Faith

Feeling Safe to Transact Online In the Third Age

AGE Platform Europe



Good Practices Matrix

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

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: FAITh

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Contents

1. Introduction 3
2. Overview of good practices 4
2.1. National practices from Italy 5
2.2. National practices from Cyprus 12
2.3. National practices from Greece 18
2.4. National practices from Portugal 23
2.5. International practices from the EU 30
3. Outcomes 43
4. Conclusions 48

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1. Introduction

The use of information technologies is nowadays an important condition for the inclusion of all citizens, allowing older individuals to better adapt to technological changes and, in this way, to have greater chances of personal development, autonomy and integration in today's societies. However, the majority of the older adults consider online transactions with suspicion and prefer to stick to the traditional ways, thus gradually becoming digitally excluded and financially "obsolete".

This implies the need to act proactively and take the necessary measures so as to raise the awareness of older citizens about the need to familiarise with online (financial) transaction management systems, while feeling safe and confident about their ability to navigate such (digital) environments.

The present report was developed within the context of the project FAITh - Feeling SAfe to Transact Online In the Third Age and, in particular, under the scope of Work Package 3: Development of the Digital Mentors Peer-to-Peer Programme for older adults 55+.

The purpose of the FAITh project is to prevent the digital marginalisation and improve the quality of life of older adults 55+ in Cyprus, Greece, Italy and Portugal, and by extension in EU, by developing their ICT skills and building their confidence so as to increase the use of digital technologies to execute online transactions.

To address these objectives, the project will develop a Digital Literacy Learning Programme for older adults 55+ and a Peer-to-Peer Mentoring Programme, counting with the support of peers, community volunteers, family and caregivers, as well as a network of local businesses and services sector professionals trained in age-friendly techniques and environments.

In order to design and implement a fourteen-month pilot of the Programme, the consortium performed extensive mapping of already tested practices and tools on the use of ICT by older adults in Europe. The identified good practices and tools were collated in this Good Practices Matrix, which will serve as guiding document for the development of the interventions aimed at building the capacity of older adults 55+ with low ICT skills, while boosting their self-efficacy.

2. Overview of good practices

This chapter presents an overview of recent good practices, selected for their ability to contribute to the following objectives:

- *Digital citizenship*: foster the development of citizens' digital skills;
- *Fight social isolation:* reach older people that live alone and reside in areas less served by communication networks and services or because they are at risk of digital exclusion;
- *Building networks of peer-to-peer and increasing the sense of community and social solidarity*;
- *Availability of spaces and tools*: provide a technological device to citizens or a technologically equipped space where people can meet and try out digital services for themselves.

The following good practices were selected for their relevance for FAITh, as assessed against the quality of the content and methodologies proposed, as well as against the resources made freely available to the public and especially to the project's target group. The selected good practices were retained for the ability to foster the development of digital skills in older people, thus contributing to the project's goals, and to inspire spin-off effects, suitable to increase the added value of the project, such as the possibility to deliver a training on financial transactions online also able to counteract social isolation and support a socio- and technically equipped environment to sustain the uptake of new skills.

The overview below provides a short description of activities, outcomes, methodologies and duration, as available via short interviews and on-line research.

However, little information is provided on their impact in terms of improved digital skills among their target groups, thus limiting our assessment of the initiative's success among younger and older cohorts. Within the project's limited resources, it was not possible to contact every organization to get feedback on the number of trained people and the impact of all practices, and even an online search across national and local newspapers was not helpful in that sense.

As the project's International Advisory Board members rightly highlights, citizens expect to read about the impact of each practice, and this should be especially provided by institutional settings, such as banks and public authorities. It is key that such stakeholders maximise their impact, making more visible the results of their outcomes, besides the practice that originated them. This will moreover boost the credibility of online trainings and motivate people to adhere to them more easily.

Despite this major constraint, the partners retained useful lessons from each of the selected case, which are highlighted in the closing chapter.

2.1. National practices from Italy

Name of the good practice: In-formati (Informed)	
Website and contact	https://www.unicredit.it/it/chi-siamo/educazionefinanziaria/in-formati.html
Organizations	Unicredit Bank
Country	Italy
Short description	UniCredit Bank offers free courses on banking products and services. The courses are held by UniCredit colleagues who provide the communities in which they live with their skills and experience to accompany individuals, young people, families, seniors and entrepreneurs in increasing their knowledge of banking and finance and to create new businesses.
Outcomes	Increase banking knowledge to be able to make targeted and sustainable economic choices over time.
Activities	The courses are organised in sessions at UniCredit offices throughout the country at the headquarters of associations, institutions, colleges, universities and business incubators.
Duration	Each session lasts an average of two hours and, in addition, can be divided into short courses to explore more articulated and complex topics.
Didactic methodology	Webinar or class lessons
Users	High school students; University students; Families and seniors; Small and medium-sized enterprises; Third sector organisations.
Resources: material and human	E-learning platform and teachers
Digital skills learnt	- Knowledge about banking & financial products & services; - Conscious use of channels for accessing banking services; - Knowledge of payment systems, from traditional to more advanced forms, for a responsible and aware use of electronic money; - Main features of financing products to promote a responsible use of money.
Link of materials available online	https://www.unicredit.it/content/dam/ucpublic/it/chi-siamo/documents/educazionefinanziaria/Catologo-In-formati-Banking-Academy_-2019.pdf

Name of the good practice: WelComTech	
Website and contact	http://welcomtech.org/il-progetto
Organizations	Valle d'Aosta Italian region and Ticino Swiss region
Country	Italy - Switzerland
Short description	WelComTech aims to teach computer-mediated communication (CmC) to older citizens living in marginal suburban areas, who find themselves in a condition of progressive exclusion from the social context.
Outcomes	- Building networks of peer-to-peer help relationships that are able to spread skills towards the most vulnerable people, through CmC and with the aim of increasing the sense of community and social solidarity; - Improving the quality of life of older or vulnerable people and their families through the use of the Internet.
Activities	Some topics addressed by the workshops: - "Environmental monitoring systems": dedicated to an in-depth study of life habits in order to understand how to collect, read and communicate the information collected. This moment foresees co-leading with the supplier of the monitoring systems - "Seniors and Communication 2.0": reflection on how to "set up" a 2.0 communication environment to support the relational network and timely information around the older person. - "Digital literacy of the older persons": how to support the older persons in approaching digital technology through forms of Peer & Media Education.
Duration	It varies, depending on the specific module and activity.
Didactic methodology	Online MOOC training, workshops or class lessons
Users	Older persons, community tutors, adult educators
Resources: material and human	E-learning modules and teachers
Digital skills learnt	Depends on the targeted user
Link of materials available online	http://welcomtech.org/programma-del-corso

Name of the good practice: Nonni su Internet (Grandparents on the internet)	
Website and contact	https://mondodigitale.org/it/cosa-facciamo/aree-intervento/invecchiamento-attivo/nonni-su-internet
Organizations	Fondazione Mondo Digitale
Country	Italy
Short description	Digital literacy plan for adults 60+ implanted by Mondo Digitale Foundation.The courses take place in the computer labs of schools and it is for all levels. Participants are local citizens over 60 years of age: they can be students' real grandparents or members of senior citizens' social centres or other associations. For each school taking part in the initiative, classes of 20/25 seniors are formed. The teachers are the school students coordinated by a teacher skilled in ICT.
Outcomes	- Building networks of peer-to-peer help relationships that are able to spread skills towards the most vulnerable people, through CmC and with the aim of increasing the sense of community and social solidarity; - Improving the quality of life of older adults or vulnerable people and their families through the use of the Internet.
Activities	The course programme, designed for beginners, is divided into 15 lessons. Each edition of the course is enriched with a multimedia work that tutors and grandparents build together to experience the use of the PC.
Duration	The duration of the course is 30 hours, 15 two-hour meetings per week.
Didactic methodology	E-learning, video lessons, class lessons.
Users	Older persons, community tutors among students, school teachers.
Resources: material and human	E-learning modules and students as tutors.
Digital skills learnt	ABC of the computer, from switching on to surfing the Internet and from using e-mail to social networking. The presentation of the various devices that can be connected to the PC (camera, scanner, etc.) is also an opportunity to help the older link with the new communication technologies.
Link of materials available online	https://mondodigitale.org/it/cosa-facciamo/aree-intervento/invecchiamento-attivo/nonni-su-internet

