DIGITAL LITERACY TRAINING FOR ADULTS:
INITIATIVES, ACTORS, STRATEGIES
GUIDELINES CONCERNING ADULT LITERACY TEACHING
STRATEGIES FOR PEOPLE AGED OVER 55
"DIGITAL LITERACY TRAINING FOR ADULTS: INITIATIVES, ACTORS, STRATEGIES"

Guidelines concerning adult literacy teaching strategies for people aged over 55

The materials and documents have been developed in the framework of a project financed by the European Community. The contents of the documents do not necessarily reflect the opinion of the EU Commission.
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GRANDPARENTS & GRANDCHILDREN PROJECT

The European Union eEurope initiative, through its eLearning programme, presses the need to provide all citizens with the necessary skills to grow and develop in the knowledge society. As a result, one of its main aims is to promote universal digital literacy. More specifically, it points out the need to encourage digital literacy through actions that will lead to ICTs at school and, in a broader sense, within the context of life-long learning.

The “Grandparents & Grandchildren” valorisation project builds upon a successful experience of digital literacy promotion. The initiative supported by local authorities, associations and public and private organizations is addressed to people aged over 55 through the involvement of students of secondary upper schools in the role of volunteer “digital educators”. The main goal of the project is to valorise at European level a methodology for adult digital literacy promotion.

The specific objectives are the following:

- to benchmark similar experiences of digital literacy training for people aged over 55 to survey and involve other organizations interested in joining in the project and to issue guidelines concerning digital literacy;
- to disseminate the G&G methodology and teaching packages to partners at international level, favoring in the mean time the involvement of local stakeholders in this kind of initiatives;
- to issue guidelines for the teaching of digital literacy to adult people, starting-up a virtual community of experts dealing with the dissemination of the methodology and the adult digital literacy issue.

The main characteristics of the initiative that the “G&G” proposal intend to disseminate at European and local level are: a low cost and high level of sustainability, a great social impact, a high visibility in the local communities, a high rate of transferability.

The didactic materials elaborated by the G&G partnership will be translated in all partners’ languages and published on the project’s website to be freely usable not only by the partners but also by the general public and by any other interested organization even though not included in the partnership. This particular attention to linguistic issues will both facilitate the dissemination of the experience and the standardization of the approach. The materials will be also integrated by a specific local part, developed by each partner with the contribution of local stakeholders, focused on practical services of interest for the elderly available on-line in each country. This will ensure that consistent attention is paid to local cultural issues.
Objective of research

The present Report is one of the outputs of WP2 - MODEL TRANSFER AND ADAPTATION TO LOCAL NEEDS. It will provide an overview on:

- **existing EU policies** concerning digital literacy training initiatives addressed to elderly people
- over 55 Digital literacy training models and habits: existing initiatives, project, programmes, practices concerning digital literacy training initiatives addressed to elderly people.
- Thus, this Report is intended to feed the following steps of WP2, which consist in reviewing and improving the original Italian training materials and providing elements for better adapting it to the other countries’ contexts.

Definition of key concepts

In this paragraph we will present key concepts related to the main issue and focus of the project that will serve as **criteria for the identification of relevant policies and practices**.

**Digital literacy: literacy for living in a digital culture**

“Digital literacy” is a concept that is linked to that of Information and Knowledge Society. The term “digital literacy” concentrates on two aspects; one educational and the other technological. With regard to the educational aspect, “literacy” is more precise and specific than the word “education”. It refers - in what we understand to be a metaphorical way - to the concept of “literacy” (reading and writing). The expression suggests that the abilities required to use the new technologies are similar – to some extent – to those required for reading and writing. At the same time, the term “digital” brings us closer to the core of ICT: that is, its binary and information-related nature.

A definition of “Digital literacy” could be: “the acquisition of the technical competence for using information and communication technologies, understood in a broad sense, in addition to the acquisition of the basic practical and intellectual capacities for individuals to completely develop themselves in the Information Society”. This concept is basically precise and complete. Nevertheless, the capacities implied in the concept of digital literacy can be integrated.
According to the findings of the research carried out in the framework of the project “Promoting Digital Literature” by the Universidad Autonoma de Barcelona\(^1\), Digital literacy should be viewed as a complex system of mental changes and knowledge that can basically be related to the following dimensions:

- Technical and technological: new systems of instruments and machines. Computers and telecommunications are a fundamental part of these.
- Semiotic and communicative: complex languages and new communication systems.
- Ideological: related to the set of knowledge and ideas specific to our age.
- Socio-institutional: i.e. social relations and the institutions that organize these relations.

The following table indicates the major changes that are taking place and their lines of force.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Modern Societies</th>
<th>Knowledge Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical</td>
<td>Printing and the book</td>
<td>Computers, telematics</td>
</tr>
<tr>
<td>Semiotic</td>
<td>Linear alphabetic writing</td>
<td>Interactive hypermedia systems</td>
</tr>
<tr>
<td>Ideological</td>
<td>Modern thought, industrial capitalism</td>
<td>Post modernity, Advanced capitalism</td>
</tr>
<tr>
<td>Socio-Institutional</td>
<td>Families, towns, and nations</td>
<td>Global societies, cyberspace.</td>
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Digital literacy is considered nowadays one of the essential skills to allow citizens to effectively exercise full citizenship. Related to the concept of Digital literacy, and particularly significant for elderly, is the concept of “Digital divide”, meant as the gap between those who have access to and use the potentialities of ICT for their own achievements, and those who are not in a position to access or use these potentialities.

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\(^1\) PROMOTING DIGITAL LITERACY Final report EAC/76/03 - Understanding digital literacy  
José Manuel Pérez Tornero - Gabinete de Comunicación y Educación Universidad Autónoma de Barcelona - June 2004
**Intergenerational learning**

*The elder cannot be an elder if there is no community to make him an elder. The young child cannot feel secure if there is no elder, whose silent presence gives him or her hope in life. The adult cannot be who he or she is unless there is a strong sense of the other people around*².

Intergenerational means "being or occurring between two generations". Thus, “intergenerational learning” refers to the sharing of information, thoughts, feelings and experiences between two generations that can enrich both. Much intergenerational learning goes on informally, such as when we talk to our grandparents or other older relatives or family friends. Sometimes, however we can learn from more organized or planned activities.

Knowledge has been transmitted from one generation to another throughout history, often informally or incidentally. In the last 40 years, more systematic and formal intergenerational programs have arisen, with growing recognition of their integral relationship to lifelong learning and broader social purposes (Hanks and Icenogle 2001). Ideally, the generations derive mutual benefits from participation and the learning is reciprocal. Features of effective intergenerational learning have commonalities with the characteristics of social capital. This Paragraph examines the relationship between intergenerational learning and social capital and describes research findings and promising programs illustrating how intergenerational programs contribute to learning and the development of social capital.

**How Intergenerational Learning Builds Social Capital**

The concept of social capital refers to the resources of networks, norms or shared values, and trust to which individuals have access as community members; it is both an individual and a community asset (Balatti and Falk 2002). Individuals who can draw on these tangible and intangible resources and relationships will have enhanced life opportunities, and communities in which trust, reciprocity and social networks are strong will benefit from collective action and cooperation (ibid.). Two dimensions of social capital development (chronological and external) bear a resemblance to features of intergenerational programs:

- **Chronological** dimension is fundamental in the processes that transmit social and cultural norms. The research makes clear how past learning needs to be reconciled with the present, in the context of...a future gaze or "vision."

- **Externality** refers to the relationships that people have with the outside world... Externality is not only about developing and using networks...It is about having the identity resource that allows one to see oneself as a member of the larger community of communities that comprise society. (ibid., pp. 286-287)

One reason to consider intergenerational learning in this context is awareness of unequal access to positive social capital and the risk that social exclusion and disadvantage will result in negative social capital (Boström 2002).

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The family is typically the individual's initial source of social capital, but the social changes of the last half century are having an impact on this source: increased life expectancy, greater mobility, increased reliance on nonfamilial caregivers at both ends of the life span, a more age-segregated society (e.g., retirement communities and youth culture), and decline in civic participation (Boström 2002; Loewen 1996). Economic and social changes have resulted in "changes in the social contract and evolving expectations about the relative position of generations in society" (Hanks and Icenogle 1999, p. 52). The issue of generational equity arises: to some, older people are a burden rather than a resource, and in light of the increased time it takes to become economically productive today, children may be viewed this way as well. These factors work against characteristics of positive social capital such as mutual acceptance of obligations, exchange of ideas and information, and action for the common good (Schuller et al. 2002).

Although not usually tied explicitly to a social capital framework, a frequent rationale for intergenerational programming is its effectiveness in reducing stereotypes of young and old and improving mutual understanding and trust. Such attitudinal changes are a focus of much of the research, and many of the findings show more positive perceptions of aging and the elderly among children and young adults, more willingness to work with the elderly among health occupations students, and changed perceptions of youth on the part of older adults (e.g., Granville 2001; Kaplan 2001; Loewen 1996). However, in other studies, the findings about attitude changes are mixed or demonstrate that the changes may not last long (Kaplan 2001; Loewen 1996).

Attitudinal changes are a worthy goal, yet some suggest that making them the primary justification and outcome of programs trivializes intergenerational interaction and ignores the larger social purpose (Hanks and Icenogle 2001). For Loewen (1996), a more compelling rationale is the learning inherent in effective intergenerational activities. Learning, as a social activity, results from drawing on and building social capital through interactions with others (Schuller et al. 2002). Research by Balatti and Falk (2002) and Schuller et al. (2002) demonstrates how learning creates conditions that help develop the building blocks of social capital: it (1) extends, enriches, and reconstructs social networks and builds trust and relationships; (2) influences the development of shared norms and the values of tolerance, understanding, and respect; and (3) affects individual behaviors and attitudes that influence community participation.

**Outcomes of Intergenerational Learning**

Intergenerational programs are usually one of the following types (Kaplan 2001): children and youth serving older people, elders serving children and youth, and adults and youth collaborating in service and/or learning. Research cited by Loewen (1996), Granville (2001), and Kaplan (2001) suggests that successful intergenerational learning fulfills age-appropriate developmental needs of youth and adults, is relational and reciprocal (drawing on the strengths or assets of each generation), and creates a community in which learning results through collective engagement in authentic activities. A few studies explicitly link social capital and the outcomes of intergenerational programs (e.g., Boström 2002; Granville 2002; Kaplan 2001). In other research demonstrating learning outcomes, links to social capital may be inferred, and some promising new programs reinforce these findings. Some of these studies and programs are described next.
Granville (2001) examined the outcomes of a British project that brought together two groups with "negative" social capital who are usually excluded from powerful social networks: youth offenders undergoing rehabilitation and older adults with physical disabilities or dementia. An instance of youth serving elders, the program provided community service placements for offenders in elder care centers. Each generation offered its own strengths: the youth brought energy, enthusiasm, companionship, and physical strength; the elders shared concern for the younger generation, nonjudgmental and accepting attitudes, and appreciation for the youths' contributions. Trust worked on multiple levels: prison and care center officials trusting offenders, youth trusting that their service would not be exploited, the elders trusting their caregivers to provide a safe environment, and young and old learning to trust each other. The project emphasized the shared values of mutual respect, tolerance, and inclusiveness. Interview and observational data showed that the youth learned employability skills and the value of service, developed self-esteem, and built their stock of social capital for future life and work. The elders benefited from social and mental stimulation, the opportunity to support the youth by ensuring that they were not placed in compromising situations, and the reduction of stereotypes about aging and dementia.

The Alabama Intergenerational Network for Service-Learning (Hanks and Icenogle 2001) demonstrates the links between human capital and social capital. College students in gerontology and business helped adults over 50 in career transition develop work-related skills such as self-esteem, resume development, and computer skills. Data from pre/postprogram surveys showed that trust and communication were built through the shared norms of the workplace, allaying misconceptions older and younger workers had about each other. However, the activities were not intentionally designed for this purpose, but resulted from the synergy surrounding authentic engagement in learning: "This project found its major success in addressing concrete training needs. Certainly, attitudes and feelings did change, but as a byproduct of interaction that centered on the two generations working together in skill-building activities" (p. 66).

An example of elders serving youth, the Swedish Granddad program involved men over age 55 as educators, companions, co-learners, mentors, and tutors for elementary students (Boström 2002). Surveys of the men and students showed that new social networks were created among teachers, elders, and children; the elders provided models of social norms and values that met developmental needs, especially for boys. The "granddads" benefited from participation in lifelong learning, the opportunity to contribute to the community, and the expansion of their social network. A key factor was that the interaction was regularly scheduled and long term (6 months-2 years), resulting in "an intergenerational transmission of both learning and social capital" (p. 523).

Other examples of adults helping youth are the Foster Grandparent Programs and Retired and Senior Volunteer Programs. Blake (2000) found that older adult tutors in these programs had a measurable impact on students' reading performance, attitudes about reading, self-confidence, and motivation to read. More than that, the frequency of tutoring sessions enabled participants to develop trusting relationships. Literacy is a social practice and its development is intensely social: "Something unique stems from the nature of the intergenerational relationship. The dynamic of that relationship—reciprocal and accepting—gives rise to opportunities for learning, growth, and understanding for both participants" (ibid., p. 1).
Intergenerational programs typically focus on two generations separated from one another and opinion is divided as to whether the generation in between should be included (Granville 2002; Whitehouse et al. 2002). The following examples of programs in which adults and youth work together in service and/or learning involve all generations. In the Public Policy Institute (Murdock and Paterson 2002), youth and adults learn the core concepts of civic engagement and the value of deliberative dialogue. Different learning and interaction styles between the generations resulted initially in some mistrust and dissatisfaction. Alterations to the teaching methods and group procedures enabled a learning community to develop in which adults recognized the young people as a source of information and alternative perspectives; the youth learned to express their opinions on issues.

Community Builders is a promising program at Wartburg College that displays many characteristics of social capital development (“About Community Builders” 2002). Community members of all ages participate in real and virtual “neighborhoods”—intergenerational learning communities mediated by college students. The link to social capital is explicit in the project rationale:

“The purpose of this project is to use the assets of community members with different cognitive, social, civic, and intergenerational backgrounds and skills to build and strengthen the community they share. These ‘community builders’ are individuals who learn from one another in the quest to attain this common goal while developing and enhancing their own respective skill sets, which add value to their individual lives and the larger communities of which they are a part...This creation of ‘social capital’ is consequential to the health and well-being of a democratic society” (ibid., executive summary, p. 1).

Another new program example is The Intergenerational School in Cleveland, Ohio (http://www.intergenschool.org/; Whitehouse et al. 2002). Intentionally multidirectional and multigenerational, the school is based on the premises that learning is a lifelong process and that knowledge is socially constructed in the context of community. It represents the highest level of a typology of intergenerational programs: a shared learning environment designed to meet learning goals of individuals in different age groups. Individual and community learning goals focus on behavioral and cognitive abilities, learners' relationships to their families and community, and their broader contribution to civic life.

Granville's (2002) review of intergenerational practice in the United Kingdom supports the ability of intergenerational activity to develop community capacity and build social capital through creation of new community networks and support systems. Research (Granville 2002; Kaplan 2001; Loewen 1996) demonstrates that effective intergenerational programs (1) are intentional, reciprocal, sustained, and asset or strength based; (2) provide training for young and old to prepare them for participation; (3) involve the targeted age groups in the planning; and (4) use the strengths of one generation to meet the needs of the other. Research on programs that have an explicit social capital focus, such as Community Builders and The Intergenerational School, is needed to provide more evidence of this broader outcome of intergenerational learning. Such research not only may lead to better intergenerational programs but may also be an opportunity to examine social policy and rethink how we construct our basic institutions (Kaplan 2001).
Active citizenship

The issue of ‘active citizenship’ concerns all three DGXXII action programme domains: education, training and youth. It is relevant for both young people and adults, in both formal and non-formal learning contexts.

The 1997 Commission Communication *Towards a Europe of Knowledge places lifelong learning* at the centre of an integrated approach to future policy action, based on the conviction that in a rapidly changing world, our society must offer all its citizens opportunities for acceding to the knowledge which will enable them to progress throughout their lives – and this importantly includes encouraging a process of construction and enrichment of citizenship in a society of openness and solidarity for each and every one of us.

The 1998 DGXXII publication *Education and active citizenship in the European Union* states the following:

“The concept of citizenship is thereby becoming more fluid and dynamic, in conformity with the nature of European societies themselves. In this context, the practice of citizenship becomes more like a method of social inclusion, in the course of which people together create the experience of becoming the architects and actors of their own lives. Opportunities to learn and practise autonomy, responsibility, co-operation and creativity enable the development of a sense of personal worth and of expertise in confronting and tolerating ambiguities and oppositions” [Paragraph 2.1 - Dimensions of citizenship in a changing Europe].

“Here, the teaching of citizenship is not enough — it is the learning of citizenship which is essential. This must comprise not only the development of intercultural understanding (the affective level), but also the acquisition of operational competence (the cognitive level) — and both are best gained through practice and experience (the pragmatic level)” [Paragraph 2.2 - Education, training and citizenship].

