

**Name of case study organisation:** Andragoški zavod Ljudska univerza Velenje

**Website:** <http://www.lu-velenje.si/>

### Short description of the organization main activities

Andragoški zavod Ljudska univerza offers a modern and high-quality knowledge for personal and professional development with qualitative educational programmes, such as: primary school for adults, vocational education, trainings according to the labour market needs, language and ICT trainings and similar. They offer a free-of-charge tutoring in their independent learning centre.

Example of best practice: courses to improve ICT skills

Andragoški zavod Ljudska univerza Velenje offers several ICT courses, where the participants improve their ICT skills. The courses are the following: basic ICT course, which has individual approach and where the participants learn about the Windows environment, basics of Word, internet and e-mail. They also offer Microsoft Word and Microsoft Excel course, which require prior knowledge.

You can also choose among 12-hour Microsoft Power Point course and 8-hour course covering the area of e-mails, Internet, Skype, Facebook and other social networks. Participants can also attend a course Digital photography for beginners, an 8-hour practical workshop where the participants learn how to use digital cameras, how to upload pictures on the computer and how to use the computer programmes for processing the pictures. Another workshop is titled Processing of papers and diplomas. After finishing individual courses, the participants receive a certificate.

### **Teaching methods:**

Methods used in ICT: lectures, interpretation, demonstration, visualisation, repetition, communication, cooperation, case studies, motivation, evaluation, counselling.

Methods used on social method for the labour market: demonstration, visualisation, repetition, communication, evaluation.

### **What can we learn from this example?**

The website of the organization offers a link to the free-of-charge online material, where the participants can find various movies for working with computers.

The courses are very practically oriented, which is a big advantage in adult learning.

## **1.16 Search for a Cultural Event**

**Name of case study organisation** Ljudska Univerza Rogaška Slatina

**Website:** <http://www.lu-rogaska.si/>

### **Short description of the organization main activities**

Ljudska Univerza Rogaška Slatina has been a non-profit adult education and training provider for the community in the local region and wider for more than 56 years. During this period, they have been covering 10 formal educational programmes that include both secondary schools and vocational training programmes (such as catering, cookery, sales, economy, childcare, transport, tourism).

The organization has offered numerous educational programmes in accordance with the needs and desires of the adult population for further training and education. The field of informal education is covered by providing various seminars, courses, lectures, literary evenings and many more.

Ljudska Univerza Rogaška Slatina also offers other forms of training, such as personal growth programmes, computer courses for the unemployed and elderly, language or accounting courses. They organized training programmes for educationally and didactically deprived groups of adults, such as immigrants, the unemployed and foreigners.

Ljudska Univerza Rogaška Slatina also runs a University for Third Life Period, where they offer various lifelong learning activities to people over 55 (e.g. language, computer literacy courses, study groups, healthy lifestyle activities and other).

Example of best practice: Teach adults how to search for information online



The main idea of the activity was to teach adults how to search for information on the Internet and work with tools which help with searching, showing more ways to find information. Participants were searching for cultural events in their city (or elsewhere). They were taught how to define key words for getting better results as well as which tags to use and when. At the same time, they were introduced to different browsers and popular search engines and differences among them. For better understanding of the Internet address name, the participants were introduced to the basic format of an Internet address. Afterwards they were presented different ways of searching for cultural events: through cultural directories, visiting culture institutions' websites. They practiced with the aim to find the cultural event of their own interest. At the end they shared with the others how they proceeded to reach the desired result.

The learning outcomes of the activity were the following:

- Ability to search for a cultural event in one's
- own city (or elsewhere) on the Internet
- Ability to work with browsers, search engines, and to define key words
- Knowledge about different types of browsers and search engines
- Knowledge about cultural directories/culture
- institutions' websites
- Knowledge about the basic format of Internet addresses
- Equipment: computers with Internet access, data projector
- Support materials: list of directories and cultural institutions, presentation with key information and graphics

### **What can we learn from this example?**

It is a good method on how to encourage adult into developing digital skills for requiring needed information from the internet.



digital@dults

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best practices on  
methods of social inclusion

3  
section



### 3 Researches in Europe on the best practices used for adult education in the ICT field with a specific focus on techniques and methods of social inclusion

#### 3.1 Seniors learn how to handle money online

**Name of case study organisation:** Volkshochschule München (Germany), Department of Seniors Education

**Website:** <https://www.mvhs.de/programm/themen/senioren-volkshochschule/>

**Short description of the organization main activities**



The "Senior Adult Education Center" of the Munich adult education centres is a department in which the needs of seniors (older people over 60 years) are considered, according to the motto:

"Seniors, you finally have time to learn! Whether you want to try something new or refresh the familiar things: Without performance and time pressure you give in the course with like-minded your curiosity."

Example of best practice: Seniors learn to handle money online

Around 17 million people in Germany are over 65 years old - one fifth of the population. They should all not be left behind by progressive digitization. But that demands more and more of the elderly.

A few pushes of a button - and the money has already been transferred. But that's where the problem starts for many older people. Because increasingly they must deal with apps and find fewer and fewer people at the counter before, they advise and support.

Under the motto "That's how it's done", many people in Farchant recently took to the streets. The looming closures are hotly debated in the city. And the members of the citizens' initiative are trying everything to prevent the closure of the branches, they have collected over 2000 signatures. The banks are now looking for a way to offer a personal consultation at least several times a week.

And yet, it is not easy for the native of Munich to master the technicalities. Again, and again the program stops, and an example of this issue is the testimony of Barbara Schneider (80) "At first, I could not handle the mouse because I was really shaking and I was really scared to press it, even though I was able to write typewriter earlier and still can, but it was just such a horrible inhibition threshold that I have now overcome. "

Thanks to a patient course lecturer ventures into more and more areas on the Internet. In case of problems, she gets advice in the course.

Internet courses do not always help

There are now many opportunities for further education, albeit mostly in larger cities. A separate program for seniors offers about the adult education centre in Munich.



### Methods of social inclusion - Learning by cooperative doing

Learning by doing is the most common form of learning in the lifelong learning process alongside learning by the model. Especially older people, who have a lot of life experience but have not learned new models and techniques, can eradicate existing deficits by learning by doing in the community.

The above-described project of Volkshochschule München has two objectives:

Older people learn new techniques to handle money. For this they must also learn the basics of computer technology. Since these seniors do not learn alone, they can share in the group and open new relationships. This is a great way to integrate older people. Elderly people become more secure when dealing with computers, allowing them to manage their lives without help.

The UNCEC United Nations Economic Commission for Europe rightly describes what efforts are needed to integrate the elderly.

The challenge: People live longer and healthier than ever before and have the potential to make important contributions to society, even in their old age. However, older people are often threatened by exclusion, marginalization and discrimination.