Name of the good practice: "Vademecum contro le truffe" ("Vademecum against frauds")	
Website and contact	https://www.abi.it/DOC_Mercati/Csr/Protocollo%20ABI-Uici/Vademecum%20contro%20le%20truffe.pdf
Organizations	ABI (Italian Banking Association)
Country	Italy
Short description	It is a handbook for the older people written by the Italian Banking Association (ABI) containing advice and good practices, provided in simple and straightforward language, to reduce risk behaviour.
Outcomes	Raising awareness among older people on good practices to defend themselves against financial frauds and scams.
Activities	N.A
Duration	N.A
Didactic methodology	Self-training.
Users	Older adults, families and caregivers.
Resources: material and human	Handbook.
Digital skills learnt	The handbook is divided into various sections that contain useful tips on how to: - use payment cards safely; - avoid online frauds; - avoid risks after withdrawing money from a bank ATM.
Link of materials available online	https://www.abi.it/DOC_Mercati/Csr/Protocollo%20ABI-Uici/Vademecum%20contro%20le%20truffe.pdf

Name of the good practice: "Silvercoders" (Ongoing Erasmus+ project)	
Website and contact	https://silvercoders.eu/
Organizations	Erasmus+ partnership
Country	Italy, Sweden, Portugal, Greece, Romania, Spain.
Short description	Silvercoders project aims to provide groups that are typically less confident in their digital skills, such as adults over 55, with the necessary expertise to adapt their functions to the digital and online world. It does it by enhancing coding and programming skills, especially focused on the creative and cultural sectors.
Outcomes	A methodological learning framework for building coding skills among 55+ adults; a proof-of-concept pilot test for building programming skills among 55+ adults; instructional support content in the form of best practice videos, video-lectures and user guides.
Activities	Pilot implementation of the training program, training for trainers.
Duration	24 months
Didactic methodology	Face to face lessons, e-learning.
Users	Older adults, families, adult trainers.
Resources: material and human	Handbook, training modules, teachers, self-learning.
Digital skills learnt	-Applying the programming knowledge in wider learning contexts; -Fostering positive attitudes towards digital technology among adults; -Developing creative abilities that could be used in occupations such as web designer, game designer, media production, social media analysis.
Link of materials available online	https://silvercoders.eu/outputs/

Name of the good practice: Pane e Internet	
Website	https://www.paneeinternet.it/public/pei-en
Contact	PaneeInternet@Regione.Emilia-Romagna.it; Grazia.Guermandi@Regione.Emilia-Romagna.it; Antonella.Gualandi@regione.emilia-romagna.it;
Organizations	Regione Emilia Romagna
Country	Italy
Short description	Pane e Internet is a project funded by the Emilia-Romagna Region, as part of the Regional Digital Agenda to foster the development of citizens' digital skills in order to guarantee full digital citizenship. The key concept of the new 2018-2020 regional programming is that of a "digital citizen", that is a citizen who, at all ages, uses technologies to access information, to benefit from increasingly advanced services and to seize the opportunities that digital offers in its territory.
Outcomes	• Strengthen the Territorial Network both at local and regional level • Strengthen the integration of Pane e Internet point with the projects of the Digital Agenda and in particular the other activities aimed at involving young people and schools • Assist the most vulnerable citizens, because they reside in areas less served by communication networks and services or because they are at risk of digital exclusion (pensioners, housewives, unemployed, migrants, people with a low level of education, etc.) • Spreading the digital culture to encourage an increasingly advanced and aware use of technologies by citizens
Activities	• Different levels of digital literacy courses. The digital literacy courses have two levels - basic and intermediate - each with cycles of several lessons that will be scheduled every month. • Events about digitalization; • Youtube channel with lesson and nutshell for self-training: https://www.youtube.com/user/paneeinternet2011 • Online material repository for self training https://www.paneeinternet.it/public/materiali-didattici
Duration	Started from 2009 as a pilot initiative.
Didactic methodology	The project RER's choice to adopt DigComp for PEI's development is closely related with the move towards a more decentralised project approach through the creation of PEI Points and the involvement of multiple local partners.

	Moreover the project looked for a common framework, DigComp, which could help to promote a shared understanding and to establish a common language to manage the digital competence development among PEI's local agents (trainers, e-facilitators, PEI Point coordinators etc.) and their customers. The project used DigComp in the PEI project for four specific purposes: ● to map the existing PEI courses onto the DigComp framework and then redesign their content; ● to produce accordingly the educational materials for the digital literacy courses level 1 and 2; ● to develop a common view of digital competence for citizens among PEI teachers and e-facilitators; ● to identify meaningful themes for digital culture development initiatives.
Users	Citizens in Emilia Romagna who are 45 to 74 years old and who have never used the Internet.
Project in number	The project has since been funded with a total 3.3 M€ by the Emilia Romagna's regional government (RER)
Resources: material and human	● Network of Regional Digital literacy trainer; ● Learner to participate, need a smartphone (with WhatsApp and Internet connection) or a PC (with connection, microphone and webcam), and fill out the online registration form ● Map of Regional Pane e Internet Hub technological equipped: https://www.paneeinternet.it/public/punti-pei ● Online available calendar of event and corse: https://paneeinternet.it/public/corsi-eventi ● Online material repository for self training: https://www.paneeinternet.it/public/materiali-didattici-cittadini ● Online material repository for training of trainers: https://www.paneeinternet.it/public/materiali-didattici-formatori
Digital skills learnt	The project adopt the DigComp Framework as the main core to follow: https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework The five thematic macro-areas that will be addressed by courses and events are: ● digital literacy; ● digital life; ● digital education; ● the social; ● privacy and security. ● disseminate and promote the main regional services among citizens
Link of materials available online	● Repository: https://www.paneeinternet.it/public/materiali-didattici ● Youtube: https://www.youtube.com/user/paneeinternet2011

2.2. National practices from Cyprus

Name of the good practice: Programme for the Teaching of Basic Digital Skills to Adults	
Website	http://www.moec.gov.cy/aethee/analytiko/curriculum.pdf
Contact	https://www.frederick.ac.cy/EKEK/επικοινωνία
Organizations	Ministry of Education and Culture & Frederick University
Country	Cyprus
Short description	Co-funded by the EU Erasmus+, the programme offers basic digital skills, such as the use of mobile applications, the Internet and social media.
Outcomes	Cultivating basic digital skills to adults.
Activities	The course programme entails 11 sessions of in-person teaching activities.
Duration	N.A.
Didactic methodology	In-person trainings
Users	All adults including seniors 50+ years old
Resources: material and human	Training materials and trainers
Digital skills learnt	How to use a personal computer, Internet, and manage emails; Use of Microsoft office applications (i.e. word, excel etc.); Use of social media and instant messaging applications;
Link of materials available online	http://www.moec.gov.cy/aethee/analytiko/curriculum.pdf