The sense of citizenship is embedded in each individual’s life history, and in their relationships with others, so no standard model for developing citizenship is applicable. Active citizens have a strong sense of responsibility, rooted in notions of justice and care. Early life experiences, particularly in the family and the community, are probably more important than the school in their motivation to become active. School education for citizenship seems to have played little part in the formation of individual active citizens, though extra-curricular community activities, and opportunities to take part in running their own school, appear to be helpful.

Active citizenship is a lifelong learning process. Learning citizenship is interactive, and deeply embedded in specific contexts. People learn relevant skills through actively trying to solve a problem or fulfil a mission, rather than through organised or institutionalised processes of learning. The outcomes of citizenship learning are unpredictable, and public interventions are most likely to be effective if they provide individuals with opportunities to explore and acquire skills in context, rather than through formal instruction.
The skills and knowledge that active citizens develop in one area are frequently transferred into other areas. However, the importance of support for citizenship learning in civil society is not sufficiently recognised, and this area is generally under-resourced, particularly in comparison with workplace learning. As a result, initiatives to develop citizenship skills tend to be short-term, less systematic and less sustainable. The people who suffer most from this are those most vulnerable to social exclusion in any case. Gender and educational attainment are important factors. Other areas of difference (e.g., ethnicity, disability, sexuality) interact with these to create complex patterns of inclusion and exclusion.

Governments should create opportunities for individuals to learn citizenship skills and attitudes through practice and participation in activities relevant to them. Support should be given especially to learning in the voluntary and other civil society organisations, especially in their embryonic stages. Funding organisations must recognise the 'process' character of citizenship learning, and establish funding regimes in which civil society organisations are long-term and equal partners.

We would like to draw attention on the following recommendations emerged as a result of the Final Report of the Education & Training for Governance & Active Citizenship in Europe” (ETGACE) Research Project3:

"Governments and others should create opportunities for individuals to practise and learn citizenship skills
Since citizenship is learned through practice rather than instruction, governments should create opportunities for people to practise citizenship, and should support the development of learning resources for this. This enables individuals to learn to participate in ways which they see as relevant. While formal courses can be useful, they are not the principal means through which individuals learn to be active citizens”.

"EU, governments, and research funders should support further research into the informal development of citizenship skills and knowledge
We found a serious lack of research into the processes of informal learning within the workplace and the civil society domain. Since our evidence suggests that some of the most important learning of citizenship takes place in informal modes research is needed to investigate how this operates, and how it might be facilitated”.

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CONCLUSIONS

The elder cannot be an elder if there is no community to make him elder. The young child cannot feel secure if there is no elder, whose silent presence gives him or her hope in life. The adult cannot be who he or she is unless there is a strong sense of the older people around.  

Intergenerational learning is a name, a post-modern tag to call an ancestral process. Since the concept of culture was born, the social knowledge has been transmitted from generation to generation, from older to younger, through thousands of different ways. On the oral societies the figure of the narrator guaranteed the survival of a whole culture through the tales. The narrator, on his classic figure, was an old man who teaches and advertises the young generations about the ethical secrets of their common context. This approach to the transmission of knowledge is, in fact, intergenerational learning.

Nevertheless, this primary canal of the teaching-learning process, found its first revolution on the post-Guttenberg societies. The writer became the referent point replacing with its words the ancestral voices. This first moment of changes on the methodologies for the access to the information discredited inevitably the importance of the experience and, consequently, the prestige from elder teaching younger. As Walter Benjamin writes on its brochure, *El Narrador* (1936):

«(...) la cotización de la experiencia ha caído y parece seguir cayendo libremente al vacío. Basta echar una mirada a un periódico para, corroborar que ha alcanzado una nueva baja, que tanto la imagen del mundo exterior como la del ético, sufrieron, de la noche a la mañana, transformaciones que jamás se hubieran considerado posibles.»

The spied this, we can’t stop here. Alvin Toffler published “The third wave“ in 1980 where he posed a third revolution moment on this processes of transmission of knowledge. With the appearance and the popularisation of the ICT the roles between elder and young have been changed. Actually, when we talk about Intergenerational learning, we use to keep in mind certain initiatives where young people help older people to acquire the competences and skills for managing themselves on the information society. Of course, that’s also an intergenerational learning approach, however, we can’t consider a whole intergenerational learning process if we deny the reciprocity of this exchange of information.

We could say that, for the first time, we have got the possibility to equilibrate the balance between younger and elder in terms of teaching-learning processes. Elder people, in our contemporary society, are following “faustian models” where to live again a second life full of all those new experiences that born everyday and, who could be better for help them to realise this than a younger?

In the meantime, younger people, as Somé (1993) suggest at the beginning of this conclusions, need the silent presence that keep the hope in their life.

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6 "(...) the quotation of the experience has fallen and seems to continue falling freely through the emptiness. It is enough to watch briefly a newspaper to corroborate that it has reached a new loss; that as the image of the exterior world like the one of the ethical one, suffered, overnight, transformations that never had been considered possible."
Political dimension

Digital literacy is considered nowadays one of the essential skills to allow citizens to effectively take part in the modern society and to exercise full citizenship. Internet websites offer a wide range of information: opening hours of public and private offices and hospitals, forms to be downloaded and filled in without queuing at desks, lists of documents to be provided to submit a request for services, information concerning the deadlines of payment of basic services, the possibility to file a complaint for theft, home banking and many other services that allow people not to leave their home to gather information in order to obtain services and/or have better access to them. Against this effort, often fostered and supported by EU policies and programmes, there is a large group of people aged over 55 unable to draw advantages from these new opportunities/services.

Social cohesion is one of the key objectives of the European process, as mentioned in the Single European Act, the Amsterdam Treaty and the Lisbon Declaration.

The European “cohesion funds” (mostly ESF) support a lot of initiatives aiming at tackling e-exclusion in order to preventing digital exclusion and exploiting new digital opportunities for a better inclusion of socially disadvantaged people.

E-inclusion is one of the dimensions of overall inclusion and cohesion policies. In the meaning of the European Commission, e-inclusion means a twofold approach:

- Preventing digital exclusion, i.e. to prevent that disadvantaged people and disadvantaged groups could be left behind of the information society
- Exploiting new digital opportunities for a better inclusion of socially disadvantaged people or groups, or less-favoured areas

However, although in Europe a lot is done to decrease the digital gap between the generations the number of older adults using the Internet in the framework of seniors’ education is still quite small.

There are various reasons for this, amongst the most important being:

- The group of older learners is not homogenous and has various interests and competences. The Internet teaching concentrates often on technicalities rather than on mediating contents attractive to the learners.
- There are sometimes barriers already within the organisations of senior’s education, where, even in large and well-equipped organisations, the Internet is not considered or is not yet recognised as an important tool in the education of seniors.
- The motivation of older people to learn and use ICT depends mostly of the number of relevant projects oriented specially for that target group. Countries like Denmark, Iceland, Sweden, where there are a lot of older people who actively and use computers and Internet have organized special training for older people during 9 years or even more.
- The cost of courses offered use to be expensive.
- The schedule proposed for including elder in intergenerational learning activities doesn’t use to match with their needs.
Pedagogical dimension

The fear to the unknown is an intrinsic characteristic of the human being. That’s the first barrier that one can find working for the first time with new technologies. Newcomers are often paralyzed by the idea of using a computer: how does it work? Why I’ve to use it? The fearsome “delete” option... I can’t do it! This feeling is not related to an age question, it happens everyday to everybody: first day at the nursery school –or at job-, first date, first driving class, etc. Every emancipation process requires a certain degree of self-confidence. It means not only to have the competences for doing it, but also to believe that you have got those competences. The only difference between an over 55 man and a teenager when they sit in front of a computer is that, while for the younger it should be a quotidian ritual, extremely likely, for the older it is his first time. On that sense, it doesn’t seem a secret that, in order to obtain a good pedagogical approach, a tutor may understand that people often bring these frightening thoughts to their first session.

While educating older people, pedagogical approaches should make use of their life experience. Ways should be sought to identify, acknowledge, value, use, share and build on this experience for the benefit of both individuals and groups of older learners. It has proved to be the case that successful learning for older people is informal, social and fun. Strict direction and formal evaluation should be avoided to make the feeling relaxed and thereby the situation not scary for participants. The concept of experiential learning conceptualised by Rogers can be taken as a good framework for teaching ICT to older people.

Learning to use a computer’s a practical skill process that involves a series of repetitive moves that are assimilated by practice until they become automatic. Nevertheless, learning to include ICT on the classical pedagogical paradigms implies a whole mental structure reorganisation. More than “how” to use a computer, what really stops older people is a motivational problem based on the “why” to use a computer.

Meaningful learning is a key point on this process. As far as new technologies are fundamentally a tool, they need to be fill with a content. This is a good opportunity to transform the ICT learning process into a really reciprocal intergenerational learning action. Meaningful intergenerational learning means to work on determinate topics where older can return this teaching to younger.

One of the most relevant issues that strengthen the bonds of the intergenerational learning is the historical memory. This common cultural heritage situate younger and elder under the same umbrella. Filling up the recipient that a tool as ICT creates with this topic is a very good way to start working on intergenerational learning.

The selection of content is not only important for the over mentioned meaningful learning, but it becomes essential from a methodological approach. A teaching-learning process based on a suitable content allows elder to feel more comfortable on their new adventure through ICT, and so, more willing, more useful and less afraid to learn.

7 http://www.uni-ulm.de/LiLL/5.0/E/5.3/practice.html Good Practice in the Education and Training of Older Adults. Prof. Keith Percy and Dr. Alexandra Withnall, Lancaster University, Great Britain
On that sense, a learning proposal based on Decroly’s interest centres\textsuperscript{9}, could be a good starting point for introducing both elder and younger to a meaningfully common intergenerational learning path.

According to Rogers all human beings have a natural propensity to learn; the role of the teacher or facilitator is to facilitate such learning. On that sense, the role of the tutors – young people, in G\&G case- starts with the aim to show beginners that they are capable of making a start and that using a computer is something they will enjoy and find valuable. However, their role should be, as well, founded on the disposition to learn from elder about those specific topics that engage each generation.

That’s why the staff for intergenerational courses must be specially trained not only methodologically but also psychologically.

**Recommendations**

Following these outcomes, G\&G proposes a serial of points to take into consideration for the future steps of the project:

1. A powerful start-up system with the ‘buddy’ way of learning is needed. The one-to-one relationship between the young tutor and the trainee helps the latter begin pleasurably using the PC, emails and Internet in a hands-on way. Practising using the mouse, typing in an email address or an URL and doing a simple search can all be achieved in a short time (often only in one single session), thus inspiring confidence, a sense of amazement and a powerful desire for more.

2. The contents of the training should be attractive and meaningfully to the learner. It’s necessary to promote older learners’ motivation to start to use ICT. Elder’s expectation has to be checked out by asking encouragingly what she/he hopes to gain, so the session has to be tailor-made. Common answers are ‘How to’ questions: How to find websites of general interest How to find the sites to book Flights or Holidays, How to send emails, How to use Search Engines, How to compile and print a letter, and store it in a folder, etc. The learners decide to a great part if, what and when, how and with which goal will they learn.

3. The learning experience should point out for the trainees also those potentialities linked to the use of ICT that go beyond their expectations and can be considered as “unexpected answers to real needs”, with the result of enhancing their motivation for learning.

4. The contents of the training should be immediately transferable and applicable in the trainee’s everyday life: the usefulness of the contents learnt should be self-evident.

5. The learning process should combine the one-to-one tutor-trainee relationship, based on the concepts of scaffolding and empowerment, with a collaborative learning approach.

6. The training path should provide the trainee with new possibilities/tools to establish/maintain contacts with other people: these elderly people should in the end not only be able to use Internet and e-mails to maintain contact with family and friends, but they also should be able to develop new contacts with peers through net-based facilities for contact and dialogue.

7. Specific strategies and activities must be made to ensure that people continue to use computers and Internet on their own after the course, so that the knowledge and experience gained during the course will not be lost.

8. Most successful and effective initiatives and teaching programs seem to be those targeted and tailor-made specifically for older people. It’s fundamental to take into account their background, previous experiences, learning speed, special needs and social context.

**Considerations for an intergenerational model transfer**

As in every specific teaching-learning process we can’t forget the importance of the context. All the actors involved in any pedagogical process come with their own learning traditions, values, and beliefs. We can’t deny either the social and institutional systems that describe their own learning problematical, nor the peculiarities regarding the different languages intended as idiomatic diversity but also as a generational lexical difference.

These are reasons enough strong to take into a count some considerations about the better way to transfer the up mentioned recommendations to each specific European context.

The social model of learning is part of the culture of each country. **Educational barriers are cultural barriers.** When compared to the rest of the world, Europe has its own cultural dimension. Nevertheless this dimension is second to national identity, which preserves context specific traditional values and beliefs such as:

- the relationship with authority;
- the relationship between the individual and the group;
- the concept of elder and young;
- the role of the learners (active and passive);
- the control of the emotions;
- the management and perception of time.

The next generations are liable to relate differently to authorities like teachers: **they learn as much from another as from course materials or from the interjection of a tutor**, by starting to collect information by themselves.

Nevertheless, learning is readily associated with constraint. All self-learning systems require great motivation and autonomy from the individual learner’s side.
It is important to remember that motivation is one of the most relevant factors for any training activity: a well adapted product will not meet the aims and objectives if both elder and young people are not interested in the subject, if they feel constrained to attend the course or if they are not able to perceive the direct benefit of the training activity.

Regarding the social and institutional systems, there are obvious differences from one country to another, in terms of structure, administration, curriculum, regulations, etc. at any level in education or training.

There are also differences in teaching and pedagogical methods used in various national or regional contexts. These vary according to the cultural background and the importance given to factors such as attitudes towards tradition, authority, etc.

Differences like these necessarily have an impact on the way people are accustomed to learn: for example, systematic use of an “affirmative” teaching method such as a lecture leads to less autonomy and a less critical mind than systematic use of “co-operative” methods such as case studies or group discussions.

It is essential therefore, to carefully consider the type of teaching methods to which the target group are accustomed.

Talking about the transfer of a model, there is not one right and single way to proceed, so all the outcomes captured on this document must be taken as suggestions. It will be always necessary to review every suggestion in relation to the context where the model has to be applied.
EUROPEAN POLICIES

1. Introduction

**Demographic changes – social cohesion**

The percentage of older people on the total of the European population is rapidly increasing, leading to remarkable effects on the social structure and the health service.

Nowadays people are living longer and older people are enjoying better health. By 2030, the number of older (aged 55 to 64) will have risen by 24 million and the E.U will have 34, 7 million citizens aged over 80 (compared to 18.8 million today). These demographic changes have direct impact to policies implemented until now and require new ways of human resource management, new strategies as well as the support of specially adopted policies.

These data are not only statistics, but have direct influence in the every day life of the European citizens, as the Head of Cabinet for Employment Commissioner Spilda said:

> "The issues are much broader than older workers and pension reform. This development will affect almost every aspect of our lives, for example the way business operate and work is being organized, our urban planning, the design of flats, public transport, the activities of every day-life, voting behavior and the infrastructure of shopping possibilities in our cities."  

Ageing in Europe means increased social capital and new attitudes towards the older people which they have changed and significantly differ from recent past. Demographic changes are creating a new society, and these changes form a new reality: fewer young people and young adults, older workers, pensioners and very elderly people.

Demographic change is also accompanied by profound social changes affecting the composition of families, particularly evident in the growing number of elderly persons living alone. The increase in the number of very old dependent persons also raises new problems of an economic, social or even ethical nature.

In this new environment active ageing is an important contribution to the overall EC objective, in order to improve people’s well being. The Lisbon Strategy, strengthened at Stockholm, addresses this dimension on improving living standards and quality of life in policy terms.

Ageing population is a challenge that we can take up if we create conditions in support of people, especially older people.

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10 European Commission IP/O5/322 17.3.2005
Our societies will have to invent new ways of liberating the potential of young people and older citizens. Dealing with these changes will require the contribution of all those involved: new forms of solidarity must be developed between the generations, based on mutual support and the transfer of skills and experience.\textsuperscript{12}

For many years there was myths and stereotyped addressed to people 50 years old and over. According to these views people in this age avoid the participation into training, they lack creativeness and they haven’t motivation to knowledge.

At the same time older people are often considered as a source of problems rather than a group of individuals still able to give their contribution to the European social and cultural life.

Recent European studies, have outlined some new trends that change the common image of the elderly as a “weak” component of the society.

In some countries, older persons are involved in voluntary service activities, many attend different kind of courses, a large percentage plays an active role within the family in the assistance to children, most of them state to be in good health, a great part would travel across Europe if only they had adequate opportunities and financial resources.

Elderly people in certain countries are increasingly to move to another region or abroad: mobility is not the reserve of the young or of employed people. They are consuming more new goods and services and want to participate actively in social life, in particular in the voluntary sector. They may wish to continue working or to combine part-time work with retirement.\textsuperscript{6}

Problems that face all countries is early retirement as well as the decline of employment percentages for people 50 years old and over. The main objective of new policies are the augmentation of employment rates at an older age and the implementation of preventive policies like the effective use of information and communication technologies.