#### Recommended strategies

- Strengthening older people's skills in policy
- Promoting the participation of older people in the labour market
- Promoting lifelong learning and education for the elderly, especially in new techniques and in new media
- Recognition of older people as a consumer group with specific needs, interests and preferences
- Considering the needs of older people in terms of housing, public transport and cultural activities
- Promote intergenerational relationships through positive media coverage and public image campaigns
- Promoting civilian engagement of older people and strengthening the role of volunteering

#### Expected result

- Better quality of life for the elderly
- Increased social cohesion in society as a whole
- Achieving a society for all ages

### What can we learn from this example?

In our project, we can learn from this example that active and affordable offers, can address and motivate seniors directly.

As show the text below from the Volkshochschule München (Munich, Germany), Department of Seniors Education newspapers:

*"Finally, seniors have time to learn! Whether you want to try something new or refresh the familiar: Without any pressure of time or effort, you will give in to your curiosity in the course with like-minded people. New desire to learn! Desire to learn together without pressure on time or performance - but not without pretension. In small groups you can learn at your own pace."*

## 3.2 Establish Learning Cafes

**Name of case study organisation:** Hamburger Volkshochschule

**Website:** <https://www.vhs-hamburg.de>

### Short description of the organization main activities

Qualified basic and continued education for adults – Volkshochschule is the largest provider in the city. Democracy needs education: Hamburger Volkshochschule was founded in 1919 under this motto, and it's a motto that is as topical today as it was a century ago. Being able to continue learning, regardless of income or personal life situation, means being able to take part in society.

Today, with 100,000 attendees annually at over 8000 events (courses, projects and other offerings), VHS is Hamburg's largest provider of general adult education. There is something for everyone in its eight subject areas - Languages, German as a Foreign Language, Culture and Creativity, Health and the Environment, IT and Careers, Society and Politics, Basic Education, and Multimedia and Photography.

Cultural diversity comes alive every day its more than 250 locations throughout the city. Everything at VHS encourages dialogue and interaction among attendees. Acquaintances are made among computer screens and cookware. Friendships are formed among easels and sewing machines. Multilingual communication takes place on yoga mats and in choirs.

As a public institution Hamburger Volkshochschule has an educational mandate from the Ministry of Schools and Vocational Training. This mandate includes immigrant integration, language, and orientation courses.

Courses and qualifications for schoolchildren, students, seniors, educationally disadvantaged persons, immigrants and illiterate persons.

The teaching methods overcome geographical and social boundaries. eLearning programmes and webinars network knowledge and make it accessible from anywhere.

### Example of best practice: courses at learning cafes

Learning cafés for adults with IT deficits Learning cafés – Karoviertel and Learning cafés for women only - computer cafe for women. NWT Girls Club Long Striepen.

In this courses participants can learn how to read and write on the PC and online, independently, at their own pace in the learning portal [www.ich-will-lernen.de](http://www.ich-will-lernen.de) of the German Adult Education Association. Reading, writing, arithmetic or for the Major School Graduation repeating the basics in German, English and mathematics. If learners have any questions an expert course leader will be happy to help. Newcomers get a password and are introduced to the program. It is therefore possible to get other PC tutorials. Registration is not required. Participation is free.



### Methods of social inclusion: Holism

Holisticness in pedagogy refers to an integrative component of action-oriented concepts. Initial approaches are already to be found with the idea of elementary education, learning with the head, heart and hand. Based on reform pedagogy, holistic learning emphasizes not only the traditionally privileged cognitive-intellectual aspects but also physical and emotional-emotional aspects: holistic learning is learning with all senses, learning with intellect, mind and body.

This methodical approach considers the following example: PC Learning Café

In a casual atmosphere, the participants can sit down with a cup of coffee and a piece of cake at the PC and learn. Your questions will be answered by other participants or by a tutor. The special thing about these courses is that there is no compulsion and all learning achievements build on the previous knowledge.

### **What can we learn from this example?**

It is not to be underestimated, which advantages such a holistic learning has:

- Learning is voluntary.
- Learning is fun.
- Learning is not the sole purpose of the gatherings.
- A meeting in a relaxed atmosphere helps with social integration.
- The learner determines his own pace of learning by asking questions on the subject that interests him.
- The learner determines the time and duration of the learning itself.

## **3.3 Adult Education in ICT in the Second Chance School**

**Name of case study organisation** Second Chance School of Kalamata

**Website:** <http://sde-kalam.mes.sch.gr/>

### **Short description of the organization main activities**

The Second Chance School of Kalamata is based in Kalamata. The school is for people who have not finished the Gymnasium (lower secondary) and gives them the opportunity to study in an adult friendly environment where the teaching methods are specifically designed and used based on the adult education theory.

The aims of the school are to provide basic knowledge and skills, to address social exclusion, to strengthen the sense of learners' self-esteem and to promote social integration.

The studies last two years and are held in small groups (maximum 20 students). The main difference with other types of schools is that in this one books are not used and students work mostly in groups. The students attend 5 periods of lessons per day.

### **Method of social inclusion:**

- An experimental section of twenty students from vulnerable groups (e.g. Roma, students aged 50+ who are not familiar with computers and internet) was designed to familiarize them with Microsoft office programs. This was part of the IT education that the SCS of Kalamata offers to its learners.
- Firstly, the students learnt the basics on Microsoft office, Word, Excel and in which ways these can be used.
- Then, with the help of the teacher, they worked in groups and thought for potential uses of the Microsoft Office programs (word, excel). The aim of this task was to make them understand the value of the use of computers in their life.
- The methodology used in the above good practice was to deal with the participant's every day needs and then to do little steps each day to make them fill those needs with the use of technology.
- The students learned, among others, how to:
  - write a CV using already prepared templates
  - record their expenses in an excel spreadsheet
  - write a formal form
  - create a contact list
  - search a word or phrase in a big text
  - add images in a document

The program lasted two months (2 hourly lessons per week) and the results were spectacular. The participants managed to handle Microsoft on a very good level; they felt satisfied with themselves and believed that in this way they had come closer to the rest of the people in their social circle. They quoted that not knowing computers made them feel less capable and now they are more confident.

Several challenges have been created throughout the program. The main thing was to be able to convince the participants that their age doesn't prevent them from learning and that if they want to learn they can.

#### **What can we learn from this example?**

This example deals with a special category of citizens who have very low skills in ICT, at least in Greece.

In that matter the above example will add to the digital adults project the knowledge of how to deal with people with low self-esteem and which strategies for teaching adults were effective to them.