Name of the good practice: iHeal	
Website	https://iheal.eu/
Contact	https://iheal.eu/contact-us/
Organizations	Center for Social Innovation
Country	Cyprus
Short description	The project iHeal, co-funded by Erasmus+ KA2 Strategic Partnerships in the field of adult education, aims to create a training programme to facilitate older people's access to electronic health services.
Outcomes	Provide tailored-made tools and training to ageing populations with the aim of improving digital health literacy (the appraisal of digital health information and its use to improve health outcomes). Improve health literacy on non-communicable disease prevention, medication adherence.
Activities	The course programme entails 8 modules of multimedia work providing useful and important knowledge, skills and information around a wide range of topics related to digital health and related issues.
Duration	2018-2021
Didactic methodology	E-learning
Users	Seniors 50+ years old with low digital literacy
Resources: material and human	E-learning modules
Digital skills learnt	• How to use a personal computer and how to surf on Internet autonomously, correctly and safely; • Online safety, secure web-browsing and privacy protection; • Reliability and relevance of online information; • Social Media and Instant Messaging Applications; • Health Promotion information and related applications; • Health data management; • E-Health services navigator.
Link of materials available online	https://iheal.eu/log-in/

Name of the good practice: PROADAS	
Website	http://proadas.eu/about/
Contact	http://proadas.eu/contact-us/
Organizations	European University of Cyprus & Center for Social Innovation
Country	Cyprus
Short description	Aims at tackling the gap between ageing population and digital literacy and strengthening and reinforcing the stakeholders, experts and practitioners in the fields of adult education and lifelong learning.
Outcomes	The project aims to: • Tackle the gap between ageing population and digital literacy and address the high necessity for digital key competences due to the proportion of seniors' population in Europe, contributing at the same time in the alliance of societal challenges, technological developments and economic growth. • Strengthen and reinforce stakeholders, experts and practitioners in the fields of adult education and lifelong learning, digital education & promotion of active ageing competences, by empowering relevant training providers, such as adult educators and caregivers, to successfully implement training opportunities for seniors. • Make digital competences more accessible to seniors over 60 and increase the use of ICT at all levels. • Enhance seniors' competences and skills -thus their social participation and quality of life- in such a way, so that they are positively included into society. • Provide innovative methods and supportive packages with digital tools and open educational resources to serve the needs of both senior citizens and their caregivers (nurses, doctors, physiotherapists, occupational therapists, speech therapists, psychologists, social workers, adult trainers etc). • Provide a curriculum tailored to seniors' characteristics and needs with educational practices and learning materials arising from and adapted to the variety and variability of the third age. • Enhance the international and European dimension of

	active digital ageing accompanied with an impact on relevant decision makers at a local, regional, national and European framework.
Activities	• Five modules were developed aiming at enhancing seniors' and caregivers' knowledge and skills in the following topics • A Handbook was created in order to offer knowledge and skills to professionals, social workers, senior citizens' counsellors, adult educators and trainers, NGOs and civil society organisations, third age universities and second chance schools, in order for them to become more effective in creating an interesting learning environment for seniors who are being trained on digital skills. • An e-book was created, which includes a detailed presentation of the deliverables and results achieved during the two years of the project's implementation
Duration	2018-2020
Didactic methodology	E-learning, online MOOC training
Users	Seniors 50+ years old with low digital literacy
Resources: material and human	E-learning modules
Digital skills learnt	• Wi-Fi Access; • How To Attach Files or Photos to Email; • Google Searching; • Use of Smartphones; • iPad and Wi-Fi; • ICT devices; • WhatsApp and Messenger;
Link of materials available online	http://proadas.eu/resources/

Name of the good practice: ADULT EDUCATION CENTRES	
Website	http://www.moec.gov.cy/epimorfotika/en/index.html
Contact	http://www.moec.gov.cy/epimorfotika/en/contact.html
Organizations	Cyprus Ministry of Education, Culture, Sport and Youth
Country	Cyprus
Short description	Is the most widespread and popular VET training program offering various courses and classes, including services promoting digital literacy to seniors of 55+ years old.
Outcomes	The courses aim to cultivate basic ICT skills and knowledge of the adult citizens.
Activities	Courses
Duration	Courses are offered in 24 sessions of 90 minutes or 48 sessions of 45 minutes.
Didactic methodology	In person sessions.
Users	Seniors 50+ years.
Resources: material and human	In-person training modules
Digital skills learnt	N.A.
Link of materials available online	N.A.

Name of the good practice: DIEGO	
Website	https://www.idieikon.com/en/projects/europeans/diego/
Contact	https://www.facebook.com/idieikon
Organizations	IDIEIKON
Country	Cyprus
Short description	DIEGO (Digital Inclusive e-Government) is a project co-financed by the European Commission to provide access to e-Government services for all citizens, with special attention to the older, people with disabilities or people with lack of user skills
Outcomes	Provide access to eGovernment services that are comfortable, user-friendly and available by means of multiple channels: TV, PC, mobile phone and even kiosks, specially displayed by the town councils.
Activities	N.A.
Duration	N.A.
Didactic methodology	N.A.
Users	Older people
Resources: material and human	N.A.
Digital skills learnt	N.A.
Link of materials available online	https://www.idieikon.com/en/projects/europeans/diego/

2.3. National practices from Greece

Name of the good practice: DIGITOL - Intergenerational synergies for active participation in society	
Website	https://digitol.eu/
Contact	hello@digitol.eu
Organization	50plus Hellas
Countries	Italy, Germany, Romania, Greece, Belgium, Estonia
Short description	DIGITOL is a European project funded by the Erasmus+ program of the European Commission. It aims to combat hate speech and misinformation with digital literacy and intergenerational contacts between more naturally proficient users (younger Europeans) and less digitally-literate users (older Europeans).
Outcomes	Through intergenerational activities, DIGITOL promoted mutual learning, social cohesion, and active citizenship and thus contributed to defending the European common values of solidarity and diversity.
Activities	Training of Trainers program, Capacity Building Program, Pilot Actions, International meetings
Duration	Project life is 2 years, training program: 60 hours.
Didactic methodology	Face-to-face and remote lessons, use of the educational DIGITOL ACADEMY https://digitol-academy.eu/
Users	Older adults, Young Ambassadors (volunteers), organizations
Resources: material and human	Digitol Academy, Toolkit Senior trainers, Young Ambassadors (volunteers), Older Adults
Digital skills learnt	Developing digital literacy skills should expand beyond the acquisition of basic capacities in operating computers, tablets, and other smart devices into developing media literacy, critical thinking, and a proficiency to identify reliable online information. DIGITOL helped older adults become more proficient and aware Internet users, thanks to an evidence-based and tested lifelong-learning method that makes the most of intergenerational learning and solidarity.
Link of materials available online	DIGITOL Academy https://digitol-academy.eu/

Name of the good practice: Access to the Digital World	
Website	https://www.50plus.gr/en/services/access-to-the-digital-world/
Contact	info@50plus.gr
Organization	50plus Hellas
Country	Greece
Short description	The Access to the Digital World program was a 6-year action of 50 plus Hellas funded by COSMOTE as a strategic partner, aiming to combat digital illiteracy. The program was implemented in cooperation with 15 partner municipalities and reached over 11.000 beneficiaries.
Outcomes	Over 11.000 adults over the age of 50 were familiarized with the new technologies and obtained basic digital skills.
Activities	The courses were delivered in the Attica area and Thessaloniki in 15 different Municipalities
Duration	Project life was 6 years, each course was 10 hours.
Didactic methodology	Face-to-face lessons
Users	Older adults
Resources: material and human	Book and manuals, trainers
Digital skills learnt	• Introduction to new technologies • Introduction to the tablet and the android system • Introduction to the tablet and the tablet and the Android system • Use of the camera and video camera • Internet search (google, you tube, maps) • Use of notes • Use of email • Video chatting via viber • Use of calendar, clock and notifications • Use of common applications
Link of materials available online	The book "Access to the Digital World" about learning to use a tablet or smartphone in an easy and understandable way, with lots of images and explanations for beginner users of any age is partially available in Greek (https://www.50plus.gr/en/services/access-to-the-digital-world)