Raising participation of older people into employment, it not be easy, partly because it depend on changes in cultural and socio-psychological factors, in particular attitudes to older people in employment, and partly because it require important changes in policy instruments to achieve changes in behaviour of people.

Key factors which influence labour market participation are\textsuperscript{13}:

\begin{itemize}
  \item availability and attractiveness of work
  \item the balance of financial incentives
  \item education and training
  \item a supportive environment
\end{itemize}

It is a task for the modern societies to inquire, how social capital can be acquired and how it can best be adapted to enhance general welfare, social development and social cohesion.


Social cohesion is one of the key objectives of the European process, as mentioned in the Single European Act, the Amsterdam Treaty and the Lisbon Declaration. Social cohesion can be seen as a horizontal issue concerning the forms of solidarity and in a broader sense, shared social values. A cohesive society has high levels of social support or a high level of social capital. At the European policy level, social inclusion in general, and particularly e-inclusion, is a strong component of cohesion policies.

The key question is whether deviations in e-access and use reveal differences or inequalities. Differences can come from different rhythms of adoption of innovations or from a diversity of sociocultural behaviours: younger or older people, urban or rural areas etc.

The European “cohesion funds” (mostly ESF) support a lot of initiatives aiming at tackling e-exclusion in order to prevent digital exclusion and exploiting new digital opportunities for a better inclusion of socially disadvantaged people.

The EU e-inclusion policy

As a follow up of the Lisbon European Council in March 2000, the promotion of social inclusion was incorporated as an intrinsic element of the overall strategic objective of the European Union i.e. the well-known Lisbon agenda: “to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion”.

E-inclusion is one of the dimensions of overall inclusion and cohesion policies. In the meaning of the European Commission, e-inclusion means a twofold approach:

- Preventing digital exclusion, i.e. to prevent that disadvantaged people and disadvantaged groups could be left behind of the information society
- Exploiting new digital opportunities for a better inclusion of socially disadvantaged people or groups, or less-favoured areas

The successive e-Europe action plans (2002 and 2005) included some specific measures related to e-inclusion. In e-Europe 2002 the action line “participation of all in the knowledge economy” assigned targeted objectives in the areas of “design for all” and “public Internet access points”. In e-Europe 2005, e-inclusion is less visible, although underlying the priority given to modernization of on-line public services (e-government, e-health and e-learning).

Besides the activities of DG information society, several objectives of e-inclusion have been incorporated for the last four years in various thematic policy areas, among others: the social dimension of the development of the knowledge society (DG Employment), the development and improvement of e-skills in the knowledge economy (DG Enterprise) the development of socio-economic research into social cohesion and inclusion (DG Research).
2. The EU Active citizenship

In the Communication "making a European area of lifelong learning a reality"\textsuperscript{14} the European Commission promoted three major pillars, one of which is "learning for active citizenship". Following this, the European Council formulated 13 objectives related to strategic goals for education and training systems, and a detailed work programme to implement these goals.

**Objective 2.3 is “supporting active citizenship, equal opportunities and social cohesion”** The key issue mentioned in the work programme regarding active citizenship is to "ensure that the learning of democratic values and democratic participation by all is effectively promoted in order to prepare people for active citizenship through participation and action".

Demands for active citizenship and governance are raised to counteract the alienating, marginalizing and passivating effects of ever more complex modern society. Maybe the life of people can never truly coincide, but when active citizens themselves are prime motors in control of society both politicians and civil servants understand better the requirements of common good. To get activated as a citizen requires development and learning. A passive person lacks both motivation and experience to effect social changes.

European Commission established for the period 2007-2013 the programme "Europe for Citizens"\textsuperscript{15} in order to promote and to encourage active citizenship as a key element in strengthening social cohesion and development of democracy.

*It supports four main types of actions:*

- **Action 1 – Active Citizens for Europe**: involving citizens either through activities linked to town-twinning or through other kinds of citizens’ projects.
- **Action 2 – Active civil society in Europe**: targeted to civil society organizations either through structural support on the basis of their European level work programme or through support to projects.
- **Action 3 - Together for Europe**: including high visibility events, studies and information tools.
- **Action 4 – Active European Remembrance**: support to projects aiming at preserving the sites and archives associated with deportations as well as the commemorating of victims of Nazism and Stalinism.

Among the key priorities identified by the European Commission for 2007\textsuperscript{16} prosperity will continue to be the central focus based in the active citizenship. The main objective is to increase the quality of life and autonomy especially for elderly people, which directly concerns local and regional authorities who have key responsibilities in the provision of services targeted at older people. The Commission stresses the importance of promoting active citizenship.

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\textsuperscript{14} Brussels, 21.11.01 COM(2001) 678 final COMMUNICATION FROM THE COMMISSION "Making a European area of lifelong learning a reality"

\textsuperscript{15} Decision 1904/2006/EC of the European Parliament and the Council establishing for the period 2007 to 2013 the programme “Europe for Citizens”

\textsuperscript{16} EDUC- Commission for Culture Education and Research – provisional work programme 2007
Active citizenship can help impart basic values of private, social and civic life, as well as awareness of the fundamental goals upheld by the EU of creating stability, peace and prosperity in Europe. It underlines that it is through involvement at local level first that active citizenship becomes a reality. It is important to focus on learning for active citizenship which includes access to the skills and competencies that people need for effective economic participation, social and demographic life and participation in civil society. The Commission will give emphasis to issues in particular focusing on the local and regional dimension within the framework of the future communication on voluntary activities of people.

3. The EU “Knowledge Information society”

As already mentioned the Lisbon Strategy considers e-inclusion as one of the social dimensions of the development of the knowledge based economy.

Within the European Commission DG Employment and Social Affairs is in charge of this policy area, currently through unit “knowledge society” The Council resolution took up and endorsed 7 policy lines calling on the Commission to take into account the challenges and opportunities of e-inclusion within the further developments of the social inclusion strategy, to integrate it in the European employment strategy and to monitor and analyse the progress of e-inclusion policies within the framework of the employment and social inclusion strategies.

The issue of social inclusion in the information society is mentioned in the successive socio-economic research programmes under FR4, FR5 and FR6 but in different ways, with different levels of priority and more or less explicitly.

Under FP4 is included a specific research area entitled “social inclusion and exclusion” covering all inclusion and exclusion issues (poverty, migration, marginalisation, urban policy etc)

Under FP5, socio-economic research was organised within the “improving” programme. In this programme social inclusion is linked with cohesion and there is no explicit reference to what we refer to here as “e-inclusion” and no project directly linked with this focus.

Under FP6 e-inclusion appears in two Priorities: 7 and 8. Social Science and Humanities in FP6
The European Cohesion Funds (ESF) 2000 – 2006 supports a large number of initiatives and policies aiming at tackling e-exclusion and fostering e-inclusion. The general view is that every citizen should have the chance to take part and benefit from the Information Society. For this, e-Inclusion policies must respond to the many risks and opportunities that new technology opens up for many different groups and individuals within society.

3a. e-inclusion – digital literacy

Information and communication technologies (ICTs) are becoming more and more essential in the modern life. They are used at work, in day-to-day relationships, in dealing with public services as well as in culture, entertainment, leisure and for community and political participation.

In this context, eInclusion is basically about using ICTs to enhance social inclusion in a knowledge society, and about barrier-free ICTs that are usable by all. Going beyond access to ICT tools and services, an e-Inclusion policy should focus on people’s empowerment and participation in the knowledge society and economy. Easy access to (ICT) is necessary for participation and for this objective every country is responsible to facilitate this access, to remove barriers, to make ICT tools easier for everyone to use, and encourage people to use them.

Furthermore, e-Inclusion also refers to the extent to which ICT helps to equalise and promote participation in society at all levels (i.e. social relationships, work, culture, political participation, etc.). Accessible Information and Communication Technologies (ICT) will improve the quality of life of people. At the same time the lack of equal opportunities to access ICT can lead to exclusion.

The term “digital divide”[^18] is used to characterise a polarisation phenomenon in society, creating a gap between those who have access to and use the potentialities of the information and communication technologies for their own achievements, and those who are not in a position to access or use these potentialities. During the past decade ICT have became available for the general population. However a gap remains between users and non users due to several reasons: from missing infrastructure or access, to missing incentives to use ICTs, to a lack of computer literacy or skills necessary to take part in the information society. Despite increasing levels of ICT usage in all section of society, the divide is not being bridged.

According Eurostat[^19] and other data provided by EU[^20] 55% of citizens in the 16 to 74 age group use computers, but among citizens aged over 54 the decrease appears to be particularly sharp.

[^18]: D1.1 Analytic framework – eInclusion and eAccessibility priority issues final October 2004 (page 11)
Digital literacy training for adults: Initiatives, actors, strategies

This can partly be explained by the fact that people in these age groups might lack the skills to use modern tools or they have left the labour market. According these data:

- The digital divide is mainly a matter of age and education, whereas the gender gap is small. Among 16 to 24 years old the proportion of computer users (see table below) is three times higher than among persons aged 55 to 74. A similar degree of inequality is observed when comparing persons with higher education with the less educated.

- Looking at the degree of urbanisation, penetration by computers remains lower in thinly populated, rural areas of the EU.

Table: Individuals use of computer (2004)  
(As a percentage of total number of individuals aged 16 to 74)

| EU-25 | CZ | DK | DE | EE | EL | ES | IE | IT | LU | HU | NL | AT | PL | PT | SI | SK | FI | SE | UK | BG | RO | TR | IS | NO |
|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| All individuals | 55 | 42 | 81 | 70 | 53 | 26 | 49 | 41 | 39 | 42 | 41 | 37 | 74 | 41 | 50 | 30 | 45 | 56 | 30 | 55 | 48 | 26 | 50 | 60 | 35 |
| Men | 58 | 45 | 83 | 73 | 53 | 29 | 54 | 41 | 45 | 45 | 41 | 37 | 83 | 44 | 65 | 41 | 40 | 51 | 61 | 75 | 86 | 72 | 23 | 17 | 23 | 86 | 82 |
| Women | 51 | 39 | 80 | 66 | 54 | 23 | 44 | 41 | 34 | 40 | 41 | 37 | 66 | 38 | 55 | 39 | 34 | 46 | 55 | 75 | 85 | 66 | 23 | 15 | 10 | 84 | 77 |
| Aged 16 to 24 | 82 | 78 | 94 | 96 | 82 | 55 | 83 | 53 | 69 | 77 | 79 | 83 | 96 | 79 | 85 | 73 | 82 | 82 | 97 | 99 | 85 | 50 | 33 | 32 | 98 | 96 |
| Aged 25 to 34 | 69 | 53 | 92 | 89 | 68 | 36 | 67 | 51 | 55 | 58 | 56 | 44 | 84 | 55 | 80 | 52 | 54 | 72 | 69 | 94 | 95 | 85 | 31 | 20 | 20 | 93 | 89 |
| Aged 35 to 44 | 63 | 52 | 89 | 83 | 66 | 32 | 56 | 48 | 47 | 44 | 46 | 36 | 82 | 47 | 69 | 39 | 38 | 57 | 68 | 89 | 92 | 78 | 25 | 17 | 13 | 91 | 91 |
| Aged 45 to 54 | 52 | 42 | 84 | 74 | 44 | 19 | 40 | 38 | 28 | 39 | 31 | 26 | 78 | 32 | 59 | 29 | 29 | 41 | 60 | 75 | 87 | 72 | 18 | 12 | 8 | 84 | 82 |
| Aged 55 to 64 | 34 | 22 | 73 | 48 | 28 | 5 | 21 | 21 | 18 | 14 | 15 | 11 | 58 | 17 | 35 | 16 | 13 | 12 | 21 | 62 | 77 | 52 | 7 | 4 | 2 | 67 | 63 |
| Aged 65 to 74 | 15 | 3 | 41 | 25 | 11 | 1 | 6 | 7 | 4 | 5 | 3 | 3 | 22 | 3 | 12 | 4 | 4 | 4 | 7 | 19 | 55 | 27 | 1 | 1 | 0 | 40 | 33 |
| Lower educated | 31 | 31 | 71 | 59 | 43 | 7 | 23 | 22 | 18 | 18 | 24 | 33 | 52 | 24 | 39 | 34 | 22 | 25 | 28 | 58 | 74 | 36 | 10 | 1 | 6 | 78 | 50 |
| Middle educated | 62 | 40 | 82 | 70 | 48 | 38 | 72 | 48 | 63 | 44 | 38 | 27 | 84 | 63 | 64 | 36 | 83 | 50 | 66 | 78 | 84 | 76 | 20 | 14 | 38 | 86 | 80 |
| Higher educated | 84 | 82 | 95 | 84 | 72 | 58 | 86 | 66 | 79 | 74 | 73 | 49 | 92 | 81 | 83 | 79 | 92 | 91 | 84 | 92 | 96 | 91 | 51 | 58 | 70 | 98 | 93 |
| Employed | 70 | 54 | 88 | 84 | 64 | 37 | 64 | 52 | 54 | 49 | 51 | 44 | 85 | 54 | 73 | 53 | 48 | 63 | 68 | 87 | 90 | 81 | 30 | 26 | 34 | 87 | 89 |
| Unemployed | 47 | 22 | 78 | 66 | 30 | 20 | 43 | 18 | 38 | 53 | 15 | 12 | 49 | 26 | 54 | 30 | 23 | 29 | 31 | 68 | 87 | 63 | 9 | 10 | 22 | : | : | 73 |
| Students | 92 | 94 | 97 | 98 | 93 | 70 | 95 | 68 | 84 | 93 | 89 | 98 | 99 | 95 | 96 | 91 | 96 | 94 | 89 | 97 | 98 | 93 | 70 | 58 | 64 | 99 | 99 |
| Retired | 18 | 6 | 43 | 31 | 7 | 1 | 9 | 13 | 9 | 8 | 3 | 2 | 41 | 6 | 20 | 10 | 6 | 7 | 9 | 26 | 51 | 28 | 2 | 2 | 4 | 36 | 41 |
| Densely-populated areas | 58 | 48 | 86 | 71 | 57 | 36 | 56 | 43 | 49 | 47 | 49 | 71 | 53 | 63 | 48 | 44 | 60 | 65 | 79 | 93 | 67 | : | : | n/a | 89 |
| Intermediate areas | 55 | 40 | 83 | 69 | n/a | 25 | 46 | 37 | 43 | 32 | n/a | 45 | 45 | 63 | 33 | 51 | 57 | 72 | 87 | 75 | : | : | 88 | 81 |
| Thinly-populated areas | 45 | 38 | 75 | 68 | 52 | 20 | 38 | 33 | 30 | 36 | 28 | 79 | 32 | 57 | 26 | 29 | 42 | 56 | 64 | 83 | 68 | : | : | n/a | 80 |

Source: Eurostat, Community survey on ICT usage in households and by individuals

In this framework the European Commission proposes a set of policy actions that foster eAccessibility. It calls on Member States and stakeholders to support voluntary positive actions to make accessible ICT products and services far more widely available in Europe.
This Communication on eAccessibility contributeto the implementation of the recently launched “i2010 – A European Information Society for growth and employment” initiative, that presents a new strategic framework and policy orientations to promote an open and competitive digital economy, emphasising ICT as a driver of inclusion and quality of life.

The European Commission has the ambitious objective of achieving an “information society for all” promoting an inclusive digital society that provides opportunities for all and minimises the risk of exclusion.

3b. The use of Internet

While the digital revolution is influencing more and more aspects of our lives and offer enormous possibilities for information and communication there are still groups of the general population that have no possibility to take advantage of these chances.

According statistics (see table bellow) there are big differences between countries: while more than two had a PC and more than half had Internet in Denmark, Germany, Luxembourg, the Netherlands, the UK, Iceland and Norway, under one in six had Internet in Latvia, Lithuania, Hungary, Bulgaria, Rumania and Turkey. In the last three countries penetration by PCs or Internet at home is below the lowest rate observed among the member states.

Use of Internet is highest in the Nordic countries, especially in Sweden and Iceland on more than 80%, while the lowest rates are in Bulgaria, Romania and Turkey. In Greece the percentage is bellow 25% while in Slovakia and Estonia Internet use lies around 50%.

Looking at the regional dimension, the degree of urbanisation is an important factor in access to Internet. Penetration by Internet remains lower in thinly populated, rural areas throughout the European Union. There appears to be a divide between have- more and have- less. The availability of broadband technology in remote areas probably plays a role in this discrepancy.

Based on data collected the main reason why people did not have Internet at home in 2004 appear to be the access or equipment costs in one hand are too high and on the other they lack skills to use the Internet. Factors such as security or privacy reasons tend to play a less significant role.

According also to the same data provided by Eurostat there seems to be no significant gender gap. In Ireland, Finland and the Baltic countries the percentage of Internet users is almost identical for men and women.

The essential in these data is the fact that age plays a crucial role in the digital divide: 75% of people aged under 24 years old uses the Internet against only 11% in the oldest group (64 to 74 years old)

Table bellow indicates a small gap between men and women. This is mainly due to lower proportions for older women than for men in the same age group.