### **3.4 Seniors learn to find friends via Facebook**

**Name of case study organisation** Areadne Lifelong Learning Centre

**Website:** [www.areadne.gr](http://www.areadne.gr)

#### **Methods of social inclusion: Senior learners & Facebook**

In collaboration with the Center for Older People Protection of Kalamata, an experimental section of twenty elderly students was created to familiarize them with social media tools, in particular Facebook.

They first started learning what social media means, what is Facebook and in which ways it can be used.

Then, with the help of the teacher, everyone created their own Facebook account.

After that they had the opportunity to make each other as friends on Facebook. They learned to look for friends online, make requests for friendship and accept requests sent by others. They learned to write messages and send them as well as make video calls, send photos, videos and stickers.

The program lasted two months and the results were spectacular. The participants managed to handle Facebook on a very good level; they felt satisfied with themselves and believed that in this way they had come closer to the youth.

The course started in 2015. Several challenges have been created throughout the program. The main thing was to be able to convince the participants that their age doesn't prevent them from learning and that if they want to learn they can.

#### **What can we learn from this example?**

This example deals with a special category of citizens who have very low skills in ICT, at least in Greece. In that matter the above example will add to the digital adults project the knowledge of how to deal with people with low self-esteem and which strategies for teaching adults were effective to them.



### 3.5 Transformative Learning Through Aesthetic Experience

**Name of the project:** The project “Through Our Own Eyes” is an Erasmus+ KA2 partnership with the participation of four countries (Greece, Italy, France, Turkey).

**Website:** <http://tooe-project.eu/>

**Method of social inclusion: “Transformative learning through aesthetic experience”**

The partnership was triggered by the difficulty schools and adult education centers face regarding the inclusion of newly arrived refugees. Some of the non-migrant students have difficulty accepting refugees in their classes and radicalization of both local youth and adults is taking place.

The “Transformative learning through aesthetic experience”, is a method that was developed by the Hellenic Open University and uses art to help learners discover faults in their attitudes. The partnership created an online repository of pieces of art that could be used to transform negative attitudes towards refugees.

The goal of this project is to create an online database of art from countries at the forefront of the refugee crisis (Greece, Turkey, Italy, France), as well as an accompanying handbook on how to use this art in order to transform negative attitudes towards refugees.

The methodology recommended by Through our own eyes project was tested in the Second Chance School of Kalamata.

The trainers used the lesson plans from projects on-line platform. They read the methodology theory, view the available art and then modified the lesson plan to meet their needs.

The methodology focuses on the importance of systematic observation and critical analysis of authentic works of art, within the framework of transformative learning. The methodology in question consists of six, distinct stages, and its basic principles are grounded in the ideas of Freire, Mezirow, the Frankfurt School, and the Perkins technique:

- Determination of the need to critically examine the taken for granted assumptions concerning a certain issue.
- Elicitation of the consent by the participants to further examine the issue.



In the second stage the participants express their opinions about the issue. Then at the third stage are defining the viewpoints to be examined.

At the fourth stage a selection of works of art is presented and a connection with the critical questions is attempted working in groups. It is very important to pay attention to the correlation between the work of art and the dysfunctional view, as well as the critical question determined in the previous stage.

At stage five critical thinking through aesthetic experience is following. And finally, at stage six a re-evaluation of premises is conducted.

This approach takes 3 teaching hours. At the conclusion of this activity, participants were able to select works of art to use in order to apply the method, connect works of art with critical questions, demonstrate what was gathered during team work discussion, recognize and identify assumptions taken for granted on the migration issue

### What can we learn from this example?

This example deals with the refugee crisis which affect all countries in Europe. The specific methodology uses an approach that combines adult education theory with arts.

## 3.6 Spanish as a Second Language for Adult Immigrants

**Name of case study organisation:** Elche Acoge

**Website:** <http://www.elcheacoge.org/>

### Short description of the organization main activities

"Spanish as a Second Language for Adult Immigrants", developed from the beginning of the entity in 1994, promotes the social and labour integration of immigrants arriving in Elche

The Elche Acoge Foundation has been honoured with the Unesco-Confucio Literacy Prize for its work in favour of the education of immigrants.

### Methods of social inclusion: Spanish as a Second Language for Adult Immigrants project

This project has been possible thanks to the involvement and collaboration of the volunteer team of the entity, which has given their time, knowledge and empathy to ensure that the thousands of people who during these 24 years have participated in the program managed to master the language. In addition, this work has had the collaboration of the City of Elche, which has assigned to the entity a space in the neighbourhood of Carrus, which has allowed more and more people to go and learn Spanish. They created this project due to the increase in the immigrant population in the city, it started in 1994 and they try to help the inclusion of the immigrant people in the community by learning the language.

The impact on this immigrant adults is positive due to the possibility that they gain by learning the language and the culture of the country. At local community the impact is really good cause the diversity in the city increase and give more opportunities to the people to find a job or to communicate, they learn Spanish, ICT, how to create a CV, law in Spain, etc.

The impact in the community is high as there are also different activities where they share their culture, thanks to the Spanish they integrate in the community more faster and also the opportunity to share space with Spanish people in the lesson enrich the cultural and community activities.

### What can we learn from this example?

We can learn from the idea of the community to help the immigrant people to learn the language to get involved in the society and to teach the ICT to get integrated in the society and community faster.

## 3.7 The Race of Gancho

**Name of case study organisation:** Fundación Cepaim. Acción Integral con Migrantes

**Website:** <http://cepaim.org/wp-content/uploads/2014/01/cat%C3%A1logo-de-buenas-pr%C3%A1cticas.pdf>

(page number 98)

### Short description of the organization main activities

The main goal of Fundación Cepaim is to create a community experience of participation, dynamization, coexistence among people, cultures, generations present in the neighbourhood of S. Pablo, which complement

those individual educational processes and / or groups that are already underway in schools, training centres, children's leisure centres and youth centres, etc., with a progressive incorporation of all social agents, neighbours / as -organized or not-, merchants, hoteliers, etc., to an open and general participation process of the maximum of agents and resources of the neighbourhood, which is enriched and perfected year after year.

### **Methods of social inclusion: The Race**

The Race is a process: with a duration of one year, in cycles that repeat and continue year after year. The process ends with the evaluation and is reactivated at the end of the process, after a process of reflection (from the organization and shared with other agents, resources, teams, people from the neighbourhood in the Driving Group of the Career and in the Career Commissions) neighbourhood meetings are convened, define and schedule the process over time and an initial thematic proposal is made based on the evaluation of the previous edition.

Meetings take place in the neighbourhood, with groups, with resources, with artists, etc., and between them, as well as with the administration in its different sections with incidence in the neighbourhood (social action, culture, housing, district board, pitch office) and with the resources that depend on them - School Workshop, Youth Houses, Leisure Center, etc. - and ideas, proposals, and ideas are shared. Needs that will have to be solved for its realization.