Name of the good practice: Third Age University	
Website	https://www.peoplebehind.gr/panepistimio-tritis-ilikias
Contact	info@peoplebehind.gr
Organization	People Behind
Countries	Greece
Short description	People Behind began this initiative in Athens in early 2020, offering people 65+ a variety of workshops and activities designed specifically for this age group. After Covid-19 they created the e-learning platform, e-University for Third Age, where beneficiaries follow weekly workshops on the use of computers, do their homework, express ideas and thoughts and build relationships.
Outcomes	Participants acquire basic digital skills
Activities	Computer lessons delivered through the e-learning platform.
Duration	Lessons are once a week, for 1,5 hours.
Didactic methodology	Online lessons
Users	Older adults 65+
Resources: material and human	e-learning platform Trainers, Older Adults
Digital skills learnt	· Basic computer knowledge · Search on Google · Email · Maps and GPS · YouTube · Online shopping · Transactions with the government · Translation · Using USB · Introduction to social media · Internet safety · Introduction to the Cloud
Link of materials available online	NA

Name of the good practice: DEIXTOUS (2011) Intergenerational computer learning project with the help of volunteers.	
Website	https://www.nbg.gr/el/i-bank/deixtous
Contact	info@50plus.gr
Organization	50plus Hellas
Country	Greece
Short description	The National Bank of Greece in cooperation with the Municipality of Ilioupolis and the Municipality of Cholargos and under the scientific supervision of 50and Hellas organized in May 2011 the DEIXTOUS action during which young volunteers showed the basic uses of computers to people over 60 years old.
Outcomes	Older adults gained basic digital skills
Activities	Face-to-face lessons
Didactic methodology	NA
Users	Older adults 60+
Resources: material and human	Trainers, older adults
Digital skills learnt	Computer use, web browsing and threats, and the use of social media (Facebook, Twitter, etc.)
Link of materials available online	NA

Name of the good practice: Ψηφιακές Κοινότητες Τρίτης Ηλικίας (Digital communities of people of older age)	
Website	https://eeke-seniors.gr/
Contact	nzogaki@eeke.gr
Organization	Union for Working Consumers of Greece (Ένωση Εργαζόμενων Καταναλωτών Ελλάδας - ΕΕΚΕ)
Country	Greece
Short description	Training of 200 people of age above 60 years old, on the safe use of financial services, products and processes on 10 cities in Greece (among them online banking, and e-commerce)
Outcomes	Older adults gained basic financial (and digital) skills
Activities	Face-to-face lessons
Didactic methodology	NA
Users	Older adults 60+
Resources: material and human	Trainers, older adults
Digital skills learnt	Safe use of debit card, online banking and e-commerce, bank account security, loan support, special provisions for people of older age
Link of materials available online	https://eeke-seniors.gr/apotelesmata/

2.4. National practices from Portugal

Name of the good practice: Somos Tod@s Digitais (We are all digital)	
Website and contact	https://somostodosdigitais.pt/
Organizations	Digital TransformationColab (DTx); Fundação para a Ciência e a Tecnologia (FCT)
Country	Portugal
Short description	The Somos Tod@s Digitais (We are all digital) line is an initiative of the INCoDe.2030 programme - an integrated public policy established by the Portuguese government to enhance and foster digital competences – that brought together the efforts of several national entities to help the Portuguese population with fewer digital skills to better deal with the situation of social isolation, in which the majority of the population found themselves due to Covid-19.
Outcomes	The main objective of this initiative was to contribute towards promoting greater interaction with family and friends, helping people to acquire some basic skills that would allow them to diminish in a small degree the effects of the isolation to which they were subjected due to the Covid-19 confinement. Impact: 160 volunteers; 115 days of service, in total; more than 920 hours of support and clarification to all the processes and doubts that arose.
Activities	Provision of a free phone line through which people requested help from teams of volunteer mentors recruited from higher education institutions.
Duration	April 7, 2020 – July 31, 2020
Didactic methodology	Mentoring
Users	General population with low digital literacy; Older adults; Volunteer mentors
Resources: material and human	Volunteer mentors; smartphone; internet; E-learning modules and repository for training material.
Digital skills learnt	Basic digital skills obtained through short tutorials which were developed to explain how to use applications such as Skype, WhatsApp, Facebook, Messenger and Instagram.
Link of materials available online	https://somostodosdigitais.pt/

Name of the good practice: Programa Nacional de Mentores para a Inclusão Digital (National Programme of Mentors for Digital Inclusion)	
Website and contact	https://sigarra.up.pt/fpceup/pt/cur_geral.cur_view?pv_ano_lectivo=2018&pv_curso_id=18401&pv_origem=CAND&pv_tipo_cur_sigla=FL
Organizations	Faculty of Psychology and Education Sciences of the University of Porto
Country	Portugal
Short description	This training action arises from a very concrete need in the scope of the Creative Communities for Digital Inclusion (CCDI) Project, under development in Axis 1 "Inclusion" of the INCoDe.2030 initiative. The project developed a national mentoring programme for digital inclusion consisting of people who make themselves available to support the work of professionals. This training aims to provide mentors with pedagogical tools for digital inclusion, social analysis and knowledge to solve simple technical problems that may occur in a mentoring situation of this nature. The training of mentors for digital inclusion aims to respond to a social need to give the most vulnerable populations personalised, proximity and context-sensitive support in their relationship with the digital world and digital technologies.
Outcomes	- Toolkit collaboratively developed for the Mentoring in the Digital Inclusion programme; Trainees capacitated: - to identify specificities in the work with different typologies of populations with vulnerability, recognising the complexity and intersectionality of inequalities in individuals and groups; - with basic knowledge about specific and mainstream support technologies that facilitate access to the digital for specific users; - with knowledge about pedagogical methodologies adequate to specific populations;
Activities	Curricular Unit divided in the following Modules: Module 1 - Digital Competence and Digital Inclusion Module 2 - Digital inclusion of people in vulnerability: specificities Module 3 - Mentoring devices, logics of action and

	relationship modes Module 4 - Emotions, communication and interaction Module 5 - Active participation in the economy and digital society
Duration	22 hours of face-to-face classes
Didactic methodology	Train the trainers
Users	- Technicians from public institutions (municipalities, parish councils, etc) and private ones (NGOs, etc) - Volunteers involved in digital inclusion projects. - Other people from civil society
Resources: material and human	Training materials, facilities and trainers.
Digital skills learnt	This good practice does not aim to provide digital skills but to capacitate trainers on how to provide training on digital skills.

Name of the good practice: MUDA - Movimento pela Utilização Digital Ativa (Movement for Active Digital Use)	
Website and contact	https://www.muda.pt/
Organizations	Portuguese Government and several partners from companies, universities and associations
Country	Portugal
Short description	MUDA is a national Movement promoted by several companies, universities and associations and by the Portuguese Government that are jointly committed to encouraging the participation of the Portuguese in the digital space and to help take advantage of the benefits associated with digital services, provided by companies and the Government. Based on the ambition that Portugal becomes a more evolved society of active, inclusive and participatory citizenship, MUDA aims to contribute, on the one hand, to reducing the number of people who have never accessed the Internet and, on the other, by increasing the number of users with more advanced skills.
Outcomes	- MOOC. - Online quiz, available on MUDA's website, to measure the level of digital competences. - Provision of online services in areas such as banking,

	energy, health, telecommunications, consumer, education, technology, utilities, transport, media and insurance.
Activities	Promotion of digital inclusion actions through online training (free access). It's expected to be made available in 39 schools with face-to-face training for adults, but due to Covid-19 constraints this modality isn't available yet. All aim to help people use the net to access leisure, public services, interact socially, but also to save money, obtain information on health or well-being, among many others.
Didactic methodology	MOOC
Users	Adults with low ICT skills
Resources: material and human	E-learning platform and teachers
Digital skills learnt	MUDA's initiatives are based on nine pillars of action: Access: to digital services, such as banking services and electronic invoices Commerce: purchases of goods and services by digital means Communication: exchanging information digitally Literacy: learning about digital technologies Etiquette: rules of conduct Legislation: responsibilities for commitments made digitally Freedom: rights and freedom in the digital world Health: physical and psychological well-being Safety: security precautions and privacy