In the same table there is a gap by increasing age and the use of Internet .This can be explained by the lack of skills at this age to use modern tools.
Table: Individuals use of Internet (2004)
(As a percentage of total number of individuals aged 16 to 74)

| All | EU-25 | CZ | DK | DE | EE | EL | ES | IE | IT | CY | LV | LT | LU | HU | NL | AT | PL | PT | SI | SK | SE | UK | BG | RO | TR | IS | NO |
|-----|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Ind | 47.32 | 76 | 61 | 50 | 20 | 40 | 34 | 31 | 32 | 33 | 29 | 65 | 28 | 69 | 52 | 29 | 29 | 37 | 46 | 70 | 82 | 63 | 16 | 12 | 13 | 82 | 75 |
| Men | 51.34 | 79 | 65 | 50 | 23 | 45 | 34 | 37 | 36 | 34 | 30 | 74 | 30 | 74 | 58 | 30 | 32 | 39 | 51 | 70 | 83 | 67 | 17 | 13 | 19 | 84 | 79 |
| Women | 43.29 | 73 | 57 | 51 | 16 | 36 | 33 | 26 | 28 | 33 | 29 | 57 | 26 | 63 | 46 | 28 | 27 | 35 | 42 | 71 | 80 | 59 | 15 | 12 | 8 | 81 | 71 |
| Aged 16 to 24 | 75.64 | 92 | 92 | 81 | 41 | 75 | 44 | 58 | 64 | 69 | 72 | 88 | 67 | 91 | 78 | 66 | 64 | 71 | 73 | 96 | 97 | 83 | 40 | 29 | 27 | 97 | 94 |
| Aged 25 to 34 | 62.40 | 86 | 85 | 66 | 29 | 58 | 43 | 46 | 44 | 47 | 35 | 75 | 36 | 83 | 73 | 37 | 43 | 60 | 55 | 93 | 93 | 80 | 23 | 15 | 16 | 93 | 90 |
| Aged 35 to 44 | 54.39 | 86 | 74 | 60 | 25 | 44 | 40 | 37 | 32 | 36 | 26 | 75 | 27 | 78 | 59 | 22 | 30 | 35 | 52 | 85 | 89 | 69 | 15 | 12 | 19 | 84 | 79 |
| Aged 45 to 54 | 43.29 | 78 | 61 | 41 | 12 | 30 | 29 | 28 | 19 | 22 | 18 | 67 | 21 | 68 | 47 | 19 | 20 | 29 | 46 | 68 | 82 | 63 | 10 | 9 | 6 | 80 | 78 |
| Aged 55 to 64 | 27.14 | 65 | 36 | 25 | 3 | 14 | 15 | 12 | 10 | 9 | 8 | 49 | 9 | 49 | 27 | 10 | 8 | 10 | 14 | 53 | 69 | 42 | 3 | 3 | 2 | 62 | 54 |
| Aged 65 to 74 | 11.2 | 2 | 17 | 10 | 1 | 3 | 6 | 3 | 4 | 2 | 2 | 15 | 2 | 21 | 9 | 2 | 2 | 1 | 5 | 12 | 49 | 23 | 1 | 0 | 0 | 33 | 22 |
| Lower educated | 25.24 | 64 | 51 | 42 | 4 | 16 | 16 | 13 | 13 | 19 | 27 | 41 | 13 | 32 | 28 | 14 | 16 | 22 | 54 | 70 | 28 | 7 | 1 | 4 | 75 | 43 |
| Middle educated | 52.28 | 76 | 61 | 45 | 28 | 61 | 38 | 51 | 30 | 29 | 21 | 75 | 45 | 54 | 23 | 73 | 36 | 52 | 71 | 79 | 69 | 14 | 10 | 30 | 84 | 74 |
| Higher educated | 77.74 | 91 | 76 | 69 | 48 | 77 | 59 | 71 | 61 | 64 | 38 | 87 | 68 | 78 | 67 | 84 | 84 | 76 | 89 | 94 | 87 | 37 | 50 | 60 | 96 | 91 |
| Employees | 60.39 | 83 | 74 | 59 | 28 | 52 | 42 | 42 | 35 | 41 | 33 | 76 | 33 | 82 | 63 | 36 | 37 | 48 | 53 | 82 | 86 | 74 | 19 | 19 | 27 | 85 | 85 |
| Unemployed | 40.14 | 65 | 57 | 32 | 13 | 37 | 17 | 29 | 49 | 10 | 8 | 42 | 17 | 76 | 43 | 17 | 15 | 19 | 24 | 62 | 86 | 51 | 6 | 8 | 21 | 63 |
| Students | 85 | 81 | 96 | 94 | 92 | 55 | 90 | 57 | 74 | 81 | 79 | 87 | 94 | 87 | 90 | 93 | 81 | 91 | 86 | 83 | 97 | 96 | 94 | 58 | 51 | 53 | 100 | 99 |
| Retired | 13.3 | 34 | 23 | 7 | 1 | 6 | 11 | 6 | 7 | 2 | 1 | 32 | 3 | 54 | 15 | 6 | 3 | 4 | 6 | 20 | 45 | 24 | 1 | 1 | 3 | 29 | 33 |
| Densely populated areas | 51.39 | 81 | 62 | 51 | 27 | 47 | : | 35 | 40 | 39 | 40 | 63 | 42 | 72 | 57 | 36 | 36 | 52 | 56 | 75 | 90 | 61 | : | : | n/a | 85 |
| Intermediate areas | 48.31 | 78 | 61 | n/a | 23 | 37 | : | 29 | 31 | 22 | n/a | 65 | 28 | 68 | 54 | : | 25 | 39 | 44 | 65 | 79 | 68 | : | : | 86 | 77 |
| thinly populated areas | 38.26 | 69 | 60 | 50 | 15 | 30 | : | 25 | 19 | 28 | 21 | 70 | 18 | 64 | 48 | 16 | 21 | 30 | 46 | 60 | 79 | 60 | : | : | 76 | 70 |

Source: Eurostat, Community survey on ICT usage in households and by individuals

All these data shows that, despite increasing levels of Internet use, the divide is not being bridged.

The Internet use is not only use of computers, but refers to the way that this tool together with other tools will assist to the development of the Knowledge society on the basis not of anonymous and marginalised human being but on the basis of group of person with common interests.

The Internet is one of the most important innovations of our time, bringing substantial benefits to economies and societies, but also driving change in the way we live and work. As the Internet is not confined to national borders, these changes need to be managed at European and global levels.

Disparities in access and use of the Internet cannot be analysed as a single divide between those who are either “in” or “out” The digital divide results from a complex interactions between various factors. Some of these factors reveal cultural or behavioral differences while other factors are linked to structural inequalities which need adequate policy responses.
Social inequality in most concepts is strongly linked to Internet access: income, education, social status and other traditional predictors of social differences lose their weight. What counts is information and Internet access in a world in which information is the most important resource. On the other hand it must be stressed that having access to information is not the problem but rather its interpretation and it’s reframing in a personal and social context.

In early Internet research, access was regarded as the focal problem. Being connected or disconnected to the Internet seemed to determine the knowledge gap and to create inequality. In other words: representatives of the knowledge gap research argued that more equality could be reached by the provision of better Internet access, taking for granted that due to low hardware cost everyone could participate and that participation is not restricted by inhibiting structures of the Internet.

Research discovered rather early differences and inequality between those with access. These differences were either explained as differences in competence (ability to express oneself, cognitive differentiation, sociability etc.) or it was presumed that different interests were the reason. A set of pedagogical measures was regarded as the best way to level competence differences. The Riga Ministerial Declaration, signed at June 2006 by Ministers from 34 European countries (EU member states, accession and candidate countries, and EFTA/EEA countries), set out the following specific targets among others, aiming to define a pan-European plan of action to reduce digital exclusion:

- to significantly reduce regional disparities in internet access across the EU, increase the availability of broadband (coverage) in under-served locations, and aim for broadband coverage to reach at least 90% of the EU population by 2010,
- halve the gap in Internet usage by 2010 for groups at risk of exclusion, such as older people, people with disabilities, women, and unemployed persons,
- assess (by 2007) the need for new approaches (including legislation and public procurement) to ensure access for disabled users to Information Society tools and services, and
- to ensure compliance of 100% of public websites to common standard and practices for web accessibility by 2010.

More specific, the Declaration of Riga points out the fact that Information and Communication Technologies is a powerful driver of growth and employment and agree to focus on priorities improving digital literacy and competences. In the articles 20, 21 and 22 of Riga’s Declaration is mentioned: Countries will put in place, by 2008, digital literacy and competence actions, in particular through formal or informal education systems, building on existing initiatives. These actions will be tailored to the needs of groups at risk of exclusion, because of their social circumstances or their capacities and special needs, notably the unemployed, immigrants, people with low education levels, people with disabilities, and elderly, as well as marginalised young people, contributing to their employability and working conditions.

24 Gerd Paul and Christian Stegbauer: is the digital divide between young and elderly people increasing?
25 Ministerial Declaration 11 June 2006 Riga Latvia “ICT for an Inclusive Society”
The current gaps of digital literacy and competence between these groups and the average population should be halved by 2010. Progress on this target should be measured on the basis of available indicators and further work in the context of i2010.

- Digital literacy and competences actions will be undertaken, where appropriate, through partnerships with the private sector and in conjunction with initiatives on basic education and media literacy in the areas of life-long-learning, e-skills, and digital user rights. Regular upgrading and refreshing of ICT competences will be facilitated so that the workforce can efficiently cope with technical and economic developments.

- These actions will be supported by appropriate qualification schemes, building on work by industry and academics, attesting to the levels of digital literacy and competence achieved, promoting their trans-national recognition in conformity with the European Commission orientations on Key Competences for Life Long Learning, building on work done by industry as appropriate.

Ministers also invited the Commission to address, as a matter of urgency, and before the end of 2006, the issues of active ageing and independent living in the information society.

The European Commissioner for Information Society and Media Viviane Reding  
26 also stressed the need for public authorities at all levels, industry and users “to work together for a coherent and systematic approach towards an inclusive, barrier free Information Society”. The European Commission will mobilise all means to this end, including research initiatives under EU’s 7th Research Framework Programme (FP7), innovation actions in the Competitiveness and Innovation Programme (CIP). A major European eInclusion initiative is planned for 2008 as part of “i2010” the digital economy component of the EU’s revised “Lisbon” strategy for growth and jobs  
20.

In this work document European Commission policies are in line with the renewed Lisbon strategy and point out the following priorities  
27:

- **to create an open and competitive single market for information society** and media services within the EU. To support technological convergence with “policy convergence”, the Commission will propose: an efficient spectrum management policy in Europe (2005); a modernisation of the rules on audiovisual media services (end 2005); an updating of the regulatory framework for electronic communications (2006); a strategy for a secure information society (2006); and a comprehensive approach for effective and interoperable digital rights management (2006/2007).

- **to increase EU investment in research on information and communication technologies (ICT) by 80%**. Europe lags behind in ICT research, investing only €80 per head as compared to €350 in Japan and €400 in the US. i2010 identifies steps to put more into ICT research and get more out of it, e.g. by trans-European demonstrator projects to test out promising research results and by integrating small and medium sized enterprises better in EU research projects.)

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26 Brussels 1.6.2005 IP/05/643
to promote an inclusive European information society. To close the gap between the information society “haves and have nots”, the Commission will propose: an Action Plan on e-Government for citizen-centred services (2006); three “quality of life” ICT flagship initiatives (technologies for an ageing society, intelligent vehicles that are smarter, safer and cleaner, and digital libraries making multimedia and multilingual European culture available to all (2007); and actions to overcome the geographic and social “digital divide”, culminating in a European Initiative on e-Inclusion (2008).

3c. ICT opportunities for older people

Information and communication services are present in the every day life of people anywhere and any time.

Especially regarding the people over 55, new technologies can play an important role in the improvement of the every day life on issues like:

- Communication
- Health
- Independent living
- Social contacts

Once older people begin to use new technology for leisure, most want to carry on learning. However, they face barriers to keeping up their new skills as many communities lack appropriate training facilities and older people are the least likely to own their own computer. Two out of three pensioners who initially rejected using the internet said they would get online if they had the right support, assistance and learning environment. Older people are a heterogeneous group with different social, cultural and economic backgrounds. These people are becoming more accustomed to using information society services and at the same time older people are a remarkable consumer group.

E- Inclusion of older people calls for:

- Training and personal guidance
- Awareness raising about the benefits for using ICT
- Promotion of user – friendliness and accessibility

Conclusions

After this brief review of European policies, addressed to member states in order to reduce the digital gap, it is important to underline the fact that EU Structural Funds can play a vital role in stimulating actions related to invest in infrastructures and services and helping regions all over Europe to exploit the benefits in Information and Communication Technologies. With these actions Europe may avoid to be polarised between the eIncluded and the eExcluded people in modern society.

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28 Age concern: Older people missing out on IT skills training for the workplace 30/4/2007
Access to the Internet and computer skills can help people escape and combat loneliness. Of course for the poor people remains the obstacle of the prohibited cost of personal computer.

People live in physical locations and communities and until now the vast majority of successful eInclusion initiatives are at a local level. In this environment people share values, culture, habits and practices. In this context “inclusion” can be seen as participation to local socio-economic process and this is an expression of the fact that people live and work locally.

The European Employment Strategy has long stressed the importance of local implementation. In most cases these policies are especially designed to foster local cohesion and development. Local Authorities can play a crucial role in this point by encouraged people especially those over 60s to get online by creating public access point p.ex in libraries, community centres, cyber cafes.

The Commission is preparing a set of specific initiatives to this end in line with the Riga’s Ministerial Declaration, which will form part of a wider EU Initiative on e-Inclusion in 2008. The policy framework for this will be presented by an e-inclusion Communication in 2007.

Already in 2006, the Commission will propose actions on ICT and the Ageing Society. These actions will deal with:

- living independently longer in one’s preferred environment e.g. at home. This will become an EU "flagship" initiative on "independent living in an ageing society" in 2006,
- active ageing in work – staying productive in high-quality work, and
- ICT for better social inclusion – continuing to play a full part in society.
- European or National inclusion policies certainly have a key role but without complementary strong by local societies all these initiatives they are doomed to fail.
- In this context intergenerational programs unite people of different ages and provide opportunities for individuals, families, and communities to enjoy and benefit from the richness of a culturally and generational diverse society that encompasses the needs and interests of the individuals involved.

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META-ANALYSIS OF PREVIOUS RESEARCH AND PRACTICAL KNOWLEDGE ON COMPUTER AND INTERNET USAGE OF ELDERLY PEOPLE

1. Introduction - Trends in access and usage of computers and Internet by over 55 years old people

There are results from several European-wide studies available, which illustrate the proportion of elderly people who have the access to the computers and Internet in different countries of EU. One of the most detailed study – SeniorWatch, which aimed at better understanding the market dynamics of Information Society Technology (IST) products and services relevant for older (and older disabled) people - was completed during 2000-2002

To see the trends in the computer usage of elderly people we used some recent data from Eurostat database available freely on the web. Because of methodological differences it is not possible to get exactly the same data for 2006 as it is reported in SeniorWatch for 2002, but some general tendencies can be illustrated.

It can be seen from Figure 1 that the proportion of people who had computers at home in 2002, varies quite a lot depending on the country. However, if to compare the general population and the population over 50 within the countries the differences are surprisingly little (not more than 10%) and in some countries even in favour of older people.

The latter tendency can be obviously explained by different reasons, like in some countries big proportion of older people are having better economic status, older people living with younger generation who have purchased the computer, etc.

30 Older People and Information Society Technology. A market study about the specific IST needs of older and disabled people to guide industry, RTD and policy www.seniorwatch.de
In Figures 2 and 3 the proportion of older people who are regular computer users can be compared for different countries of Europe. Even though the percentages for 2002 and 2006 can not be directly compared as the age groups are slightly different (50+ in 2002 vs 55+ in 2006) as well as the indicator used (regular users in 2002 vs every-day users in 2006), it can be seen that there has not been a great improvement during four years and the countries have mostly preserved their position in the ranking by proportion of active computer users among older people.