The monthly meeting of the neighbourhood is open and it is summoned by means of signage and communication by email, social networks (facebook, blog, etc.); 4 to 5 meetings take place throughout the process intensifying in the summer, in which a monthly meeting is held, where information is shared on everything that is promoted and proposed by the committees, and which is carried out in the different centres, resources and entities who also present ideas and proposals that provide content and enrich the thematic proposal. The average participation is 5 to 40 people representing their respective collectives. This project was created in 2004 and is still going on every year.



In the Career, the discourse and the message as well as the aesthetics and the format in which they want to tell are important. It is the way to achieve the objectives and to make the discourse understandable and accessible to all cultures, languages, sensibilities. Each year the Race has a different theme, with some common aspects among all the editions whose possibilities are not exhausted in any edition. On the contrary, thematic proposals are very open, versatile and rich in nuances and narrative possibilities.

### **What can we learn from this example?**

We can create in our cities an event for local artists (it doesn't matter which kind of art) to share experiences and to keep their creations during this event somewhere so the people can see it during the rest of the year.



### 3.8 Integral Program for Inclusion

**Name of case study organisation:** Fundación Cepaim. Acción Integral con Migrantes.

**Website:** [www.cepaim.org](http://www.cepaim.org)

<http://cepaim.org/wp-content/uploads/2014/01/cat%C3%A1logo-de-buenas-pr%C3%A1cticas.pdf>

#### **Short description of the organization main activities**

Fundación Cepaim is about working with the population of marginal neighbourhoods with the presence of different ethnic groups and cultures (payaos, gypsies, immigrants) addressing different problems of these neighbourhoods from the involvement of their own neighbours.

It has been working in this sense for 4 years in these neighbourhoods. It began with a diagnosis of reality of the same, from the contact with the neighbours and with the entities and organizations present in them, from there, prioritized work lines in which the protagonists of the whole process were the neighbours involved from the analysis and detection of the problem to the planning of activities in order to solve it.

#### **Methods of social inclusion: Integral Program for Inclusion**

In this project participate hundreds of people from these neighbourhoods and volunteers.

The socio-economic deterioration of the neighbours has a direct translation in the maintenance of the neighbourhood, with a huge deterioration also result of abandonment by local authorities: non-existent or very deteriorated street furniture, leaving responsibilities in cleaning and garbage collection (the neighbourhood has a serious problem of garbage), manifest citizen insecurity ... that make the neighbourhood in reality and have a stigma known in the city as a marginal, impoverished and criminal neighbourhoods. However, there are population groups interested in overcoming this situation of exclusion and willing to make efforts for personal and group promotion, especially groups of women and youth, and units relatives trying to normalize their situation in the neighbourhood.

This project has been running already for 4 years. There are many positive results obtained, and in general a series of learning is detected by neighbours in terms of conflict resolution in a dialogue, participation and organization to improve their environment, among others. Likewise, the lack of continuity in some lines of work is detected due to the reduction of the budget and the consequent reduction of staff, which has caused that some achievements have not been maintained over time, especially in relation to the progress made with the / the minors.

Changes in people and environments of exclusion are slow and progressive, neighbourhoods are still deteriorated and abandoned to a large extent by the administrations but little by little new attitudes are seen in the neighbours, the desire to keep fighting for their neighbourhood and not give up and small improvements in buildings, creation of urban gardens, landscaping of deteriorated areas, etc.

There are numerous talks and meetings at different levels: participation in master's and subjects of the University of Almería, talks at IES, meetings with neighbours from other neighbourhoods, participation in conferences and conferences national level, etc.

#### **What can we learn from this example?**

We can learn about the way the use to reach a large number of people and change their situation.

### 3.9 New skills for social Inclusion in disadvantages settlements

**Name of case study organisation:** Agria Tiszk

**Website:** [www.agriatiszk.hu](http://www.agriatiszk.hu)

#### Short description of the organization main activities



The organization development of AGRIA TISZK has also created community functions, which provide complex services for their students in the field of career choice and career guidance, career counselling. Their important task is to develop a common and uniform quality assurance system for the partners. Joint development and collaboration also improve members' cost-effectiveness. A total of 3335 people from the collaborating Eger schools participate in vocational and adult training. The six institutions cover a wide range of VET, enabling AGRIA TISZK to become an innovative and successful VET centre. Members take part in 9-12. as well as in postgraduate

vocational education, as well as in higher education and adult education.

#### **Method of social inclusion: New skills for social Inclusion in disadvantages settlements of Heves County – comparing EU opportunities**

The project links together the key drivers of social and educational policy into a single agenda to support those who are educationally disadvantaged within Hungary, Heves county. It aims to bring together likeminded organisations across the region that wish to address this agenda and help to determine the future shape of jobs and skills across Europe.



The target group for this project is organisations working with vulnerable young people and adults. The target group does not fit readily into regular learning systems, as many of them have negative school experiences. Their motivation is to reach personal goals to improve daily life instead of gaining a qualification as an entrance ticket to the labour market. Education is, therefore, a lifelong process aimed at increasing quality of life. Outcomes of these programmes are not defined in terms of cognitive learning gains or employment but, more broadly, in terms of social inclusion.

#### **What can we learn from this example?**

We could take as example the job of an NGO that was a consortium member – with the task to search for the disadvantaged adults of small settlements of Heves county, and to offer them the training the opportunities of the project. The methodology of visiting the target group was very effective; it could be applied to the toolkit to increase the motivation and the involvement in our project.

### 3.10 Your Life, Your Choice - developing of life skills and financial literacy of NEET young adults

**Name of case study organisation** Kreateam Association Eger

**Website:** [www.kreateam-ngo.org](http://www.kreateam-ngo.org)

#### **Short description of the organization main activities**

Kreateam is an experienced NGO from Hungary dealing with education management and adult education. They have several projects dealing with distance education, e-learning and competence development. One of their main aim is to give opportunities for young adults to implement their job ideas and other notions. The main function of the KreaTeam Association is to focus on the opportunities for young people and adults (NEETs) to provide services that promote the expansion of the knowledge of them in the fields of community building, skills development, dealing with the impact of EU integration etc.

To achieve the objectives of the Association they encountered resources, carry out trainings, organize events and projects. To achieve the objectives of the Association they work together public, social and economic organizations, associations to help the successful operation of the Association, and its target groups.