Name of the good practice: EUSOUDIGITAL - Programa de capacitação digital de adultos (IAMDIGITAL - Digital capacitation programme for adults)	
Website and contact	https://eusoudigital.pt/
Organizations	Caixa Geral de Depósitos; MUDA; Portugal Digital
Country	Portugal
Short description	The EUSOUDIGITAL Programme aims to help one million Portuguese take their first steps on the Internet through a national network of thousands of Volunteers and with the support of more than 1,500 Centres being set up throughout the country. In free 2-hour sessions, EUSOUDIGITAL Mentors will help adults learn to surf the internet, search for information online and create their digital identity. During the Pandemic

	the sessions will take place exclusively in a family context. In the future more than 1,500 Centres will be available throughout the country. With the support of a family member or friend who is an EUSOUDIGITAL Mentor, any adult can now learn at home to take their first steps on the internet. The registration and all learning is done on the EUSOUDIGITAL Online Platform with the support of a specially trained Mentor.
Activities	First training session of 2 hours; afterwards access to the Academy (exclusive platform) to review the contents and knowledge obtained and to access new content.
Didactic methodology	Volunteer mentoring
Users	Older adults; relatives; caregivers; volunteer mentors
Resources: material and human	Volunteer mentors; EUSOUDIGITAL Online Platform
Digital skills learnt	- Discovering the internet - Knowing how to surf - Knowing how to search - Creating a digital identity - Using an email inbox - Create an account on social networks - Protecting personal data and privacy The programmatic content of this session is aligned with the Digital Competence Dynamic Reference Framework (QDRCD) and has been approved by the FCT - Foundation for Science and Technology
Link of materials available online	Platform/repository exclusive for the volunteer mentors and students

Name of the good practice: Universidade Sénior Virtual 2.0 - Seniores Ativos Em Casa	
Website and contact	https://www.seniorvirtual.pt/
Organizations	RUTIS - Associação Rede de Universidades da Terceira Idade (Universities of the Third Age Network)
Country	Portugal
Short description	The Universidade Sénior Virtual (Virtual Senior University) is a project developed by RUTIS with various partners to enable seniors who are at home to continue learning, socialising and

	sharing their knowledge. It is an action that includes computer classes aimed at the senior population, and takes place within the framework of the "Virtual Senior University 2.0 - Seniors active at home", which provided online classes during the quarantine, from February 2021 until July 2021.
Activities	Online classes, rubrics, training courses and weekly conferences.
Didactic methodology	E-learning
Users	Older adults with low digital literacy
Resources: material and human	E-learning platform and teachers ; volunteer mentors

Name of the good practice: Literacia Digital – Nós e (A)vós	
Website and contact	https://www.facebook.com/nos.e.avos/
Organizations	Sicó Formação S.A.
Country	Portugal
Short description	This action consists of Digital Literacy sessions for seniors over 65 years old, streamlined by students and supervised by volunteers and/or teachers. The Nós e (A)vós Project is a Social Entrepreneurship and Innovation Initiative that focuses on social and intergenerational intervention in a community context that will allow the creation and development of a set of activities to combat isolation and loneliness in old age, facilitating and supporting the family in keeping the older in their natural environment and training future adults with values and awake to the stages of ageing.
Activities	E-learning sessions
Didactic methodology	(Volunteer) Mentoring
Users	Older adults; relatives; caregivers; mentors
Resources: material and human	E-learning platform; mentors; volunteers
Digital skills learnt	N.A

Name of the good practice: Projeto ASA 4.0	
Website and contact	https://www.cm-valongo.pt/pages/387
Organizations	Parish Council of Valongo
Country	Portugal
Short description	The Parish Council of Valongo, through the ASA Programme - We Believe in Active Seniors - implemented the digital literacy project ASA 4.0. To materialise it, the municipality invested € 167,280 in the acquisition of 800 tablets, which were temporarily given to the students enrolled in the academies. Its' purpose was to digitally integrate the older population, improving their quality of life by integrating them into social networks that enable them to combat isolation. In addition to enabling interaction with digital devices, specific contents were developed under this initiative to meet their needs and interests. A product was designed with the older people in mind, ensuring the digital integration of the population, through equipment and connectivity anywhere.
Outcomes	Age-friendly platform, created in the scope of the project.
Activities	The senior can access different contents divided into 6 categories: Well-being, Citizenship, Culture, Entertainment, Social and ASA. In the category Well-being they have access to information related to health, sport and environment. The Citizenship category includes subjects such as municipal transparency, gender equality, digital citizenship, voluntary work, participative budget, among others. In the Culture category, Seniors have direct access to the Municipal Libraries of the Municipality of Valongo, as well as visiting the Regueifa and Biscoito Workshops. The Entertainment category has a set of games to stimulate the executive and cognitive and cognitive functions (such as memory, reasoning, attention, orientation, language orientation, language, calculation, etc.). The Social category is dedicated to social networks, such as Facebook and Instagram. In the ASA category, the senior has access to the Senior Academy's online classes, the ASA Facebook group and information about the ASA Programme
Users	Older adults
Resources: material and human	Tablets; Trainers

2.5. International practices from the EU

Name of the good practice: Define project - Digitalized Financial Education For Seniors	
Website and contact	https://define.fh-joanneum.at
Organizations	Erasmus+ partnership
Country	Italy, Spain, Austria, Germany, France
Short description	The DEFINE project is an Erasmus+ project set to upgrade seniors´ skills in handling online financial management services to increase their active participation at financial markets again, to decrease their costs of participation due to upgraded online IT skills, to enhance their investment possibilities and understanding which leads to a minimization of disadvantages and fraud of this target group.
Outcomes	Giving to seniors the opportunity to get the needed skills via adult training providers/centers.
Activities	The training materials will include online and offline parts whereas the offline parts will be face-to-face training with trainers and the online parts of the training will be covered by so-called learning scenario games which will be accompanied by trainers during the face-to-face sessions.
Duration	30 hours training material.
Didactic methodology	Both online and offline training, connected with each other.
Users	Seniors – People Above 60 Years Interested In Online Financial Management Services; Adult Education Training Providers/Centers; Seniors Associations; Federations Of Trade Unions.
Resources: material and human	Training materials and trainers.
Digital skills learnt	The project: empowers seniors with skills on digital financial literacy; creates interactive scenario gaming solutions for seniors to apply the skills acquired in a protected environment; builds up social confidence of seniors through the skill update and guarantees the integration in the society as a full member.
Link of materials available online	https://define.fh-joanneum.at/files

Name of the good practice: Learn my way	
Website	https://www.learnmyway.com/ https://www.goodthingsfoundation.org/
Contact	https://www.goodthingsfoundation.org/contact-us/
Organizations	Good Things Foundation
Country	England
Short description	Learn My Way has free courses for you to learn digital skills to stay safe and connected.
Outcomes	Learn My Way is a website of free online courses for beginners, helping you develop digital skills to make the most of the online world. Good Things Foundation's digital inclusion projects: https://www.goodthingsfoundation.org/areas-of-work/digital-inclusion
Activities	Free online courses for beginners It contains 31 online courses, covering a range of topics such as online and mobile banking, online shopping, financial budgeting online and claiming government benefits online.
Duration	N.D
Didactic methodology	Online courses using a platform.
Users	People with low digital confidence and designed to be used as part of a blended learning programme
Project in number	Online Centres Network Online Centres use the Learn My Way online courses to support and teach computer beginners. Over 5000 centres are based all around the country, providing friendly, expert guidance for those who need help with computers.
Resources: material and human	An e-learning platform
Digital skills learnt	• online and mobile banking, • online shopping, • financial budgeting online, • claiming government benefits online.
Link of materials available online	https://www.learnmyway.com/subjects