Thus, obviously the reasons for the modest change in the proportion of active computer users in the population over 55, are twofold: in some countries the most important obstacle is the economic situation, which does not allow older people to buy computer nor to provide open (and free) access to the computers and Internet (public Internet points, Internet cafés, etc) in many areas like villages and smaller cities; on the other hand the experience of other, mainly economically better doing, countries says that it is the motivation of the older people (i.e. if they perceive that the use of computers and Internet will ease and enrich their everyday life or not) which determines if they start to use computers and the Internet regularly or not.
Table 1 sheds light onto another important aspect of intensity of computer usage: it is the big differences one can see between the age groups 50-59, 60-69 and 70+. As it can be expected there is the smallest number of active computer users within the group 70+ while the age group 50-59 is showing rather high average rate of regular computer users. This tendency is obviously related to the fact that big proportion of people in Europe are still living active professional life at that age and having thereby the need and/or possibility to use computers at the work-place (note that according to the Table 1 the proportion of regular computer users is significantly lower than of those who have computer at home, but only slightly higher than of those who use the computer at work-place).
Table 1

Computer access and usage among the EU 50+ population by age (row %)

<table>
<thead>
<tr>
<th>Age</th>
<th>PC at home already</th>
<th>Likely to have a PC at home within next two years</th>
<th>Ever used PC / other computer?</th>
<th>Regular computer user</th>
<th>Use of computer at workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 59</td>
<td>56.8</td>
<td>10.8</td>
<td>56.1</td>
<td>46.3</td>
<td>43.4</td>
</tr>
<tr>
<td>60 - 69</td>
<td>31.6</td>
<td>9.3</td>
<td>32.7</td>
<td>22.0</td>
<td>23.3</td>
</tr>
<tr>
<td>70 - 79</td>
<td>19.0</td>
<td>5.0</td>
<td>22.0</td>
<td>11.0</td>
<td>10.5</td>
</tr>
<tr>
<td>80+</td>
<td>10.0</td>
<td>2.3</td>
<td>12.1</td>
<td>6.2</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>36.1</td>
<td>8.2</td>
<td>39.6</td>
<td>26.6</td>
<td>25.7</td>
</tr>
</tbody>
</table>

Base: all respondents

Source: © SeniorWatch, 2002

Figure 4

Regular internet users among the EU 50+ population (%)
E-inclusion is one of the dimensions of overall inclusion and cohesion policies in Europe. While when used at workplace the computers can help a lot even if the Internet services are not used, then when used at home and for personal benefit the access to the Internet has an essential importance. The access to the Internet can make the life of older people much easier as today many services are provided through Internet and can be thereby accessed in convenient time and location. It can also ease the access to the information, local governments and “decision makers” and facilitate thereby an active citizenship. And last but not least the potential of the Internet which enables easier means for communication and entertainment, can not be underestimated when talking of the improvement of the quality of life of older people. In Figure 4 and 5 it can be seen that there are still a lot of countries in Europe where significant proportion of people over 55 do not benefit from the possibilities the access to the Internet provides.

The latter are the reasons why European Commission and other bodies have taken steps to increase the e-inclusion in overall, but especially of older people and people with disabilities. As summarised in the section about European policies, increasing **e-inclusion does not call only for technological enhancements,** which allow people all over the Europe to connect to the Internet, but also and in case of older people even more importantly for increasing motivation and readiness to use ICT and Internet\(^3^2\).

Therefore there is an urgent need to find best ways to:

- raise awareness of older people about the possibilities and benefits the use of ICT can bring for them;
- train and support them, so that the technological barriers would be marginalized;
- build Internet environments that would take into account the peculiarities and special needs of older people.


2. Experience in teaching ICT to older people

There are many projects initiated in various countries, which have aimed to enhance ICT skills of older people. We have collected short descriptions of some projects to let us to learn from their experience.

**LILL - Learning in later life**

The LiLL network is a co-operation of universities, further education institutions, universities of the third age and other institutions from 18 European countries, which organises science-orientated training for older adults. The European Network "Learning in Later Life" was founded in Ulm in December 1995. It was a direct result of the European Expert meeting "Competence and Productivity in the Third Age", held at the University of Ulm in February 1995, where 159 persons of 19 different countries took part. The web portal of the initiative is [www.LiLL-online.net](http://www.LiLL-online.net)

A full description of the initiative can be found at the address [http://www.uni-ulm.de/LiLL/hauptmenu/E/haupt.html](http://www.uni-ulm.de/LiLL/hauptmenu/E/haupt.html); online material is available at [http://www.uni-ulm.de/LiLL/5.0/E/5.4.frames.html](http://www.uni-ulm.de/LiLL/5.0/E/5.4.frames.html)

**ELiLL**

Using the possibilities of the network “Learning in Later Life (LiLL)” and the platform [www.LiLL-online.net](http://www.LiLL-online.net), with member organisations in 20 European countries (university as well as non-university educational bodies, associations, etc.), connections to large European and international networks focusing on issues concerning older adults, such as AIUTA, EFOS, EURAG, the eLiLL project partners will gather information about successful methodical approaches to the use of the ICTs in life long education in Europe.

The main objectives of the 2-year eLiLL eLearning project, started in February 2006 (24 months duration) are the following:

- to contribute to digital literacy of older adults 60+ in Europe with special focus on the use of the new media in life long learning
- to collect, compare and distribute examples of good practice in the use of the ICTs in life long learning and to stimulate the application of the ICTs by providers of education for older adults.
- to promote active co-operation via the new media between organisations of seniors’ education within the European network LiLL (www.lill-online.net) and other European networks and between the seniors themselves.
- to promote beneficial forms of application of the new media and to contribute to active participation of older adults in all spheres of life in Europe.

Considered will be the various barriers as well as the opportunities, focus will be on didactic approaches, learning styles, motivational approaches, technical possibilities, information sources and forms of local and national support. This process will be documented and evaluated.

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33 Rosemarie Gilligan. Initiatives encouraging e-learning among older Europeans. ISSC discussion paper series. 2003
Results will be used for the development of strategies for improvement of the present situation in the use of the ICTs by seniors aged 60+ and especially women, who are most strongly under-represented in the group of the new media users as well as for the initiation and the promotion of exemplary practices. The outcomes from the project should stimulate organisations of seniors’ education to apply the ICTs in their programs and to promote national and trans-national activities for older adults by the use of new media.

**MEVA - Living Memory**

The European eLearning project Living Memory ([http://www.living-memory.net/](http://www.living-memory.net/)) took as a principal aim the learning of the Information and Communications Technologies (ICT) from adult persons, over than 50 years, who live in rural areas of Europe and have difficult access to these new technologies, either for their geographical, social or economic situation. The project duration was 18 months, beginning in January 2006 and ended in June, 2007.

Public and private institutions from Poland, Sweden, Austria and Spain work together to being able to realize the established functions in this project. The Education department of Provincial Council of Barcelona was the leader of the project and management and coordination responsible. The main objectives of this project were:

- Identifying the programmes or projects that have been or are being carried out that involve learning for elderly people who have access difficulties due to their geographic location or social economic situation about new technologies.
- Setting up a general framework for elderly people to learn about new technologies.
- Identification, assessment, reporting and dissemination of good practices for helping the elderly to learn about new technologies in rural municipalities in Europe.

**European Computer Network – Opening the internet for the elderly**

Within this Grundtvig Learning Partnership (2002-2004) all EuCoNet partners from seven different European countries developed learning and teaching methods for seniors and exchanged existing approaches like peer-learning and intergenerational learning. The participants in these specialised courses played an active role by reflecting on their cultural experience of learning and using the Internet, and exploring new ways of using a computer, such as e-learning.

The partner institutions exchanged and compared information, and reviewed ways of applying what is best from each country. Multiplier networks, development of Internet Cafés for older people and the development of learning material for this target group have all made substantial contributions to advancement. EuCoNet disseminated its experiences, supported Internet Cafés for older people and contributed to the development of interactive learning material for seniors. It also connected senior citizens both virtually and in reality: the participants could communicate with each other making use of modern technology. In a broader sense, EuCoNet bridged the gaps between the generations and familiarised people from various European cultures with each other. [http://www.gemeinsamlernen.de](http://www.gemeinsamlernen.de)
**TownStories**

This Grundtvig project was carried out between 2002 and 2005. Groups of seniors in Rome, Prague, Madrid, Macomer, Kaunas, Berlin and Ulm worked on texts presenting their home town from personal perspective. Texts were prepared for the Internet and built in the project website making them accessible to the other teams. Then they were translated into the other project languages by translator teams in each partner country and the translations were also built in the website. And presented during partner meetings, where there were accompanied by a specially designed guided tours.

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**University of the Third Age**

This kind of initiative deserves special attention as it encourages learning in later life and offers new services to older adults. For example in Finland, the University of the Third Age, Ikääntyneiden yliopisto or Ikääntyneiden yliopisto, is a learning co-operative of older people which enables members to share many educational, creative, social and recreational activities. University of the Third Age is a part of the Open University. It was founded in 1985. The activities of the University of the Third Age include multidisciplinary lecture series, seminars, courses, IT teaching, distance teaching, online teaching, research, publishing, study groups and study-related travel. For more information: [http://www.avoin.yliopisto.fi/en-GB/UTA/](http://www.avoin.yliopisto.fi/en-GB/UTA/)
DaneAge

DaneAge and the Danish Senior Citizens Organisation have organised many different informal educational events to contribute to the quality of life of older people in Denmark. Running in parallel with formal adult education programs, the Danish model has been very successful. However, conscious efforts to encourage inter-generational educational interaction have not been overly successful as reported. In October 1986, EGV decided it was time to establish a grass roots organisation representing older people in an increasingly complex and changing society.

DaneAge is a success, both as an advocate for older people and as a platform for the various activities of the contemporary generations of older people in Denmark. Today, out of every four Danes aged 50+, one is a member of DaneAge. The membership share for some age groups is more than 40 pct. http://www.aeldresagen.dk/_bin/74C29118-DB0C-423C-9B7D-86EB98B1E656.pdf

DaneAge has a lot of various activities at the national, regional and especially local level, with thousands of volunteers engaged in organizing activities and engaging others in the activities. The over 200 local chapters, run entirely by volunteers, arrange more than 50,000 activities for members annually, ranging from fitness groups to lecture series, from bowling to bridge, from choirs to visits to the theatre.

One aspect of the technology revolution is the potential for social interaction via the internet. Not only are older people using e-mails to maintain contact with family and friends, but members of DaneAge now have the opportunity to develop contacts with peers using a newly established Network, a net-based facility for contact and dialogue. (www.aeldresagen.dk)

Senior-Info-Mobil

Senior-Info-Mobil is a mobile internet café which is available on request for demonstration and training purposes throughout Germany. The Senior-Info-Mobil project was launched in 1998 by a non-profit organisation (Verein Senioren und Seniorinnen in der Wissensgesellschaft e.V) and is supported by the Federal Ministry of Research (Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie) as well as various private companies.

In order to achieve this goal, together with the support from the Ministry of Economy and Technology as well as companies IBM, Vobis and other well known companies, VSIW has organised a campaign "Senior-Info-Mobil: Internet und Wohntechnik" (Senior-Info-Mobil: Internet and Home Technology), which provides people in the third age with the opportunity to inform themselves about the benefits and the use of these new technologies. A custom made double-decker bus with a built-in Internet Café gives seniors the possibility to learn about Internet and to test the first steps in using it. Furthermore, a mobile "intelligent house" should demonstrate how older people can remain longer in their familiar environment after physical limitations have appeared.

For more information about Senior-Info-Mobil: http://www.uni-ulm.de/LiLL/senior-info-mobil/flyer-english.htm
**Community Multimedia Archive - COMMA**

**COMMA** project which was launched in the small town of Batley, Yorkshire, UK has been successful in encouraging older adults to produce multimedia content for their website. Specially developed software enables local group of seniors to scan photos of their local community and archive them together with text, sound clips and other material into a local Community Multimedia Archive (COMMA). In this way the knowledge of older people can be transferred to users of the archive (e.g. schools and libraries).

The programme teaches people with little or no computer skills to set up a multimedia database which can contain photographs, video clips, texts and oral history recordings. You can find this database at Yorkshire History page: [http://www.hud.ac.uk/hhs/departments/nursing/wyhor/yorkshire_history.htm](http://www.hud.ac.uk/hhs/departments/nursing/wyhor/yorkshire_history.htm)

A description of the project is available at: [http://www.itafit.nl/download/?doc=archives&type=pdf](http://www.itafit.nl/download/?doc=archives&type=pdf)

**Seniorweb**

**Seniorweb** is a website which targets those aged 50+ in Europe. It was launched in 1996 in the Netherlands and has now spread also to Germany, Austria and Switzerland. The main aim of Seniorweb is to encourage older people to use information and communication technology by offering both online and offline services. [http://www.seniorweb.nl/content.aspx?id=2416](http://www.seniorweb.nl/content.aspx?id=2416)

SeniorWeb volunteers give courses throughout the country, understandable and affordable for everyone. These volunteers not only give lessons but often take full responsibility locally for the organisation of an educational centre or an internet café. For this reason we prefer to call them Ambassadors, of whom there are now 2,100 active in the whole country. Most of the teachers are seniors. They, too, did not acquire a knowledge of computers at their mother’s knee. As a result they understand the problems and needs of late beginners from their own experience.

In addition to educational activities volunteers provide a computer helpdesk, offer technical support at home or serve as hosts of a mail group.

**Children Tutoring Seniors at Net Skills**

This is an experiment conducted at one Israeli Elementary School. For five weeks, 10 volunteers aged between 5 and 8 tutored ten senior citizens aged between 55 and 75. They taught them Internet search techniques, on-line shopping, chatting, sending e-mail messages and even making PowerPoint presentations. For more detail see: [http://www.digitaldivide.net/articles/view.php?ArticleID=188](http://www.digitaldivide.net/articles/view.php?ArticleID=188)

**Teens Teaching Seniors: the Digital Divide on a Local Level.**

Some reflections from the participants: Seniors have had a whole lifetime of experiences. Yet, things that seem second nature to teens have a different set of meanings for them. It took us a while to understand that we had to learn how to look at the world through their eyes. This was an important lesson for us too. [http://www.connectforkids.org/node/227](http://www.connectforkids.org/node/227)
3. Motivating older people to use ICT

According to Houle (cited in Cross\textsuperscript{34}), adult learners can be divided into three categories:

- **“Learning oriented” learners** pursue learning for its own sake. They are characterized by a seemingly insatiable curiosity. Houle describes them as avid readers who are engaged in lifelong learning.

- **“Activity oriented” learners** take part in adult education for reasons not related to learning a subject or improving a skill. These learners are interested mainly in the social aspect of the learning environment, such as making new friends, escaping boredom or carrying on a family tradition.

- **“Goal oriented” learners** participate in order to be able to do something better or to reach specific objectives.

Having set the goal to increase e-inclusion of older people, the most potential group of learners would be the last one as once they have decided to participate on the ICT course they are determined to get skills, which they can actively use. However, we should not forget that there are also a lot of elderly people who have not realised the many possibilities and benefits the use of ICT can bring for them and therefore do not come to the ICT course or participate because of the other motivators (learning and activity oriented learners). In the latter case it is very likely that having passed the traditional ICT course older people will not start to use ICT actively.

Therefore it is very important to raise awareness of older people about the possibilities and benefits the use of ICT can bring for them by various means so that their motivation to engage in learning ICT skills would increase and that the learning experience would further facilitate their motivation to continue as active users of computers and Internet resources. Thus all bodies: government, advertising companies and learning facilitators, have very important role in raising older generation’s motivation to become active Internet users.

The need for new services especially designed for elderly people has been perceived and promoted by many authors. However, to act and influence the motivation quickly, it is wise to learn from the experience of those elderly people who have already found their motivation to become regular Internet users. Table 2, 3 and 4 below describe interest of older people in various Internet activities and content.

It can be seen that regular Internet users most frequently use Internet for communication and for searching information about various topics. On-line banking and shopping are connected with bigger risks and are not yet very popular in many countries, but as there are some countries with rather good success in these areas their experience can be used as an example to promote it also elsewhere.

Thus, first of all it should be even more widely promoted to the older people how easy, fun and cheap it is to communicate with family and friends, but also to find new friends using Internet (e-mailing, having on-line calls, sending or uploading photos, participating in various on-line communities and forums, etc).

\textsuperscript{34} Cross KP. Adults as Learners. San Francisco, Calif: Josey-Bass Publisher; 1982.
Showing the Internet as a convenient and readily available source of all kind of information about the topics actual and relevant for elderly people like health, local events, timetables, news, medical care, etc. can be also considered a very important motivator.