#### **Methods of social inclusion: Project Your Life, Your Choice - Developing of life skills and financial literacy of NEET young adults**

Lifelong learning is an important and useful activity at every stage of life. This is especially true when someone's life is changed or stuck in their living conditions and needs further skills to develop their various competences. This project indirectly targets adults who have been forced out of the labour market due to some external factors, need to change their lives for the further successes, gain new knowledge, find new jobs, and seek new opportunities. The direct target group is educators, trainers, coaches and adult training professionals who deal with or want to deal with troubled adults who need help, are familiar with their problems and are open to accommodating and applying new solutions. Uniquely, it wants to encourage the acquisition of basic life skills competences for new challenges, and new working environments, with a focus on financial literacy related to successful life.

The tools used to achieve these objectives are a methodological collection based on an online platform, which is primarily intended for experts dealing with the indirect target group (outside the labour force adults). The

purpose of this collection is to create a new, practice oriented and user-friendly handbook that includes adult training methods that respond to new challenges and practical implementation exercises. Professional material encompasses the widest possible content, through basic household, social and welfare knowledge, and savings to sustainable lifestyles and future planning issues.

And also, an exercise books and practical task collection, which - in practice - support the usability.

This project is beneficial to increase of confidence and

positive attitude in target groups whose trainers are involved in the project, by experiencing success in controlling their behaviour in their everyday life, their self- esteem will raise, and will become more self- reliant. It will give them an opportunity to reflect on their behaviour and the impact on the others, by this increasing their understanding on self-control, cooperation and giving and accepting feedback in a proper way.



On the other hand, organizations that serve adult competence development will have access to a tool that can augment their practices in capturing results, may increase their ability to communicate results.

This project will yield a method for the general public to improve their understanding of the link between today's investments in services to adults with altered life situations with long-term impacts on society.

### What can we learn from this example?

This project is the first step of a more concerted policy advocacy effort derived from practice that we plan to develop based on our results. We think that the developed materials will be useful within the implementation of the digital@dult.eu project.



## 3.11 The Adecco Foundation for Equal Opportunities

**Name of case study organisation**

FONDAZIONE ADECCO  
PER LE PARI OPPORTUNITÀ  
THE ADECCO GROUP

**Website:** [www.fondazioneadecco.org](http://www.fondazioneadecco.org)

### Short description of the organization main activities

The Adecco Foundation for Equal Opportunities deals with those who have difficulty in inclusion in the world of work. In fact, it is committed to making the world of work accessible while respecting the principles of equal opportunities, the right to work, social inclusion, diversity and non-discrimination. The target audience are people with disabilities, young people with difficulties entering the labour market, people over 40 years old, long-term unemployed, disadvantaged women and refugees. Adecco carries out work education courses, thus providing effective tools for the implementation of the integration path in support of equal opportunities.

Over the past few years, millions of refugees have reached Europe fleeing war, terror and persecution. For their professional future, Adecco has developed specific intervention methods such as "Safe in" and "Domus". The Foundation deals with activities to fight youth unemployment and to enhance the skills of disabled people in the workplace. Therefore, the mission is to develop projects in collaboration with companies, with public bodies and other realities of the private social sector.

### Methods of social inclusion: The mission of Adecco Foundation for Equal Opportunities

Adecco Foundation for Equal Opportunities is a private foundation, established with the aim of making the world of work more inclusive. It offers education and job training paths to disadvantaged people who find it difficult to find employment, providing them with the most appropriate tools to achieve equal opportunities. The Project started in 2001.

The mission of the Foundation is the inclusion of disadvantaged people in the world of work. Therefore, the main challenge is to involve companies in its projects. However, it is not a simple professional placement, but a real strategic partnership in the creation of training courses, moments of orientation and experiential activities



focused on the theme of diversity. The other major challenge that the Foundation must face is its strategy. In fact, a triangular growth model has been chosen that puts companies and associations in a network that, for various reasons, are committed to helping people in disadvantage towards the world of work. Adecco thus stands as the link and the point of contact between companies and training institutions, schools, the public administration or non-profit organizations. Therefore, in a system vision, the Foundation develops projects together with private subjects (companies and realities of the non-profit world) and public subjects (local authorities, institutions), both locally and nationally, with the aim of supporting people and companies in creating the best meeting conditions. The objective is to prepare people and companies for full integration, giving value to diversity, in the context of the individual's more general life project and the broader business development project. Therefore, the biggest challenge is to understand the potential and abilities of disadvantaged adults for different reasons and to place them in the reference work contexts.

To better understand the impact that the Foundation's projects have had on adults' personal and professional lives, a "Stories of Opportunities" section was created on the website where it is possible to read the stories of those who were able to create a future overcoming the difficulties of the present and the past. Among these we can report here the story of Alain, a young immigrant forced to leave his homeland, who thanks to Adecco had a contract with a company. Or the experience of Penda, a Senegalese mother, who was hired by Tiger after her career in education. These stories demonstrate, therefore, how crucial the impact the Foundation has on the future of adults.

The foundation has had a great impact on the entire Italian community.



### What can we learn from this example?

The Adecco Foundation involves companies in three different ways:

Information and awareness dialogues: spaces are created for meetings and dialogue with company employees to raise awareness of issues such as diversity and inclusion. The dialogues are held by the experts of the Foundation together with consultants, testimonials and representatives of associations.

Work education pathways: it is developed through a cognitive interview, orientation, analysis of skills and training needs, support for work and monitoring.

Family plan: the objective is to help the most vulnerable groups of people to orientate themselves more independently in the search for employment and to spread an inclusive work culture within the company and the territory. This plan aims to help family members of employees who find it difficult to find work.

The projects and the mission of the Adecco Foundation for Equal Opportunities involve the entire citizenship: users, companies, associations and all the realities of the territory. So far this network system has brought tangible results and clear improvements in the lives of adults. The Foundation is an example of how, for social issues, the network is fundamental for achieving the goals set. Furthermore, the Foundation offers concrete help in terms of active citizenship and social inclusion as it manages to place many users in work situations. For these reasons, this strategy could also be used for digital@adults.eu to encourage the participation of adults in social and working life.

### 3.12 Grandma and Grandpa learn English

**Name of case study organisation:** Auser Trani

**Website:** [www.ausertrani.it](http://www.ausertrani.it)

**Short description of the organization main activities**

Auser is a voluntary and social promotion association present throughout Italy with over 300 branches and is involved in promoting active aging of the elderly, developing volunteering, social promotion activities, adult education, international solidarity, with reference to the elderly and intergenerational relations. It supports people, improving their quality of life. The Auser Trani respects the mission and objectives of the national Auser and is divided into three sections: Auser Volunteering, Auser Youngsters and Pink Auser.

**Methods of social inclusion: Grandma and Grandpa learn English**



Number of people taking part in the project 30:

28 student volunteers, 1 trainer, 1 project manager

The project was born due to the continuous requests by the older volunteers of the association and the awareness of the associative managers, of the fact that the elderly have the need to learn at least the basic terms of the English language in order not to feel excluded from the world.