Name of the good practice: Seniorweb	
Website	https://www.seniorweb.nl/
Contact	members@seniorweb.nl
Organizations	Seniorweb
Country	Netherlands
Short description	SeniorWeb is a national association with 150,000 members, 425 teaching locations and 3,000 volunteers. We have been active since 1996 with the aim of making the digital world understandable, so that everyone can experience the convenience and pleasure of the computer and the internet.
Outcomes	Making the digital world understandable, so that everyone can experience the convenience and pleasure of the
Activities	Understandable information Whether you want to develop your digital skills, are looking for practical solutions or background information: SeniorWeb can help you. We explain everything step by step. For example, on topics such as Windows 10, tablets and smartphones, WhatsApp, safe internet use and more. With our information on the website, in the Enter magazine and our online courses, you can get started right away. Would you like to stay informed of our latest news and articles? Then sign up for our weekly newsletter for free. Consulting for Personal computer help Do you have a computer or tablet question? Our patient volunteers from PCHulp and Learning at Home are ready for you! Computer courses near you SeniorWeb provides computer courses, workshops and walk-in hours at 425 locations throughout the Netherlands. Would you like to know more about our volunteers? You can read here about the important role which volunteers have in SeniorWeb. Online courses SeniorWeb members can follow various online courses via our website. Each course consists of a number of lessons. You decide whether you start with the first lesson or start later in the course. The step-by-step explanation is combined with clear instructional videos. On the basis of interim tests you can see whether you have mastered the teaching material.
Duration	Since 1996

Didactic methodology	Choose the way you want to learn here. • Online courses: with the online courses you learn when it suits you. • Computer lessons nearby: find a course location near you. • Learning at home: learn from one of our volunteers at home. • Computer books: use the SeniorWeb computer books to increase your knowledge.
Users	Older people
Project in number	SeniorWeb is a national non-profit association with more than 150,000 members, 3,000 volunteers and 425 teaching locations in the Netherlands.
Resources: material and human	Possibility to enroll in different club around different topic: https://www.seniorweb.nl/clubs
Digital skills learnt	• Tips & Explanation • Tips & Explanation overview • internet • E-mail • Photo & Video • Word & Excel • Windows • Maintenance • Safety • PC & Peripherals • apple • Tablet & Smartphone
Link of materials available online	https://www.seniorweb.nl/cursussen

Name of the good practice: Digital, gesund altern "Smart cafés"	
Website	https://www.waldviertler-kernland.at/cms/digital_gesund_altern/
Contact	office@waldviertler-kernland.at
Organizations	ARGE Digital, healthy aging
Country	Austria
Short description	The smart cafés take place in coffee shops and public libraries in which a group of up to five adults usually meet and talk, share and

	teach each other the use of smartphones.
Outcomes	The project is essentially based on three pillars: • One pillar is the *digitization of the older generation,* • the second pillar is the development of an online game (DGA app), whereby the older generation builds health literacy and is encouraged to adopt a healthier lifestyle, • the third pillar consists of regular networking and exchange meetings of the target group. These three project areas intertwine and influence each other.
Activities	Weekly meetings at fixed locations (libraries, parishes and at MahlZeit meetings) done by a network of voluntary "mobile phone companions" who support the target group individually in the use of smartphones and tablets to teach the use of smartphone.
Duration	From 2019
Didactic methodology	The emphasis of smart cafés is on peer-to-peer learning and creating a comfortable environment to try new things and explore devices and functionalities together.
Users	Older person
Project in number	The project has been done in 14 municipalities.
Resources: material and human	• Network of voluntary "mobile phone companions" • Fixed locations (libraries, parishes and at MahlZeit meetings)
Digital skills learnt	The "mobile phone companions" teach about: • application, • how to upload different apps or how they work, • explain how simple "maintenance activities" (charging, cleaning the surface, etc.) are carried out
Link of materials available online	https://bridgethegap-project.eu/wp-content/uploads/2021/07/EN_BridgetheGap_Factsheet_en_singlepages.pdf

Name of the good practice: Digital Kompass	
Website	https://www.bagso.de/projekte/digital-kompass/
Contact	info@digital-kompass.de
Organizations	BAGSO - Federal Working Group of Senior Citizens' Organizations

	and Germany Safe and Germany Safe in the Net eV in partnership with the consumer initiative. It is funded by the Federal Ministry of Justice and Consumer Protection.
Country	Germany
Short description	100 locations are currently being built across Germany where internet guides support older people in trying out digital offers for themselves. The digital compass is a meeting point for personal exchange, for on-site and online training courses and to receive materials.
Outcomes	Make it possible that every older person in their hometown has a space where they can meet and try out digital services for themselves.
Activities	• Internet guides support older people to use digital media effectively. • Online events
Duration	N.A
Didactic methodology	• Formal training course done by Internet guide: • Online training through the website: http://www.digital-kompass.de/themen/materialien-und-angebote
Users	Older person
Project in number	100 Internet pilot
Resources: material and human	• At least one Hub technological equipped for each pilot; • Internet volunteer guide from municipalities for each Hub; • At least one contact person for each Hub; • Website of each Hub; • Online free resources in a material repository (video lesson, books, podcast, links)
Digital skills learnt	Concrete examples and topics from their own living environment make it easier for older people to access digital offers. That is why we focus on one topic every quarter. Various information materials, on-site and online events, as well as tips suitable for everyday use and practical information on a specific topic are presented here in a bundle.
Link of materials available online	• http://www.digital-kompass.de/themen/materialien-und-angebote • http://www.digital-kompass.de/materialien

Name of the good practice: Juhani Pörtfors and Matti Sarviranta, a Community Story from Finland	
Website	https://epale.ec.europa.eu/en/blog/juhani-portfors-and-matti-sarviranta-community-story-finland
Contact	Juhani Pörtfors 68, Matti Sarviranta 70+
Organizations	Local Retiree Organisation in Turku, Finland.
Country	Finland
Short description	The Finnish project "Digi-Guides" engages the older generation into digital technologies. Through the adult learning organisation of the city of Turku, 10 digital guides organise weekly support pop-ups and provide digital support and guidance to seniors of their city.
Outcomes	Providing ICT support/guidance to seniors by organising weekly support pop-ups across Southwest Finland. Find solutions to overcome social isolation of older people during the pandemic.
Activities	10 digital guides organise weekly support pop-ups and provide digital support and guidance to seniors of their city. During the COVID-19 period, the support group digitalised its activities by engaging with the older people of Turku via Skype.
Duration	From 2020
Didactic methodology	Online lesson using a variety of free video chat apps and platforms on their own, such as Zoom, Teams, Skype, Hangouts. The tactic was: • Contact each potential participant individually before the group meeting to test their Skype connection and download the app for them by providing mobile support. • Group size of call between 10-14 people; • Two people of hosting the meeting • They contacted each other half an hour before the Skype-meeting and 10 minutes before the start they began inviting participants to the session; • Following a register they had a brief discussion to share experiences and hear from others using skills typical of the older people such as collective memory. • At the end of the meeting, they talked about the participants' program suggestions and we also agreed on the next meeting time
Users	Older person

Project in number	N.A
Resources: material and human	• Peer Tutor called ‘’Digi Guides’’ trained about ICT Basic skills • Technological furniture for older people that contact the organizations.
Digital skills learnt	Basic ICT skills: use of apps, how to share photos
Link of materials available online	N.A