Finally, it is very important to demonstrate to the older people that on-line services like booking, shopping, banking, etc., which need sharing delicate personal data like ID-numbers, credit card details, etc., can be trusted and are not too complicated to use but, on the contrary, can make their life much easier and many interesting or useful things more accessible.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Older European's (50+) activities on the internet by Member State (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E-mail</td>
</tr>
<tr>
<td>B</td>
<td>72.8</td>
</tr>
<tr>
<td>DK</td>
<td>86.4</td>
</tr>
<tr>
<td>D</td>
<td>62.4</td>
</tr>
<tr>
<td>EL</td>
<td>61.5</td>
</tr>
<tr>
<td>E</td>
<td>81.8</td>
</tr>
<tr>
<td>F</td>
<td>79.3</td>
</tr>
<tr>
<td>IRL</td>
<td>93.1</td>
</tr>
<tr>
<td>I</td>
<td>75.5</td>
</tr>
<tr>
<td>L</td>
<td>91.3</td>
</tr>
<tr>
<td>NL</td>
<td>92.6</td>
</tr>
<tr>
<td>A</td>
<td>74.1</td>
</tr>
<tr>
<td>P</td>
<td>81.4</td>
</tr>
<tr>
<td>FIN</td>
<td>83.8</td>
</tr>
<tr>
<td>S</td>
<td>79.8</td>
</tr>
<tr>
<td>UK</td>
<td>91.2</td>
</tr>
<tr>
<td>EU15</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Base: Regular internet users

Source: © SeniorWatch, 2002, OPS (OPS00018a)
### Table 3

**Interest in internet content**

<table>
<thead>
<tr>
<th>Q: &quot;I am going to read out things that can be done on the internet and ask if you are interested. Even if you can't use the internet now, let me know if you would be interested if you could.&quot;</th>
<th>All respondents</th>
<th>regular internet users</th>
<th>non-users</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interested</td>
<td>Done within the last three months</td>
<td>DK what it is</td>
</tr>
<tr>
<td>Info on places to visit/hotels/timetables</td>
<td>33.0</td>
<td>10.2</td>
<td>2.5</td>
</tr>
<tr>
<td>Search for product info</td>
<td>28.4</td>
<td>12.3</td>
<td>3.0</td>
</tr>
<tr>
<td>E-mailing</td>
<td>26.1</td>
<td>14.1</td>
<td>3.5</td>
</tr>
<tr>
<td>Consulting local town website</td>
<td>34.8</td>
<td>Not surveyed</td>
<td>2.9</td>
</tr>
<tr>
<td>Info on local leisure activities?</td>
<td>28.8</td>
<td>Not surveyed</td>
<td>2.3</td>
</tr>
<tr>
<td>Getting educational material</td>
<td>20.9</td>
<td>7.1</td>
<td>2.7</td>
</tr>
<tr>
<td>On-line banking</td>
<td>14.2</td>
<td>5.5</td>
<td>2.8</td>
</tr>
<tr>
<td>Downloading any music</td>
<td>18.2</td>
<td>not surveyed</td>
<td>4.1</td>
</tr>
<tr>
<td>Interest in internet: online shopping</td>
<td>9.9</td>
<td>4.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Interest in internet: participate in online chat</td>
<td>9.7</td>
<td>not surveyed</td>
<td>3.2</td>
</tr>
<tr>
<td>Purchasing groceries</td>
<td>8.3</td>
<td>not surveyed</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Base: All respondents. DK and refusals excluded. Note that interest was not surveyed if the respondent stated usage within the last three months. Non-users include non-regular-users.

Source: © SeniorWatch, 2002
Table 4

<table>
<thead>
<tr>
<th>Interest healthcare applications among the EU 50+ population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q: “The following question is concerned with getting health information using new technologies. Again, we would like to know if you are interested in doing these things”</strong>.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Reading about health issues on internet</td>
</tr>
<tr>
<td>Information about treatment on computer/TV</td>
</tr>
<tr>
<td>Doctors advice by e-mail</td>
</tr>
<tr>
<td>Doctors advice by video-telephone</td>
</tr>
</tbody>
</table>

Base: All respondents, DK/refusals excluded. Note that interest was not surveyed if the respondent stated usage within the last three months. Non-users include non-regular-users.

Source: © SeniorWatch, 2002

e-government and active citizenship through e-participation are the keywords very often used in the context of e-inclusion. However, the experience of several countries shows that it is not so easy to motivate middle age and older people to use e-services the (local) government provides and that many people who need to access government would rather use traditional ways for communication. As an example, we can look at the Australian results, where it was monitored why people use e-government services. The following three groups of motivating factors were outlined:

The first group of motivating factors were agency related. Participants suggested that they were more motivated to use the Internet over another channel if the agency they were dealing with was trusted, and well known to them. The Australian Tax Office was offered as an example of trusted, respected and well-known organisation.

The second group of motivating factors were task related. Participants said they were more motivated to use the Internet if the contact with government is routine or standard, extensive dialogue is not required and there is little potential for error. Payment of vehicle registration was offered as an example of a task in this category. Participants regularly visited familiar web-sites, which provided good information.

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The third group of motivating factors centred around the requirements on the individual undertaking the task. People were more motivated to use the Internet if there was no need for credit card details to be provided, and if follow-up was not likely to be required. As it can be seen, the main means for motivation must come from the government. It is necessary to provide such services, which make people to feel comfortable in using them and e-solutions must give some real benefits and advantages comparing to traditional ways for communication.

4. Teaching ICT skills to older people

While educating older people pedagogical approaches should make use of their life experience. Ways should be sought to identify, acknowledge, value, use, share and build on this experience for the benefit of both individuals and groups of older learners. It has proved to be the case that successful learning for older people is informal, social and fun. Strict direction and formal evaluation should be avoided to make the feeling relaxed and thereby the situation not scary for participants. The concept of experiential learning conceptualised by Rogers38 can be taken as a good framework for teaching ICT to older people. According to Rogers all human beings have a natural propensity to learn; the role of the teacher or facilitator is to facilitate such learning.

This includes:
- setting a positive climate for learning,
- clarifying the purposes of the learner(s),
- organizing and making available learning resources,
- balancing intellectual and emotional components of learning, and
- sharing feelings and thoughts with learners but not dominating.

Depending on what the designer of the course or teacher/facilitator has learned about the background knowledge and purposes of potential learners or particular group of learners, the decisions have to be made how important it is to focus on raising awareness of senior participants about the possibilities and benefits the use of ICT can bring for them and how to find the right balance between the latter and the need to equip older learners with minimum technical skills, so that they could feel comfortable to start to practice on their own. Taking into account special needs. When designing and delivering training for seniors consider the following suggestions, adapted from the work of Heimstra (1991)39:

For Auditory Learners:
- Be sensitive to declining hearing and related problems for some older learners.
- Be prepared to help learners move closer to sound sources.

37 http://www.uni-ulm.de/LiLL/5.0/E/5.3/practice.html Good Practice in the Education and Training of Older Adults. Prof. Keith Percy and Dr. Alexandra Withnall, Lancaster University, Great Britain
Use extra voice and media amplification.
Read material aloud where possible or feasible.

For Visual Learners:
Be sensitive to declining vision and related problems for some older learners.
Allow adequate time for adjustments when going from a light to dark area or vice versa, such as showing a film.
Ensure that lots of light is available.
Reduce glare or direct sunlight.
Use high contrast on visuals and handout materials.

For Hands-On Learners:
Be aware that the senses of touch and smell can decline with age.

For a Mixture of Learning Styles:
Use combined auditory, visual and hands-on presentation modes.
Carry out diagnostic evaluations of learners' needs, abilities, and limitations.
Pay attention to various obstacles that can interfere with learning.

While teaching ICT to seniors it is important:
- to introduce topics to learners without covering them completely nor in too much detail;
- only simple cases and examples should be introduced at first;
- when teaching a complex topic outside student's normal experience, find a consistent metaphor for the topic being taught. The basis of the metaphor needs to be known to the seniors and must be based on the life experience of older adults.

Pedagogical patterns, which could be used on the ICT course for older people.

**Expand the known world** - This pedagogical pattern was originated by Donald Bagert as the Concept, Glossary, Problem, Analyze, Discuss, Design (CoG-PADD) [DB] pattern. This pattern is based on constructivist educational theories, which value the existing knowledge of the learner and build on it.

You have a new concept to introduce. Your students have some related knowledge and experience.
Students’ learning will be deeper if they associate a new concept to their existing knowledge and experience. Therefore introduce the concept by explicitly linking it to experiences that you know the students have already. This can be achieved through a variety of mechanisms, e.g. lectures, exercises, discussions, etc. each of which reinforces the message. When you introduce the concept, use real-world analogies and build on previous experience as much as possible. Ask students questions related to their own experiences in the area, e.g. "how do you ...?" "What if...?". Giving students a glossary of terms related to the new concept provides extra support, and linking entries to past experiences is particularly helpful and supportive. After working on exemplary problems in groups, students can be encouraged to discuss their findings by relating them to their previous experiences.

This approach can require further preparation time, e.g. for the glossary, and because of linking the concept to previous student experiences. Finding suitable analogies and example problems is essential (and difficult). You can also use contrast, rather than similarity.

**Linking old to new** - This pattern was provided by Jutta Eckstein.

Learning something new is exciting, but it often involves questioning things that the learner already knows. Learning too many new things often leads to a sense of rejection and then to stress. Therefore, use an old wrapper to introduce new information. This will help the learner to recognize what she already knows and to make associations between the new information and existing knowledge. Anchor the new information by relating it to what is already known. Connecting and complementing old with new allows the learner's mind to reorganize its knowledge structures. This is sometimes also referred to as the “Advance Organizer”, which activates prior learning for the purpose of acquiring new knowledge. Our brain remembers things through associations with existing memory. This is one reason why human memory is often compared to a map, which reflects its knowledge in the form of a network.

**5. User-friendly interface for elderly people**

To allow accessibility and in order to maximize recurrent visits to your web-site by older people, you need to take into consideration the special needs and preferences of this target group. By focusing on improving usability for seniors, you will increase their satisfaction and maximize the odds of them revisiting your site. In the following we will list some hints collected from various sources:

- Remember, older people are pretty much the same as younger people. People don't change radically when they reach a certain age. There are indeed some differences but it's not like older people live in one world and younger people live in another.
- Older people are not homogeneous. They differ in life experiences, disability, etc.

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The most important thing is what people want to do and are motivated to do in their life. The technology has to fit in with their needs and requirements.

Older people have a right to the same functionality as younger people. They don't necessarily want cut-down versions. But there's an issue of how that functionality is presented - how much is presented at once, terminology, etc. Therefore:

- Use large font sizes that are easy to read. It is recommended that sites targeting seniors should use at least 12-point type as the default.
- Avoid tightly clustered links that are not separated by white space. Doing so will decrease erroneous clicks and increase the speed at which users hit the correct link.
- Minimize the site’s pull-down menus and other moving interface elements, because seniors are not always steady with the mouse. This rule also applies to command buttons and other interaction objects, all of which should be large and easy to click.

Note that there are a lot of companies, who design the websites or other software interfaces especially for seniors and have a lot of experience in taking into account special need of that target group. See for example Brady Communications (http://www.bradycommunications.com/portfolio/port_details.aspx?id=63)

Examples of websites for seniors with special design:
- http://www.wiredseniors.com/
- http://www.seniornet.org/
- http://www.lawhelp.org/LA/
- http://www.seniors.gc.ca/

6. Conclusions

The motivation of older people to learn and use ICT depends mostly on the number of relevant projects oriented specially for that target group. Countries like Denmark, Iceland, Sweden, where there are a lot of older people who actively and use computers and Internet have organized special training for older people during 9 years or even more.

Most successful and effective initiatives and teaching programs seem to be those targeted and tailor-made specifically for older people; those that promote older learners’ motivation to start to use ICT and take into account their background, previous experiences, learning speed, special needs and social context.

Cost of courses offered to the older people must be low. The stuff for courses must be specially trained not only methodologically but also psychologically. Efforts must be made to ensure that people continue to use computers and Internet on their own after the course, so that the knowledge and experience gained during the course will not be lost.
In this chapter an overview on the state-of-the-art in the partner countries in relation to policies related to digital literacy for elderly people and intergenerational learning is provided.

In order to offer a complete picture, the “Country Profile” provide information and data about the following dimensions:

- General overview (economic and social context; population characteristics – special attention should be given to over 55 citizens)
- Country Policy for Information Society, Innovation and ICT deployment
- Country policy for Lifelong Learning (Education, Adult Education, training at all levels, intergenerational learning) with a special focus on digital literacy
- Country policy for active ageing
- Country priorities in these fields for the future (where relevant/available).

In addition to that, each country has been asked to identify and describe a digital literacy training experience for people aged over 55 which can be considered as a good/representative practice for their country.

The grids concerning the Country Profiles and the Case studies are presented in the next paragraphs.

**ITALY**

<table>
<thead>
<tr>
<th>General overview (economic and social context; population characteristics – special attention should be given to over 55 citizens)</th>
</tr>
</thead>
</table>

The analysis of the main changes and trends in population, employment and poverty highlights in recent years (2001 – 2005) has shown the following:

- the Italian population is increasing very slowly with a significant contribution from immigration;
- it has a slight but declining differentiation in favour of women compared with men;
- the Italian population is concentrated in the Northern regional areas, followed by the Southern and Centre territories;
- the population is ageing with nearly five percentage points that differentiate old (65 years and over) from new generations (aged 0-14)
and an increase in dependency on working age population (aged 15-64) notwithstanding the renewal produced by the immigration flow from abroad;

- the rate of over 65 population on the total is currently around 18,5%; it is foreseen that by 2050 this rate will increase up to 34,4%. The average age of the Italian population is 41,8 years, in 2050 it is foreseen that it will increase up to 50,5 years. People in their eighties are over 4,3% of the total population, while in 2050 they should be as many as 14,2% of the population. In Italy, every 100 children aged between 0 and 14 years there are 127 elderly;

- young people have problems entering the labour market with stable and qualified employment and security perspectives of life; adult persons have to face restructuring processes in working and family life; ageing people with low income have to deal with unclear system linked to their professional career;

- too much emphasis is generally put on the resolution of employment problems as the most important driving factor to the resolution of social exclusion problems;

- income support is a complicated political issue since social protection and employment frameworks present benefits and allowances that are not harmonised within a system that can support the most vulnerable for a dignified life cycle, while problems arise that concern solidarity between persons, territories and generations, gender still remains an overarching issue;

- women continue to play the traditional family role in assisting and caring for children as well as for dependent (not-self-sufficient) persons (e.g. elderly and disable people);

- the number of young people between the ages of 18 and 34 who live with at least one parent is constantly on the rise;

- the current measures to support family are insufficient to meet the increasing cost of living (especially for children, disable and elderly support).

2 Country Policy for Information Society, Innovation and ICT deployment:

In Italy the most widespread ICT devices are the following: the television (owned by 93,9% of Italian families) and the mobile phone (82,3%), followed by videorecorder (63%), DVD player (50,7%), PC (46,1%) and Internet connection (35,6%, of which 18,7% narrow band connection and 14,4% ADSL). Families constituted only by elderly people own very few ICT devices: only 5,5% has got a PC, and only 2,8% has got an Internet connection. The only ICT tool widely used by elderly people, together with TV, is the mobile phone (45,3%). On the contrary, families with at least one teenager own PC and Internet connection in the 69,7% and 51,8% of cases respectively, and also the percentages related to other ICT tools are higher than in all the other cases.

Therefore, the problems related to scarce diffusion of Internet connection
are not mainly related to economic factors, but rather to socio-cultural factors: the majority of families do not understand the usefulness of this tool and/or are not able to use it. In particular, in the families composed only by elderly the main reasons for not having an Internet connection at home are: lack of e-skills (51.3%), “it's useless” (44.3%) and physical disabilities (5.7%): these reasons score higher rates among elderly than among the total population. On the contrary, among those families with at least one teenager the reasons for not having an Internet connection at home which score a higher rate than among the total population are the following: they use the Internet connection available in other contexts (18.4%), the contents available through Internet are potentially dangerous (6.9%), high cost of the PC/other tools and of the Internet connection (respectively 19.8% and 18.5%).

The PC is most used among young people aged between 11 and 19 (over 75%) and Internet is mostly used among people aged between 15 and 24 (over 67%): these rates decrease along with the increase of age. Among people aged 60 and 64 only 16.4% use the PC and 12.3% use Internet; among people aged over 65 the use of these tools is marginal.

The initiatives of the Italian Government to support the development of Information Society have mainly focused in the field of e-Government and development of infrastructures related to the Information Society. The main aim of the Government has been to improve Public Administration services through the adoption of ICT. The objectives consist in providing on-line services to citizens and enterprises, achieving a higher efficiency of PA (through e-procurement, e-mail, on-line financial and administrative services); valorisation of human resources (alphabetisation of PA employees, e-learning training actions); transparency of PA processes and quality (sistema customer satisfaction system).

3 Country policy for Lifelong Learning (Education, Adult Education, training at all levels, intergenerational learning) with a special focus on digital literacy:

In Italy the European policies and strategies have traditionally played a key role in the changing and development process at national, regional and local level and this is particularly true for the Lifelong Learning Agenda and the Copenhagen Process.

Considering the policy decisions and strategies at European level to achieve the Lisbon goals, Italy developed in the last years a strategy and concrete choices to move from a VET system articulated in subsystems (Education, Initial vocational training, Continuing training and Adult training) into Lifelong learning system. Different initiatives were launched in the latest years in order to embed the Lisbon Goals in the national and regional systems and to express them in policy decisions as well as in concrete instruments.

Italy's latest education and training policies directed at LLL are:

- The National Action Plan for Employment, 2002, which incorporates the indications of the European Union and aims to rise the country’s rate of employment,
- The Pact for Italy, 5 July 2002. In line with the National Action Plan for Employment the Government and the social partners signed that Pact which draws on the earlier principles and objectives already agreed in Lisbon and Barcelona summit meetings.
The Law 53, 28 March 2003. Following the Pact for Italy, the Government included lifelong learning education among the founding principles of the reform of the country’s education system. The programme financial measures contains a special section reserved to adult education.

Higher Integrated Education (FIS) and Higher Technical Education & Training programmes (IFTS): these tools/courses are one of the main vector to innovate the education and training systems and to promote their integration.

4 Country policy for active ageing:

Describing the institutional framework for national policies on active ageing is not an easy matter, given that Italy has no centralised policy on the subject.

The (central) State has exclusive legislative responsibility for determining essential levels of services involving civil and social rights. Nevertheless, the Italian State intervenes only when forced to replace regional governments or local government bodies (provinces and municipalities) in order to guarantee essential levels of services involving civil and social rights. These same constitutional provisions contemplate, under article 118 of Section V of the Constitution, the plating of an active role by citizens, both individually and through organisations, in the performance of functions of public interest.