The project started in March 2018.

The main challenge to his execution was to allow people who had never studied English, mainly seniors. Moreover, despite expectations, a synergy and an incredible harmony was created between people of different ages.

The project had an important impact on adults and on the elderly, in fact today they can do and answer basic questions and listen to films in English.

The project allowed the local community to have more active and prepared elderly people at least at a basic level of the English language. This guarantees a benefit for the entire community, as they can in turn train other people or can encourage friends and acquaintances to participate in the next courses.

**What can we learn from this example?**

The Auser Trani constantly collects new memberships to allow other people to participate in this wonderful initiative and divide the participants according to the starting level.

A similar project can be performed within [digital@adults.eu](mailto:digital@adults.eu) to facilitate the exchange and learning of various languages, not only English but also French, Italian, Spanish and German.



### 3.13 Social Garden

**Name of case study organisation:** Auser Trani

**Website:** <https://www.ausertrani.it>

**Methods of social inclusion:** Social Garden



Number of people taking part in the project 30, of which:

20 volunteers and future gardeners 1 agronomist, 1 greengrocer, gardener, tutors, 5 expert volunteers on the subject.

The project of the social garden has been in the pipeline for a long time, in fact it is an initiative also used in other cities to create a network elementary and lower secondary schools have organized meetings aimed at understanding the human impact that the cultivation of a vegetable garden can have on a single person or on an entire community between young and

old people, and to promote the principles of solidarity, civil coexistence and sustainability.

At the economic level it was made possible thanks to a private donation.

This project started in September 2017. The main challenge was to allow people who had never done farming to cultivate and manage their own garden. Another challenge was to create harmony between the managers of the various gardens and a climate of harmony and collaboration as if they were ideal roommates. Furthermore, disadvantaged people have been included in this project thanks to the help of other associations such as the CSM (Mental Health Center) and the Jobel Center.

The project has had an important impact on adults, in fact today they are able to sow, cultivate and harvest fruits independently without any external support. Furthermore, a relationship of friendship and collaboration

has been established between the various vegetable garden volunteers who organize training and management meetings on a monthly basis.

The project was carried out in a center owned by the Municipality (Centro Polivalente Villa Guastamacchia) which is located in the Centro area in Trani and has therefore become the pride of the neighborhood and the entire city. Various

#### **What can we learn from this example?**

Auser Trani's social garden project involves a good portion of the local community: Associations, volunteers, industry professionals, schools and local authorities. From a project that at first sight seemed to be linked to a mere physical activity, we have moved on to a 360 ° project that influences human relationships, fundamental principles such as sustainability and has fuelled the creation of moments of aggregation, training and comparison. The project can also be replicated in the context of [ditale@adults.eu](mailto:ditale@adults.eu) to involve other local communities to achieve various goals.



### 3.14 Local Adult Education Centres

**Name of case study organisation:** Kompetanse Norge

**Website:** <https://www.kompetansenorge.no>

#### **Short description of the organization main activities**

Skills Norway (Kompetanse Norge)'s vision is lifelong learning for an inclusive economy and society. They work to ensure that adults, whether in work or not, have access to the skills training they need. They thus pull together knowledge and submit recommendations to government authorities and other parties in order to bring about skills policy development.

The main objective of Skills Norway's work is to increase the quality of teaching and ensure that individuals get an education adapted to their needs, so that every adult can attain the level of basic competence that enables him/her to meet the increased demands of today's work and everyday life.

#### **Methods of social inclusion: high quality basic skills training courses for adults**

Skills Norway has been assigned by the Norwegian Ministry of Education to assist local adult education centres in establishing high quality basic skills training courses for adults. Skills Norway is currently supporting pilot projects in eight adult education centres across the country in the development of basic skills courses.

A thorough documentation of all aspects of these projects is meant to encourage other adult education centres and local authorities to initiate similar training courses. By sharing experiences and best practices, we are aiming to increase the number of adults undertaking basic skills training in Norway.

Basic skills are not only the foundation for further learning but are necessary in order to be an active participant in working life and in society in general. Basic skills are essential to keep up with the needs in a rapidly evolving labour market in continuous demand for a qualified workforce. Provision of high-quality training courses is key to increasing participation.

#### **Pilot projects**

Pilot projects are executed across the country, in Bergen, Molde, and Kristiansund on the West coast, Alstahaug and Rana in the North, Glåmdal in the East, and Sande and Tønsberg in the South. The aim is to develop training courses independently of financial support in order to make them viable after the end of the project period. The local projects receive only a smaller amount to enable them to engage one person as a part time project coordinator. The money can also be used to develop suitable methods for training adults in basic skills.

#### **Measuring outcome and impact**



Measuring impacts for the individual adult learner after completed training is an important part of the pilot projects. Improvements in learners' self-confidence, self-esteem and personal capacity to effect change in their lives are the most common impacts for adults engaged in basic skills training. By using both qualitative and quantitative methods, Skills Norway will analyse the outcomes, effects and benefits for the individuals who have participated in the pilot projects.

## Immigrant integration

In matters concerning immigrant integration, Skills Norway is knowledge provider for the Ministry of Education and Research and a partner for the Directorate of Integration and Diversity (IMDi).

Skills Norway is a competence centre and an advocate for the development of content and pedagogical approaches related to the teaching of Norwegian language and social studies to adult immigrants. This includes the responsibility for the implementation and further development of national curriculum in Norwegian language and social studies for adult immigrants.

### What can we learn from this example?

Skills Norway has the responsibility for the development and implementation of the final tests in Norwegian language and social studies for immigrants. Further responsibilities of Skills Norway include developing and implementing continuing education courses for teachers and school management involved in Norwegian language and social studies training, accreditation of private providers of such tuition, and initiating the development of teaching methods and materials.

<https://www.kompetansenorge.no/English/Basic-skills/Local-training-services/Designing-basic-skills-training>

## 3.15 Intergenerational Centre Simbioza

**Name of case study organisation** Medgeneracijski center Simbioza

**Website:** <http://www.simbioza.eu/sl/2018/>

### Short description of the organization main activities

The main goals of the organization are promotion of intergenerational cooperation and coexistence of generations, linking, informing, education, transfer of knowledge and experience. They strive to achieve an active participation of everybody, inclusion of youngsters and elderly who wish to actively spend their free time. They offer various daily activities – computer courses, recreational activities, memory training, learning of foreign languages and similar.

The activities are managed by employees together with volunteers. The main goal is to offer opportunity for exchange of experience among generations and encourages active spending of free time. At the same time the activities foster social inclusion of youngsters and elderly, lowering the level of loneliness among elderly and rising of the life quality and higher recognition of the meaning of intergenerational cooperation.