Name of the good practice: Pane e Internet	
Website	https://www.paneeinternet.it/public/pei-en
Contact	PaneeInternet@Regione.Emilia-Romagna.it; Grazia.Guermandi@Regione.Emilia-Romagna.it; Antonella.Gualandi@regione.emilia-romagna.it;
Organizations	Regione Emilia Romagna
Country	Italy
Short description	Pane e Internet is a project funded by the Emilia-Romagna Region, as part of the Regional Digital Agenda to foster the development of citizens' digital skills in order to guarantee full digital citizenship. The key concept of the new 2018-2020 regional programming is that of a "digital citizen", that is a citizen who, at all ages, uses technologies to access information, to benefit from increasingly advanced services and to seize the opportunities that digital offers in its territory.
Outcomes	• Strengthen the Territorial Network both at local and regional level • Strengthen the integration of Pane e Internet point with the projects of the Digital Agenda and in particular the other activities aimed at involving young people and schools • Assist the most vulnerable citizens, because they reside in areas less served by communication networks and services or because they are at risk of digital exclusion (pensioners, housewives, unemployed, migrants, people with a low level of education, etc.) • Spreading the digital culture to encourage an increasingly advanced and aware use of technologies by citizens

Activities	• Different levels of digital literacy courses. The digital literacy courses have two levels - basic and intermediate - each with cycles of several lessons that will be scheduled every month. • Events about digitalization; • Youtube channel with lesson and nutshell for self-training: https://www.youtube.com/user/paneeinternet2011 • Online material repository for self training https://www.paneeinternet.it/public/materiali-didattici
Duration	Started from 2009 as a pilot initiative.
Didactic methodology	The project RER's choice to adopt DigComp for PEI's development is closely related with the move towards a more decentralised project approach through the creation of PEI Points and the involvement of multiple local partners. Moreover the project looked for a common framework, DigComp, which could help to promote a shared understanding and to establish a common language to manage the digital competence development among PEI's local agents (trainers, e-facilitators, PEI Point coordinators etc.) and their customers. The project used DigComp in the PEI project for four specific purposes: • to map the existing PEI courses onto the DigComp framework and then redesign their content; • to produce accordingly the educational materials for the digital literacy courses level 1 and 2; • to develop a common view of digital competence for citizens among PEI teachers and e-facilitators; • to identify meaningful themes for digital culture development initiatives.
Users	Citizens in Emilia Romagna who are 45 to 74 years old and who have never used the Internet.
Project in number	The project has since been funded with a total 3.3 M€ by the Emilia Romagna's regional government (RER)
Resources: material and human	• Network of Regional Digital literacy trainer; • Learner to participate, need a smartphone (with WhatsApp and Internet connection) or a PC (with connection, microphone and webcam), and fill out the online registration form • Map of Regional Pane e Internet Hub technological equipped: https://www.paneeinternet.it/public/punti-pei • Online available calendar of event and corse: https://paneeinternet.it/public/corsi-eventi • Online material repository for self training:

	https://www.paneeinternet.it/public/materiali-didattici-cittadini • Online material repository for training of trainers: https://www.paneeinternet.it/public/materiali-didattici-formatori
Digital skills learnt	The project adopt the DigComp Framework as the main core to follow: https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework The five thematic macro-areas that will be addressed by courses and events are: • digital literacy; • digital life; • digital education; • the social; • privacy and security. • disseminate and promote the main regional services among citizens
Link of materials available online	• Repository: https://www.paneeinternet.it/public/materiali-didattici • Youtube: https://www.youtube.com/user/paneeinternet2011

Name of the good practice: eRUM Lycksele	
Website	https://epale.ec.europa.eu/en/blog/epale-interview-improving-digital-literacy-middle-scandinavia https://www.v8biblioteken.se/sv/content-page/erum-lycksele
Contact	anna.sollen@lycksele.se
Organizations	eRUM Lycksele
Country	Lycksele is situated in northern Sweden and is quite rural with a population density of 2.23 people/km². eRUM Lycksele started as a joint project with three municipalities in the region of Västerbotten.
Short description	eRUM Lycksele is a place for the people of Lycksele to be inspired and to develop their digital skills. The eRUM (eROOM) is a space within the Lycksele Public Library and also an office where people can find some privacy. The eRUM is a service for the whole municipality so there is also a lot of outreach work involved.

Outcomes	Increase the digital participation and competence of their inhabitants in rural areas.
Activities	Example of a course activity: • "Find things using Wi-Fi, GPS and Bluetooth! Find your parked car, find a hotel in Malaga, share your position with family members, find your phone etc. • Digital photography: Take and edit pictures, save, organise and find your pictures, share your photos and make an online photobook. • Buy & Sell course (see picture) – secure shopping online, return purchases online, buy a ticket for the bus, train, flights. Buy and sell second hand, different ways of paying online, understanding your internet bank etc.)
Duration	2018-2020 projects The project was funded by EU regional funds, the Region of Västerbotten and the 3 municipalities. After the project ended in December 2019, eRUM Lycksele became a permanent service in Lycksele. In March 2018 eRUM opened to the public.
Didactic methodology	• Separate complete beginners from those who have some knowledge of how to use their phone; • Think about what kind of digital device the participants have. • If possible separate iPhones from Android devices; • Senior citizens like to have instructions written out for them on a paper, in handout form. This can be hard given all the different models, operating systems (OS) and versions of OS as one instruction doesn't fit all phones. To overcome this problem; • Purchase different Android phones so everyone has exactly the same model and version; • Have max 5 people per group, and 1 tutor per group if possible so the tutor can verify every step (which is often the case) and have the chance to give lots and lots of positive comments to the students on their progress; • Do thematic courses with 3-5 meetings. Methods for the courses: • First, gave theory class in a big group and then I divided the class into four smaller groups for the practical exercises. The theoretical part of the classes lasted 30 minutes, followed by a coffee break, and then 1 hour of exercises.
Users	senior citizens and immigrants
Resources: material and human	• eRum: a room technological equipped in a public space • People: 5 people per group, and 1 tutor per group

Digital skills learnt	DigComp Framework
Link of materials available online	N.A

Name of the good practice: e-Community	
Website	https://www.bcskoolitus.ee/
Contact	https://www.facebook.com/BCSkoolitus/ https://www.bcskoolitus.ee/kontakt/
Organizations	BCS Koolitus
Country	Estonia
Short description	"e-Community" commissioned by the Ministry of Economic Affairs and Communications is to increase the number of computer and Internet users, i.e. the share of people in the working age population who have digital literacy at basic level.
Outcomes	The aim of the project is to significantly increase the number of computer and Internet users across Estonia in 2018-2021. To achieve this, it is planned to train: - 5000 people with missing or low digital literacy, providing them with basic computer and Internet skills (including e-services and ID card skills).
Activities	Within the framework of the "E-Citizen" course, students learn to use: • an ID card, get an idea of the possibilities of Mobile ID; documents are digitally signed, • various web tools such as e-mail, Google's computing and word processing programs, • mapping applications • Special attention is paid to the Eesti.ee portal and the services that the state offers its citizens for paperless administration.
Duration	2018-2021
Didactic methodology	N.A
Users	People with missing or low digital literacy
Resources: material and human	N.A

Digital skills learnt	• uses a computer and other smart devices (tablet, smartphone, etc.) independently at the basic level; • has a basic knowledge of the most common computer hardware, software (including freeware) and file management; • knows and is able to use the Estonian ID card when consuming public and private sector services (incl. the state portal www.eesti.ee); • is aware of the nature of e-signature (incl. digital signature, mobile ID); • knows the risks of cyberspace and is able to avoid them; • is able to search for information on the Internet (including the websites of state and local government agencies, www.eesti.ee ; Riigi Teataja and others); • can use e-mail, including @ eesti.ee e-mail address, www.eesti.ee headings "my mailbox" and "my documents"; • can use more common social software and networks; • compiles and formats simple text documents independently; • creates and processes simple spreadsheets using the guide
Link of materials available online	https://www.mkm.ee/en/objectives-activities/information-society/it-skills-and-knowledge

3. Outcomes

The FAITh consortium mapped over 60 practices and selected the 31 above listed good practices in Europe, with a dive-into the situations in Cyprus, Portugal, Greece, and Italy, thanks to the presence of project partners. The retained good practices have been selected and then used in the project based on the following expected impact:

- inspire the design of the trainings for older adults and for mentors;
- contribute to the definition of the contents for each module of the project's trainings;
- suggest tested methodologies to perform trainings, both online and onsite;
- propose innovative ways to recruit participants;
- inform the capacity building process in FAITh;
- propose pathways and content to design the project's platform;
- evaluate good practices against the project's own KPIs and impact scenarios.