An analysis of the regional legislation on welfare and health-care initiatives for the aged has pointed to, on the local level, «an ongoing heightening of awareness regarding the need to identify appropriate tools and to prevent or contrast the social exclusion of these individuals, at the same time formulating procedures for the supply of social services designed to guarantee, to the greatest extent possible, the permanence of the aged in the settings in which they live.

However, the analysis of the institutional context indicates that in Italy, as in nearly all the other European countries, the formulation on policies of active ageing involves a wide variety of actors at different levels of government with a range of different perspectives on the problem.

At the “central” level the issue us treated primarily as an economic question, summed up in the formula “more work, fewer pensions”, while the local level highlights the social and assistance-based approach through initiatives for the integration and participation of the aged in activities involving caring and civic commitment. It is no accident that, within these two “spheres of influence”, we fund labour unions and advocacy groups / volunteer associations (i.e. the “civil society”) among the leading proponents of pro active-ageing policies.

With the goal of promoting civic commitment on the part of pensioners, the unions favoured the birth of non-profit associations run by and for the aged. In addition, the major individual pensioners unions, Spi-Cgil, Fnp-Cisl and Uilp-Uil, created an Observatory whose objective was to monitor both the condition of the aged and the safeguards, which the social state provides for this category of citizens.
Concerning the so called “Third sector”, generally speaking, four different types of organisations that work with and for the aged in Italy have been distinguished, based on whether they intervene on behalf of the aged or consist primarily of aged participants, as well as whether they offer services or engage in activities to promote and defend rights.

As a rule, the methodologies utilised in this field combine the prevention of the factors that lead to the social exclusion of the aged and the recognition of the “right” of the aged individuals to be “active protagonists” in their own development and well being.

**Outline of the types of socially concerned association activities performed in favour of the elderly in Italy**

<table>
<thead>
<tr>
<th>Basis of the activity</th>
<th>Dominant orientation of the activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>direct treatment of the needs of the aged</td>
<td>defence of the aged</td>
</tr>
<tr>
<td>altruistic</td>
<td>A – spontaneous social assistance volunteer associations and groups</td>
<td>B – associations and group of advocacy and defence of rights</td>
</tr>
<tr>
<td>(in favour of the aged)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>self-assistance</td>
<td>C – mutual aid associations and groups</td>
<td>D – associations and groups of the aged</td>
</tr>
<tr>
<td>(on their own behalf)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: adapted from Iref, 1995.

All the activities undertaken by Third Sector actors share the underlying objective of allowing the elderly to continue to play a role, to remain the protagonists of their existence, as well as a resource for themselves and for others (Iref, op.cit.). At first, there was a certain fragmentation of the initiatives, replaced over time by a tendency to create or join coordination networks. Along with the traditional initiatives of home assistance, these organisations perform activities in the sectors of entertainment, leisure time, cultures and socialising: occasions for getting together, sites for encounters, senior-citizen universities, sports and tourist activities, service as custodians of parks and museums, escorting and monitoring of schoolchildren, telephone services involving listening and consultation etc.
# Case Study General Description

**Title of the CS:** “Over45 – Occupazione, valorizzazione, empowerment per il reinsertimento dei disoccupati over 45”

Employment, valorisation and empowerment for the reintegration in the labour market of people aged over 45.

**Country/ origin of the CS:**

Italy

**Duration of the CS:**

*please fill in and comment if necessary*

Starting Year: 2002

End Year: 2005

**Status of the CS:**

*please tick and comment if necessary*

- ☑ 1 = Running;
- ☑ 2 = Finished;
- ☐ = NA, unknown

**Institution responsible for managing the CS:**

*please tick and comment if necessary*

- ☑ 1 = Secondary school;
- ☑ 2 = College of further/higher education;
- ☑ 3 = University/Polytechnics;
- ☑ 4 = Public organisation/Ministry;
- ☑ 5 = Public training organisation;
- ☑ 6 = Private training organisation;
- ☑ 7 = Voluntary/social sector/foundations;
- ☑ 8 = Private company;
- ☑ 9 = Combination *(please describe)*;
- ☑ 10 = Others *(please describe)*;
- ☑ 11 = NA, unknown

Comments: EnAIP FVG was the project leader.

**Field(s) addressed by the CS:**

*please tick and comment if necessary*

- ☑ 1 = Digital Literacy;
- ☑ 2 = active citizenship;
- ☑ 3 = active ageing;
- ☑ 4 = intergenerational learning

Others *(please describe)*

The main goal of the project was to promote work placement of unemployed people aged 45 or more by creating an integrated approach involving both the social networks and the job-seekers themselves by acting on their motivation and competencies.
### IN DEPTH DESCRIPTION OF THE INITIATIVE

#### Background (who took the initiative, past related initiatives, conditions, contextual element that explain motivation to start)

**Involved actors and responsibilities**
The project involved many different partners:
- Public institutions – municipality of Trieste, industrial cluster of Trieste, University of Trieste, ATER;
- Trade Unions – C.G.I.L., CISL and UIL;
- Employers associations – Assindustria Trieste Confartigianato Trieste – Confcommercio Trieste
  Confcommercio PMI, C.N.A., A.I.D.D.A.;
- Healthcare institutions – hospital of Trieste
- Associations – Adecco foundation, luna e l’altra, consorzio Interland, ACLI Trieste
EnAIP FVG was the partner in charge of the organization of training activities.

**Target group** (please, specify age, gender, nationality, professional profile)
The target group of the project was long term unemployed people aged over 45 with different professional experience and background. The target group has been selected after individual counselling activities carried out within the project which identified gap of competencies in the ICT field.

**TARGET GROUP OF DIGITAL LITERACY ACTIVITIES**
The digital literacy activities concerned as a whole 39 people with low level of qualification (compulsory education or diploma).
There were two groups:
- the first one was made up of 20 people (80% of them were women) previously working mainly in administrative departments and with good technical skills required by the labour market, but suffering from long term unemployment and with no or very little ICT skills;
- the second group was made up of 19 people, (20% of immigrated people and only 3 men) previously employed as administrative staff, carers, call centre operators.

**Main aims and objectives off the initiative/project**
The main aim of the project was the reintegration of the target group in the labour market by setting up services of counselling, guidance and training able to enhance their opportunities to find a job. The project aimed to design good practices to be activated by the social network involved in the project in order to make the information about job opportunities spread and accessible.

**Sources of funding** (please, specify if EU, National, Regioanl, Local funds)
The project was funded under the EU Initiative EQUAL and the funds were EU, national and regional.

**Objectives, components, activities**
- actions to support the system: this phase included activities to map the services and networks available to support work placement, the creation of a database
- research: the research carried out by the University of Trieste focused on the changes incurred in the labour market and their impact on adult job-seekers and on the psychological implications of the unemployment status;
- animation and awareness raising: 18 desks were opened in the territory to
provide the job-seekers over 45 with information, guidance and counselling; 
- counselling and training: the project organized individual interviews and seminars aimed at supporting the users in the identification of their skills and the gaps of competencies compared to those required by the labour market. Empowerment seminars were organised as well as training activities among which the digital literacy training (2 courses of 120 hours). 
- work placement: the project offered a service of job demand and offer matching thanks to the desks and the counselling activities.

### INNOVATION PURPOSE AND MAIN RESULTS OF DIGITAL LITERACY TRAINING EXPERIENCE FOR PEOPLE AGED OVER 55

N.B. THIS PART OF THE GRID CONCERNS ONLY THE DIGITAL LITERACY TRAINING EXPERIENCE AND NOT THE WHOLE "OVER 45" PROJECT.

<table>
<thead>
<tr>
<th>Pedagogic</th>
<th>Economic</th>
<th>Technologic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td><strong>Aims</strong></td>
<td><strong>Aims</strong></td>
</tr>
</tbody>
</table>
| The pedagogic aim was to provide the participants with ICT skills and tools to support the reintegration in the labour market and the development of teamwork and cooperation skills. | | Acquisition of ICT basic competencies to enhance their possibilities of work placement. The structure of the training concerned: 
- Information society (20 hours) 
- Windows operational system (20 hours) |
| **Impact** | **Impact** |          |
| Considering the situation of the participants and their competencies gap in ICT the training concerned basic skills to use a computer and was integrated with the need of the participants to develop competencies needed to interact with the labour market. For example, the lessons of word processing were organized in two parts; one explaining how to elaborate a CV and how to present it to companies considering the technological side of it (use of a word processor) as a tool to exercise and put in practice the lesson. The pedagogic approach considered the need of the participants to find a concrete answer to their unemployment situation and therefore the teacher linked the theoretical lessons to practical applications of the ICT skills and organized the exercises in small groups thus fostering the development of social skills and cooperation abilities. | |          |
This training programme has been modified because the majority of the participants had very little ICT skills and therefore most of the training hours were dedicated to the use of a PC (create folders, manage files, etc.) and to e-mail and word processing functions.

**Impact**
The technological impact has been significant for the participants who could associate to good technical skills (for example in the administration sector) the use of a computer which was not known because of a long term unemployment, thus increasing their possibilities of work placement.

<table>
<thead>
<tr>
<th>Institutional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socio-cultural</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong> Spread tools for communication able to support the contact with the labour market (e-mail and elaboration of digital CV).</td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong> The development of ICT skills, in particular those related to the use e-mail, Internet for the access to information and word processing for the elaboration of a CV, had a positive impact on the target group because it helped the participants gain in self esteem and increase their motivation in the job seeking process. The training therefore widened the job opportunities for the participants, especially for those having technical competencies requested by the labour market but lacking ICT abilities considered fundamental in the new context (i.e. administrative staff, call center operators).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other specific Aspects:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td></td>
</tr>
</tbody>
</table>
4 **MAIN RESULTS AND RECOMMENDATIONS** (in terms of effectiveness and efficiency)

The experience of the project shows that while working with such a target group (unemployed people aged over 45) it is important to stimulate and encourage learning organizing the lessons around a precise goal, something very pragmatic and useful for the participants. This helps keeping high the motivation level and has a positive impact on learning.

5 **POTENTIAL OF TRANSFERABILITY**


6 **SUSTAINABILITY POTENTIAL**


SLOVENIJA

1 General overview (economic and social context; population characteristics – special attention should be given to over 55 citizens)

Population: 2.011.225 persons
Annual population growth rate (%): 0,3
Population aged 65 and over in % of total population: 15,3
Age dependency ratio: 42,2

Life expectancy at birth:
- women: 81,1
- men: 73,5

Population aged over 55 years: 556 008 persons

<table>
<thead>
<tr>
<th>Age groups</th>
<th>55-64</th>
<th>65-74</th>
<th>75-84</th>
<th>85-94</th>
<th>Over 95</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>236.377</td>
<td>182.493</td>
<td>112.894</td>
<td>22.656</td>
<td>1.588</td>
</tr>
<tr>
<td>women</td>
<td>119.636</td>
<td>102.193</td>
<td>75.565</td>
<td>17.344</td>
<td>1.296</td>
</tr>
<tr>
<td></td>
<td>50,6%</td>
<td>56,0%</td>
<td>66,9%</td>
<td>76,6%</td>
<td>81,6%</td>
</tr>
</tbody>
</table>

Persons in employment: 1.000.000
of which
- in agriculture: 9,7%
- in industry: 35,0%
- in services: 55,2%

Total employment rate of older workers (aged over 55): 33,6 %

Gross domestic product:
GDP at current prices (mrd EUR): 29,7
GDP at current prices per capita (EUR): 14.800
Country Policy for Information Society, Innovation and ICT deployment:

The widespread use of information and communication technology in all spheres of business, public and private life is an important contribution to the creation of a knowledge society in Slovenia. Considerable progress has been made in Slovenia in the recent period if take into account indicators of internet use across the whole population or among households. Somewhat less favourable is the picture regarding the use of various forms of e-business relate to security and reliability of transactions, the availability of appropriate accompanying services and the wider community’s ability to use these services.

The development priorities of the information society in Slovenia are harmonised with the i2010 initiative (The European information society 2010) which encourages an open and competitive digital economy and in which ICT is highlighted as the driving force of social inclusion and quality of life, economic growth and competitiveness. The area of Information society in Slovenia was in the recent past (2001-2004) organised through the activities of the Ministry of the Information Society. The Ministry of Information Society was dissolved in 2004. The work of the former directorate for applications in the information society was then assumed by the Directorate for the Information Society at the Ministry of Higher Education, Science and Technology. The work of the former directorate for information infrastructure is now performed by the Directorate for Electronic Communications at the Ministry of the Economy (http://www.mg-rs.si/).

1. **Directorate for the Information Society at the Ministry of Higher Education, Science and Technology**

Directorate for the Information Society co-ordinates the implementation of the programmes in the field of the information society in line with the i2010 strategic framework of the European Commission. In line with its mission to set up an inclusive information society that will integrate the potential and knowledge of the Information Communications Technologies (ICT) into accelerated development of the Slovenian society as a whole, this Directorate dedicates an essential part of its activity to fostering the development of the information society and co-ordination of activities in this field. The activities of the Directorate are focused towards safer use of the internet, bridging the digital divide, adoption of e-accessibility recommendations, development and localisation of free and open source software, targeted research projects in the field of information society (CRP), national coordination of Community programmes in the field of information society (eContent+, eTEN, Safer Internet Plus, ERIS®). The Ministry of Higher Education, Science and Technology (Service for International Co-operation and European Affairs) also acts as national coordinator for the IST and 7th Framework Programme.

**Directorate for the Information Society** co-ordinates the implementation of the programmes in the field of the information society. Accelerated development of the information society will have a significant impact on the competitiveness of the Slovenian economy and society, number of work places with high added value, quality of life and balanced regional development. In line with its mission to set up an inclusive information society that will integrate the potential and knowledge of the Information Communications Technologies into accelerated development of the Slovenian society as a whole, this Directorate dedicates an essential part of its activity to fostering the development of the information society and co-ordination of activities in this field.

Directorate for the Information Society is responsible for accelerated, harmonised and efficient development of the information society based on knowledge and life-long learning. This is in practice reflected in the transfer of knowledge, information...
and communications technologies and contents to schools and research institutions, public administration and local self-government bodies, the economy and civil society. In its work the Directorate co-operates with various organisations, including those in the field of legislation, security and privacy in the e-world, education, monitoring of indicators of the information society development, promotion of software development and its localisation based on an open and free source, scientific and expert meetings, projects bridging the digital divide and others.

The Directorate performs tasks in the following fields:

- Drafting of implementing regulations
- Major projects
- Co-operation in Drafting other Strategic Development Documents and Monitoring their Implementation from the Standpoint of the Information Society
- National Co-ordination of Community Programmes
- Membership of Administrative Boards of Community Programmes and EU Initiatives
- Co-operation with International Organisations and Participation in their Working Groups
- Participation in the Information Society Projects of other Authorities
- Membership of public institutions: ARNES - Academic and Research Network of Slovenia
- Participation in inter-ministerial working groups
- Drafting of standpoints in the procedure for the adoption of legislative proposals and other EU acts

2. **Electronic Communications Directorate at the Ministry of Economy**

Its activities are focused towards modern legislation in the fields of post and electronic communications and monitoring the developments in these markets. By means of strategies, policies and concrete actions in fields of broadband deployment and digital switch-over for example, the Electronic Communications Directorate strives towards establishing the proper conditions that would bring Slovenia among the most developed European countries in terms of postal service, electronic communications and information and communication technologies.

3. **An important role in the field of Information society in Slovenia plays also the Ministry of Culture**

Ministry of Culture is foremost involved in aspects of information society development in terms of developing a network of e-libraries, digitalisation of public archives and promotion and further development of the network of multimedia centres. Ministry of Culture co-operates with other government bodies in creating digital cultural content and preservation of cultural heritage and language.

According a report from the European statistics office, Eurostat, 47% of Slovenians were found to have been using the Internet on a weekly basis in
Current state in Slovenia:
The percentage of regular Internet users in Slovenia was highest among the 16 to 24 year-olds, as 81% of them said they went online at least once a week. The percentage is above the EU average of 73%.
The Eurostat report ranks Slovenia slightly above the European average of households and companies having an Internet connection. The report shows that 54% of Slovenian households have an Internet connection, whereas the EU average is 52%.
The survey found that 96% of Slovenian companies are connected to the web, which is also 2 percentage points above the EU average.
Slovenia also placed above the EU average in terms of households with broadband Internet access: with 34% of households having broadband, it beat the EU average by 2 percentage points. At the same time 75% of Slovenian companies had a broadband Internet connection, which is equal to the EU average.


Country policy for Lifelong Learning (Education, Adult Education, training at all levels, intergenerational learning) with a special focus on digital literacy:

Life long learning in Slovenia is a constituent part of the system of education and learning and fully comparable to other EU countries. Slovenia has begun implementing the programmes of the SDP, Phare and other programmes that will support the realisation of the lifelong learning process via a more modern range of education and training, training for the teachers and trainers, the development of local/regional centres, widening the system of quality assurance and direct assistance for the education of adults with an education deficit and reducing the drop-out rate.