Methods of social inclusion: project „Simbioz @ e-pismena Slovenija“

Intergenerational centre Simbioza was established in 2014 as a result of a national project „Simbioz @ e-pismena Slovenija“ which was created in 2011. The project included weekly ICT courses across Slovenia in which young volunteers were teaching elderly people basics of ICT and internet. The project connected over 15.000 elderly people and 9.000 youngster across Slovenia. Simbioza project developed a model for computer courses for adults in which elderly people learn from youngster and learn the basics of the use of computers in one week.

Workshops were free of charge and were based on transfer of knowledge from youngsters to elderly. After five years 50.000 people were included in the programme. Because of the huge interest into this project, the authors of the programme decided to make it a terminal programme, connecting all generations. In 2017 they organized intergenerational learning titled ‘Smart with smart’ in which volunteers were teaching elderly people how to use mobile phones and tablets. The project is a strong tool for minimizing social exclusion among elderly people.

### What can we learn from this example?

Medgeneracijski center Simbioza has received numerous national and international awards.

Intergenerational cooperation, transfer of knowledge from youngsters to elderly.

## 3.16 Plan BE: Active Senior Volunteers

**Name of case study organisation:** Razvojno izobraževalni center Novo mesto

Website: <http://www.ric-nm.si/si/>

### Short description of the organization main activities

The organization is one of the leading adult education organisations in Slovenia with more than 50 years of experience in working with adults. The institute was established as a public equivalent body by the Municipality of Novo mesto, the largest city of South-East Slovenia. It currently employs 27 people and cooperate with more than 130 regular external experts, teachers, mentors and researchers.

They develop and implement innovative formal and non-formal education programmes for different target groups: As a public body, they work closely with a wide network of local, regional and national partners, such as: municipalities, ministries, regional development agencies, chamber of commerce and industry, chamber of crafts, other adult education organisations, primary and secondary schools, higher education institutes and faculties, NGOs, enterprises, etc. Based on their project work, they cooperate with a network of international partners.

Methods of social inclusion: "Plan Be: Active Senior Volunteers"

"Plan Be: Active Senior Volunteers" is an Erasmus+ / Strategic Partnerships for Adult Education, developed in 2015 focused on creating an innovative program to promote Active Ageing and Lifelong Learning through involvement in volunteer work, addressing issues such as European citizenship, environment, intercultural dialogue, and social inclusion, among others. It aims to promote Active Ageing and Lifelong Learning, based on components:

- Fostering involvement in volunteer work and community activities as a key strategy for active ageing and active citizenship.
- Developing and consolidating adult educators' competences in order to structure active ageing program initiatives for senior citizens.
- Contributing to a positive impact on local development in a sustainable way, considering senior citizens as key agents.
- Contributing to the sense of belonging to Europe, as European Citizens, by creating a program with a transnational component.

A practical example of how to support the volunteers to find their vital values, developed in the project is the practical exercise: "Vital Values"

- Objective: To support volunteers finding out their Vital Values
- Materials: Pen and paper
- Time: 10 minutes
- Take the following steps:
- Make a List of 8 values in "Life"
- Make a new list putting the values in order of importance

After putting the list in order of preference:

- choose between the first value and the second one and write the one you choose in a new list



- choose between the value that was not chosen before and the next one on the list and write the one you choose in the new list
- continue doing the previous step to all the values
- The first 4 values in this new list are your vital values

Reflect about:

- When you had to choose between 2 important values, what happened?
- How did you make the decisions?
- Did the final list change relatively to the one where you wrote the values in order of preference?
- Were you waiting for those answers?
- Do your vital values make sense to you?
- Do you consider important to have this awareness?
- What can you do to feel and live your own vital values in your “life”?
- Number of participants: Approx. 15 in each participating country

This project has an impact on adults, generating a Greater feeling of belonging to a community and being able to actively contribute to local community, greater feeling of self-value; and on local communities promoting a more active citizenship in the community, greater awareness on the possibility that an individual has to participate as a volunteer.

### **What can we learn from this example?**

Intergenerational cooperation

## **3.17 Multi-Culti Life Skills Lab**

**Name of case study organisation:** Ljudska univerza Radovljica

**Website:** <https://www.lu-r.si/>

### **Short description of the association main activities**

Ljudska univerza Radovljica is a provider of adult education – formal and informal – in the municipalities Radovljica, Bled, Gorje in Bohinj. It takes part in various national and international projects.

### **Methods of social inclusion: “Multi-Culti Life Skills Lab” project**

The project “Multi-Culti Life Skills Lab” was developed for young people with fewer opportunities that are facing very difficult psychosocial situations, poverty, social exclusion, special needs and unemployment. Our aim was to work on the competences that will help young people in the process of inclusion into society and on the labour market. The short term EVS activities were one part of a longer learning process that will provide long lasting effects. We wanted to enhance the personality development of young people through the empowerment based on non-formal learning and positive experiences, make their self-esteem better, develop more efficient coping strategies and get over their prejudices.

Zavod Manipura from Slovenia hosted 14 short term volunteers from United Kingdom, France, Italy, Estonia, Germany, Albania and Turkey for the period of 2 months and one long term volunteer from Albania. The volunteers attended a wide spectrum of activities: they joined the life- skills empowerment programme, helped with the renovation of the house, built small wooden cottages and simple furniture for the Youth Centre, took care of the ecological garden and the animals. Next to the practical work they helped to organize, and they joined the free-time activities for local children and youth like sport activities, playing games in the nature and other outdoor activities, different artistic activities and free playing time for children. They did a lot of work for

the local community like spending time with the disabled people, organised activities for the children in the local kindergarten and primary school, intercultural learning workshops for youth in different organisations and helped with on- going events of our organisation and local community. The long-term volunteer helped in the programme for school dropouts in Ljudska univerza Radovljica. There was a very intense inter-cultural learning process because we hosted volunteers from different countries at the same time.

Four Slovene volunteers with special needs did their EVS in the organization "Nadacia Krajina Harmonie" in Slovakia, where they helped to organize an international festival for the inclusion of people with disabilities Two Slovene volunteers with fewer opportunities spent one month in the organization Ookull in Estonia. They helped with free time activities for children and youth in 2 different youth centres.

### Practical examples

26 volunteers with fewer opportunities and special needs from Slovenia participated in the short term EVS projects in different hosting organisations in Slovakia, Macedonia, Estonia, Georgia, Belgium, United Kingdom and Latvia. They helped the hosting organisations with many different events for local children and youth and for young people with disabilities.

"Nadacia Krajina Harmonie" from Žilina in Slovakia organised a big cultural event to promote inclusion of people with mental disabilities every year. The volunteers with mental disabilities joined the project and helped to prepare and realise the festival that was called "Inter nos". They joined music, dance and theatre workshops, helped to prepare the place and scenery and took active part in the performance.