Here below it is the overview of the 31 practices according to the contents and methodologies retained by the project.

Content	Content & Methodologies	Methodologies
• Online banking courses (Unicredit Bank, Digital communities of people of older age, Learn My Way) • Handbook (PROADAS; against frauds: Vademecum contro le truffe) • Repositories (Pane e Internet, Programme for the Teaching of Basic Digital	• computer courses to marginalized people via peer-to-peer for community making (WelCom Tech, Seniorweb) • coding for non-digital savvy for creative and cultural sectors (Silvercoders) • Digital academy against fake news in an intergenerational	• Digital literacy via school – intergenerational approach (Nonni su Internet, DEIXTOUS, Literacia Digital – Nós e (A)vós) • Mentoring methodology (Somos Tod@s Digitais) • Capacity building for trainers (Programa Nactional de Mentores para a Inclusão Digital)

Skills to Adults, EUSOUDIGITAL) • E-learning modules (iHeal, Adult Education Centres, MUDA, eRUM) • Books and manuals (Access to the Digital)	approach (DIGITOL) • Smart cafés (Digital, Gesund Altern) • Digital Guides (Juhani Pörtfors and Matti Sarviranta, a Community Story from Finland)	• E-learning methodologies (Universidade Sénior Virtual 2.0) • Gaming solutions for learning (Define project) • eGovernment (e-Community)

For each selected content and methodology, the following highlights have been retained to inform the products of the FAITh projects:

CATEGORY	HIGHLIGHTS
Digital skills learnt	Main area: • Digital literacy • Digital life • Digital education General topics: • the social network and networking • Health Promotion information and related applications • Health data management • E-Health services navigator • Digital photography: Take and edit pictures, save, organise and find your pictures, share your photos and make an online photobook • Use of APPS • Attach photo and document in social media and email • Use video call • Search for information on the Internet (including the websites of state and local government agencies) • Introduction to the Cloud **Topic about Safe Online transaction:** • Privacy and security • Loan support • Basic knowledge about banking and financial products and services • disseminate and promote tips about how to use regional services among citizens • Buy & Sell course – secure shopping online, return

	purchases online, buy a ticket for the bus, train, flights • Safe use of debit card, online banking and e-commerce, bank account security, loan support, special provisions for people of older age • Aware of the nature of e-signature • Etiquette: rules of conduct • Legislation: responsibilities for commitments made digitally • Freedom: rights and freedom in the digital world

Didactic Methodology	Training material:
	• *Constructivism pedagogical approach:* *https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)*
	• *Multidimension of delivery contents*:
	  ○ video lesson
	  ○ have Tips & Explanation overview page https://www.seniorweb.nl/tips-en-uitleg
	  ○ have homework and activity to do by yourself
	  ○ short tutorial
	  ○ mooc
	  ○ e-learning module and platform
	  ○ printed guide
	  ○ webinar
	  ○ events face to face
	  ○ weekly conference
	  ○ in presence course
	  ○ Handbook such as Vademecum
	  ○ learning scenario games
	  ○ Online lesson using a variety of free video chat apps such as Zoom, Teams, Skype, Hangouts
	• Provide *a curriculum tailored to seniors' characteristics and needs* with educational practices and learning materials arising from and adapted to the variety and variability of the third age
	• *Guidance for help people to design their process of learning* deciding where to start: https://www.learnmyway.com/choose-where-to-start
	
	Learning session:
	• no more than two hours per learning session
	
	Schedule:
	• *Be reach and visible:* have a virtual and non-virtual maps of space available for digital training and a calendar of course of events online and in the main square of the cities to make your activities easy to be find

	Number of participants for training session: • no more than 14 people for the course with two trainers
Resources	*Human* • *Find a network of Digital trained volunteer for each municipalities (at least 10)* • *Give them the opportunity to receive training also through self-learning (online material)* • *Community of older person:* Define a person who take care of recall participants before training session and promote networking between the participant to involve new people, especially, isolated older people • *Trainer per courses:* Always at least two Digital trainer per course • *Online free resources in a repository* (video lesson, books, podcast, links to articles) • *Strengthen and reinforce stakeholders' involvement on inclusion of older people* (experts and practitioners in the fields of adult education and lifelong learning, digital education & promotion of active ageing competence): empowering relevant training providers, such as adult educators and caregivers, to successfully implement training opportunities for seniors • *Course guid*e: have at least one people that mapping need of possible users, help them with registration and find the course up to their learning goals and needs *Spaces* • *Create clubs dedicated on certain topic that could continue to meet and create a community:* https://www.seniorweb.nl/clubs • *Formal and informal space*: coffee shops, public libraries, hub • *Space must be accessible and easy to find:* clear website, social media and a person to contact • *Space must be decentralized*: to reach also the most isolated people must be at least one space for municipalities that we would like to reach • *Space must be technologically equipped:* wi-fi, laptop, smartphone • *People technology equipment requirements*: WhatsApp and Internet connection) or a PC (with connection, microphone and webcam)

Link of materials available online	• *Digital Kompass* *http://www.digital-kompass.de/themen/materialien-und-angebote* • *Unicredit* https://www.unicredit.it/content/dam/ucpublic/it/chi-siamo/documents/educazionefinanziaria/Catologo-In-formati-Banking-Academy_-2019.pdf • *Learn my way* *https://www.learnmyway.com/subjects* • *DIGITOL Academy* https://digitol-academy.eu/ • We are All Digital Tutorial https://somostodosdigitais.pt/ • PCABC tutorial https://www.youtube.com/c/PCabcIT/playlists • Tips https://www.seniorweb.nl/tips-en-uitleg

4. Conclusions

The mapping and selection of good practices helped the consortium to get acquainted with already tested experiences, suitable to inform the work in the FAITh project. This is an incredible added value, supporting the project to get situated in its context and better focus on its aims.

The work around the elaboration of this Good Practice Matrix equally allowed each partner to access a wealth of contents (repositories, handbooks, e-learning modules) for better defining the project's materials. It helped to select and finetune contents, reflecting on the project's targets.

Furthermore, the practices retained along the FAITh journey and compiled in this Matrix inspired the consortium also for the variety of methodologies used, thus starting an internal reflection on what the specificities of our project were and how to better deliver them at grassroots level. Alongside, it shed light on possible advocacy actions to be potentially used by the project, especially when connecting the capacity building trainings with the eGovernment trends, and with other societal challenges (e.g. using the FAITh trainings as a tool for contrasting social isolation and loneliness; for enhancing the sense of community and building boundaries among participants; for connecting the digital literacy with the wider issue of literacy, such as health literacy, thus boosting participants to look for more trainings).

Last, the analysis and selection of good practices was also helpful in situating FAITh into the wider world of online courses and in highlighting its specificity and added value, for empowering older adults dealing with financial transactions online.



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