Another great possibility for young people with special needs was offered by the hosting organisation CYA Krik from Skopje, Macedonia. Slovenian volunteers spent 2 weeks there and joined handicraft workshops, sport activities, language lessons, cultural bazaar, social cafe and workshops in the local school for children with hearing, visual and mental disabilities.



Around 30 participants took part, the organisation was as an Erasmus plus project, Key Action: Learning Mobility of Individuals, Action Type: Youth mobility. It was established 2017 and the impact on adults was a greater feeling of inclusion into the society and feeling of being an active member of society.

### What can we learn from this example?

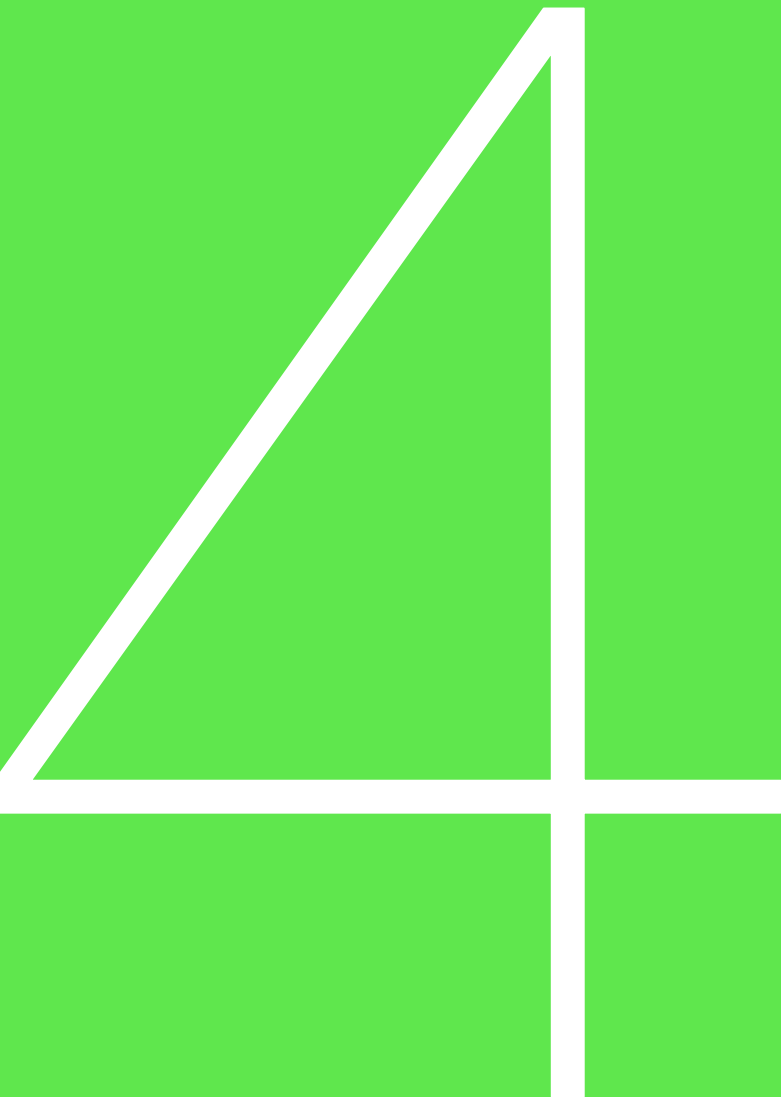
People with special needs can be a very active member of society and can make an important contribution to it.



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conclusion



section

## Conclusions

In today's increasingly globalized world, where people move for study or work purposes, we want to focus attention on two interesting data such as the cultural gap between new and old generations and the need to improve integration and inclusive systems in a society in which everyone is moving, living and working in places other than those of origin.

Thanks to this comparative study at European level, it emerged how pressing today is the need to spread basic IT skills thanks to the technology that advances quickly and does not leave much time to update and keep up with apps, smartphones, tablets websites, and all the daily activities which to date are almost completely transferred online, influencing the development of daily life and actions in an imposing way. Significant in this regard is the example of the elderly who need assistance to carry out the usual online banking operations.

The examples of good practices in this manual, leave easy to see how strong is the necessity for aggregation, reactivation and inclusion, especially for adults and the elderly who are often in the condition of having to constantly reinvent or update themselves to meet the challenges of daily life or of the labour market today increasingly digitized. In this perspective, all types of courses, for adults and elderly people as well as the Second Chance school, become of great use, to spread a basic ICT literacy or dealing with online banking, online marketing, giving a new light to social media themselves which, from a means of entertainment and connection, they transform into tools to improve and give a new mark to the working sphere.

In this way, the inclusive and connecting sphere of social media, and the one of teaching basic ICT skills, become closely interconnected to achieve a common goal: to stimulate, aggregate, connect, provide new useful skills at both a social and work level to those who need it most, such as disadvantaged, elderly and even adults with little knowledge in this area. Growing a vegetable garden together, meeting at a learning café or taking part in the Race od Gancho for example, acquires a new meaning in terms of exchange of skills, learning a new language or simply make new friends and connections.

Using different methodologies, the case studies in this manual highlight how the social component is a determining factor for learning, preferring the cooperative learning method, holistic teaching or learning by doing for the approach to digital skills. United by the great diversity of classical methods and by the inclusive aspect that provides for group work in the case of cooperative learning or the 360 degree sensory one of holistic teaching, the case studies allow a learning of skills also not supported by previous knowledge but instead experimenting directly on the field, on a technological device that opens up new worlds, new possibilities and perspectives in step with modern society.

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acknowledgments

# 5

## section

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Volkshochschule Berlin, [www.berlin.de/vhs](http://www.berlin.de/vhs)

Volkshochschule München, [www.mvhs.de](http://www.mvhs.de)

Hungary:

Kreateam Egyesület, [www.kreateam-ngo.org](http://www.kreateam-ngo.org)

Eszterházy Károly Egyetem, <https://uni-eszterhazy.hu>

Miskolci Egyetem, <https://www.uni-miskolc.hu>

Agria TISZK, <http://www.agriatiszk.hu>

Italy:

Auser Trani - Federazione Nazionale delle Associazioni Auser, di Volontariato Onlus, <http://ausertrani.it/>

Slovenia:

Andragoški zavod Ljudska univerza Velenje, <http://www.lu-velenje.si/>

Medgeneracijski center Simbioza, <https://www.simbioza.eu/>

Razvojno izobraževalni center Novo mesto, <http://www.ric-nm.si/>

Ljudska univerza Radovljica, <http://www.ric-nm.si/>



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