Slovenia, as other countries, is facing the challenges of globalisation, liberalisation and the transition from an industrial society to a knowledge based society. All of these require investments in human resources and this fact is turning the lifelong education in Slovenia into one of the key regulators of social processes.

Within the Ministry of Education and Sport in Slovenia, there is a special Sector for Adult education responsible for designing the national policy on lifelong learning, adult education, preparing drafts of acts, and organizing and implementing public tenders.

Lifelong strategy in Slovenia aims to:
- Raise level of investments in human resources
- Develop effective learning methods and contexts for the continuum of lifelong and lifewide learning
- Ensure good access to information and advice about learning opportunities
Provide lifelong learning opportunities as close to learners as possible in their own communities and supported through ICT based facilities
Promote the idea of lifelong learning and through that encourage people to participate more actively in public, social, political life

**Current state in Slovenia:**
Participation of population aged 15 years and more in formal, continuing and informal education

<table>
<thead>
<tr>
<th>Age</th>
<th>Total</th>
<th>Use of printed materials</th>
<th>Use of computer/web</th>
<th>Learning via broadcasted educational programmes, video and audio cassettes</th>
<th>Visits to learning facilities, libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population aged 15+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1698132</td>
<td>303124</td>
<td>327322</td>
<td>1269318</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>822556</td>
<td>145666</td>
<td>152389</td>
<td>616966</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>875575</td>
<td>157458</td>
<td>174933</td>
<td>652352</td>
<td></td>
</tr>
</tbody>
</table>

Participation of population aged 55 and over in informal education activities

The attitude towards and participation in lifelong learning activities and adult training is changing, the number of people participating in any kind of education (all ages, all economic categories and all educational levels) is increasing every year.

An important annual manifestation in Slovenia is **Lifelong Learning Week (LLW)**, which has become a traditional event for organisations, interest groups and individuals working in the field of learning – either as those who enrich the knowledge of others or those who are involved in learning themselves. The main purpose of the numerous educational, promotional and festive events, happening in LLW all over Slovenia, is to awaken public awareness of the importance and availability of learning aimed at everybody, regardless of the circumstances, stage of life or role they find themselves in. Thus, the LLW makes an important contribution to the development of the theory and practice of lifelong learning within our society, thereby aiming to increase participation of all generations in various forms of learning. For many, the Week is a rare or even unique opportunity to present their activities and achievements to their local community and to move out of anonymity to the centre stage of public interest. Their example is an encouragement to many other people and their self-affirmation is yet another reason to continue their own personal development.

There are **13 centres for lifelong learning in Slovenia**. These centres are at least one in each region, they are taking care for development, research and counselling in the field of adult education. They
foster the culture of lifelong learning and education in Slovenia. The centres are also organising informal learning and educational events for different target groups, including older people over 55. There are also centres for self-directed learning with ICT places and free access to internet, which are organised within the centres' lifelong learning and are meant for everybody who is interested.

Information technology is increasingly gaining importance in the learning process, especially in lifelong learning and education. This is particularly obvious in distant learning, although the web has already entered traditional school, too, and is affecting the changes of the hitherto practised pedagogical communication.

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4 Country policy for active ageing:

Active ageing aims to extend healthy life expectancy and quality of life for all people as they age. The Slovenian strategy covers:

- Material wellbeing including benefits advice and financial planning for people approaching retirement.
- Quality of homes, fuel poverty, prevention of falls and supported housing.
- Mobility covering promoting walking and chiropody services.
- Independence in particular public transport.
- Social interaction including day centres, adult education, leisure facilities and intergenerational activities.
- Mental health including preventing and identifying depression among older people and coping with dementia.
- Nutrition.
- Health and social care services.
- The involvement of older people in developing services and health promoting initiatives.
- Information and consultation with older people about services as well as ensuring older people are aware of all the services that are available.

In Slovenia one of the biggest problems concerning the active ageing is connected with employment:

Slovenia has one of the most rapidly aging populations, lowest average retirement age, and a high pension to wages ratio in Europe. The planned strategy for active aging aimed at keeping older worker longer in the labor force is desirable, but longer-term fiscal sustainability requires more ambitious systemic reforms that raise the effective retirement age and reduce generous benefits (in particular, the wage-based indexation and the assessment period), and increased reliance on private pensions. In the absence such reforms, the medium-term fiscal consolidation will need to be more ambitious by achieving a structural balance, or even a small surplus, by 2009.
Slovenia has extremely low rate of activity in the age group 55 to 64 (around 28% in 2004), that is why it is urgent to take actions on this field, using holistic approach and involving social partners, policy makers and direct actors (workers and employers) in striving to combat age issues.

Slovenian government prepared the "Reform Programme for Achieving the Lisbon Strategy Goals” http://www.sigov.si/zmar/aprojekt/alizb-strategija/alizb-strategija.pdf

In this document is written that this problem should be solved by the following measures:
- Increase retirement age in accordance with the pension reform already in place
- Develop integrated programmes for employing older worker
- Promote active ageing and lifelong learning

5 Country priorities in these fields for the future:

The Slovenian government prepared "Slovenian development strategy (SDS)"

The strategy serves as a framework for more specific actions of different ministries and departments. It sets an overall vision of future economic and social development.

The main objectives of the SDS for development of Slovenia till 2013 are the following:
- Exceed the average level of the EU’s economic development and increase employment in line with the Lisbon Strategy goals in the next ten years;
- Improve the quality of living and the welfare of each individual, measured by the indicators of human development, health, social risks and social cohesion;
- Enforce the sustainability principle as the fundamental quality criterion in all areas of development, including the goal of sustained population growth;
- Develop into a globally recognisable and renowned country through a characteristic development pattern, cultural identity and active engagement in the international community.

In order for Slovenia to achieve the SDS objectives (and the Lisbon objectives as well), it must carry out structural reforms that will strengthen the competitiveness of its economy and raise its employment level.

SDS defines five development priorities:
- A competitive economy and faster economic growth
- Effective generation, two-way flow and application of the knowledge needed for economic development and quality jobs
- An efficient and less costly state
- A modern social state and higher employment
Integration of measures to achieve sustainable development.

**Country priorities in the field of information society for the future**

The development of the information society will continue in the forthcoming period. One one hand the key challenge is the provision of compatible services within the internal market of the EU land and, on the other, the challenge is to ensure access to services for all and in all EU languages. Particulary for Slovenia, the provision of e-content in Slovene on the web is a major challenge.

Here are three development priorities:
1. Increase the accessibility of ICT by speeding up the development of wireless networks, investments an passive infrastructure.
2. Include the broadest possible population in the use of ICT and information society services and the implementation of the “A computer for every home” initiative
3. Provide e-content in the Slovene language.

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**SLOVENIAN CASE STUDY ON DIGITAL LITERACY TRAINING FOR OVER 55**

**CASE STUDY GENERAL DESCRIPTION**

**Title of the CS:**

**LIFELONG LEARNING CENTER (LLLC) OF GORENJSKA REGION**

(more information on WEB PORTAL: ucenje-cvzu.gorenjske.si)

**Country/ of origin of the CS:**

(please fill in and comment if necessary)

Slovenia

**Duration of the CS:**

(please fill in and comment if necessary)

Starting Year: 2005
End Year: 2007

**Status of the CS:**

(please tick and comment if necessary)

☑ 1 = Running;
☒ 2 = Finished;
☒ 3 = NA, unknown

**Institution responsible for managing the CS:**

(please tick and comment if necessary)

☑ 1 = Secondary school;
☑ 2 = College of further/higher education;
☐ 3 = University/Polytechnics;
☐ 4 = Public organisation/Ministry;
☐ 5 = Public training organisation;
Digital literacy training for adults: Initiatives, actors, strategies

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Private training organisation;</td>
</tr>
<tr>
<td>7</td>
<td>Voluntary/social sector/foundations;</td>
</tr>
<tr>
<td>8</td>
<td>Private company;</td>
</tr>
<tr>
<td>9</td>
<td>Combination <em>please describe</em>;</td>
</tr>
<tr>
<td>10</td>
<td>Others <em>please describe</em>;</td>
</tr>
<tr>
<td>11</td>
<td>NA, unknown</td>
</tr>
</tbody>
</table>

**Comments:**

### Field(s) addressed by the CS:
(please tick and comment if necessary)

- 1 = Digital Literacy;
- 2 = active citizenship;
- 3 = active ageing;
- 4 = intergenerational learning

Others *please describe*

---

**IN DEPTH DESCRIPTION OF THE INITIATIVE**

**Background** (who took the initiative, past related initiatives, conditions, contextual element that explain motivation to start)

**Involved actors and responsibilities:**

*Within this project we created a big and strong partnership built of the institutions from whole Gorenjska region:*

**Coordinating institution:** Ljudska univerza Jesenice (Adult educational centre Jesenice)

**13 partner institutions:** libraries, people’s universities, employment service, chamber of economy, private institutions, institutions for adult education, regional development agencies...

**Target group** (please, specify age, gender, nationality, professional profile)

- **ALL POPULATION**
  - with a special emphasis on
    - older people over 55,
    - unemployed persons and
    - Persons with lower education.

**Main aims and objectives off the initiative/project**

- to built a wide net of partners from Gorenjska region
- to enable the connection and future development of counselling, informing, and self directed learning, and all kinds of learning based on ICT support
- to support collaboration in the lifelong informal learning
- to improve the cultural level of lifelong learning
- to enlarge participation into lifelong learning activities
Digital literacy training for adults: Initiatives, actors, strategies

Sources of funding (please, specify if EU, National, Regional, Local funds)

**146.888,20 EUR**
- Ministry for education and sport: 33.592,06 EUR
- ESF: 100.776,16 EUR
- Local community (Jesenice): 12.520,00 EUR

Objectives, components, activities

- **to offer free counselling** about the learning possibilities
- **to enrich and expand the activities of two Centres for self directed learning** (buy new ICT equipment and set up new ICT places, where older people can use ICT technology, search the web and use different materials for self-directed learning of ICT basis with a help of a mentor)
- to make an analyse of conditions and needs in the field of ICT learning needs, counselling, informing and self learning
- to establish a web portal
- to produce new e-learning materials
- to implement free ICT courses
- **to create new E-points** (until now we created 9 e-points; three of them are meant especially for older people over 55, two of them are placed in two homes for old-age pensioners)
- to promote LLL
- to make a long term plan for activity of LLLC after the two years of founding

### INNOVATION PURPOSE AND MAIN RESULTS OF DIGITAL LITERACY TRAINING EXPERIENCE FOR PEOPLE AGED OVER 55

#### Pedagogic

<table>
<thead>
<tr>
<th>Aims</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion of different learning approaches</td>
<td>Older people try to learn how to use a computer different way – by self directed learning with a help of a mentor in the centres for self-directed learning or in the framework of e-points.</td>
</tr>
<tr>
<td>Promotion of self directed learning</td>
<td></td>
</tr>
<tr>
<td>Promotion of e-learning materials</td>
<td></td>
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</tbody>
</table>

#### Economic

<table>
<thead>
<tr>
<th>Aims</th>
<th>Impact</th>
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</table>

#### Technologic
**Aims**  Within the LLLC we try to provide a rich global resource and collaborative environment for dissemination of ICT Literacy materials, interactive discussions, research information, and international dialogue.

**Impact**  New ICT technology - a web portal with e-learning materials (for the public use)

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<tbody>
<tr>
<td><strong>Aims</strong></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
</tr>
</tbody>
</table>

### 4 Main results and recommendations (in terms of effectiveness and efficiency)

**Main results:**
1. very cooperative partnership formed between institutions in the field of lifelong learning
2. older generation included in the ICT learning using different learning approaches
The LLLC has a great impact on the information society, within this centres free computer places with ICT technology were offered to elderly people and that is preventing the digital exclusion of people over 55.

**Recommendation:** While we were trying to include elderly people in ICT learning, we noticed that people who are over 55 have a lot of psychological and physical barriers – low self-confidence, fear for computers, transportation,... But when all those barriers are removed, then these people are the most grateful and motivated participants of all.
5  POTENTIAL OF TRANSFERABILITY

Our LLC of Gorenjska region is a perfect example of good practice, welcomed especially for other Slovenian regions in which similar LLLCs will be established in the nearest future.

6  SUSTAINABILITY POTENTIAL

A strategy for further development of LLLC was made in Slovenia. In the future each Slovenian region will have its own LLLC and a good cooperation between all will be established, that will enable the implementation of much wider range of activities in the field of ICT learning and information society with a special emphasis on elderly people as well.
GENERAL OVERVIEW (ECONOMIC AND SOCIAL CONTEXT; POPULATION CHARACTERISTICS - SPECIAL ATTENTION SHOULD BE GIVEN TO OVER 55 CITIZENS)

Population: 10,964,020 persons
Migrants: 761,813 persons, 7% of the total population
Population aged 55-64 years old: 820,000 persons
Growth rate: 4.2%
Composition per sector:
Agriculture: 12%
Industry: 22%
Services: 66%
www.statistics.gr

COUNTRY POLICY FOR INFORMATION SOCIETY, INNOVATION AND ICT DEPLOYMENT:

One of the Greek government’s concerns is to ensure that the developing Information Society will be a society for all, without discrimination between information, safeguarding citizen’s rights and the freedom of expression and information.
With the aim of promoting the IS in a coherent and integrated manner, a number of EU specific programmes are in place like:
- Operational programme for the Information Society (OPIS)
- Initiative eEurope – an Information Society for All
- eAccessibility Action Plan
- European Design for All e-Accessibility Network (EdeAN) in July 2002
- GR – DeAN the Greek version of the EdeAN Network
- Programme “digital Local Government” for providing e-services by Municipalities and Perfectures
All these initiatives are very generic and not targeting for persons 55 + years old so their impact in this age group is not known
Progress in achieving higher educational level is fast in Greece. According to estimates provided by Eurostat, in 1995 the proportion of older aged 55+ with at least upper secondary education was 20.8%. The attitude towards and participation of Greek citizens in life long learning and adult training has changed considerably the last few years. Citizens of all ages, all socio-economic categories and all educational levels have started to participate in life long learning activities and training. We can mention here, indicatively, that during the period 2003-2004 36,278 persons were trained, and during the period 2004 – 2005 65,816 persons (a rise of 81.4%)

Despite this fact, the proportion of older persons aged 55 to 64 participating in education and training is particularly small in Greece, 0,1% as opposed to 3% in EU-15. Further no progress appears to have been made in the numbers of older persons participating in education and training since at least 1992, first year for which comparable data exists. Further education and structures for adults are not very well developed in Greece, and this is reflected in the proportion of the adult population aged 24 to 64 participating in education and training over the four weeks period to the Labour Employment Services (1,4% in Greece as opposed to 8,4% in EU-15)

The Ministry of Education in collaboration with the Ministry of Employment and Social Protection are responsible for the implementation of policies in the field of vocational education and training as well as with connection to the labor market.

At national level the objectives of vocational education and training are:

- To produce new knowledge and skills for people in the labor market
- To reduce the social exclusion and improve social cohesion
- To improve the adaptability of companies, especially SME’s will make use of data concerning the competences of employees
- To develop an integrated data information system, that exploit data for opportunities in training and employment at national and local level
- To familiarize especially young people with new technology and research
- To improve life long learning and increase the participation into training especially for low skilled people

Although Greek population is not so familiar with Internet as the population from other European countries, nowadays there is a significant increase in the use of Internet. More specifically the 25% of the total population seeks information and documentation. The 61% uses Internet as work tool and 64.1% for e-mailing, chat, traveling and entertainment. According to various researches the use of Internet is very low between women (24%) in comparison with men (76%). For elderly people, aged up to 50+ the rate is 8%, while young people in the age of 25-34 are more familiar (41,3%) and in the age of 35-44 (26,8%). A percentage of 90% of users make use of Internet from their home (59,9%) and 36,9% from their work.
Country policy for active ageing:

Due to the prolongation of the life expectancy and the reduce of the birthrate, all European countries face problems that affect all the sectors of economy. Nowadays the phenomenon of ageing is one of the most important problems that cause pressures to the insurance policies. In Greece, during 1984 – 2004 the retired people have been increased up to 1.000.000 as well as at the same period the insured people have been reduced to 60.000. That means that in 1984 2,7 insured persons paid for the pension of 1 retired person. Today this proportion is 1,7 to 1

Participation motives for older workers
Recent policies in Greece aim at ensuring that in parallel to the policies of labor market and financial policies, all relevant fields of social protection, especially pension schemes, should offer effective motives for the participation of elder employees, ensuring that employees shall not be encouraged to prematurely retire, that there will be no negative effects for the employees that wish to remain in the labor market after the legal retirement age and that the pension systems facilitate the choice of gradual retirement.

Present situation in Greece
Regarding motives for remaining in the labor market, in practice such an issue mainly regards employees. The nature of employment of liberal professionals as well as self-employed, in combination with profound return of pension calculation systems, mean that the Insurance Funds face this problem to a lower extent.

In the event of salaried employees, remaining at the position depends on both the motives for premature retirement and the employers’ counter motives for retaining elder employees. Although the latter (employment demand) have drawn less attention, their participation is not negligible. The last years an effort is made in order to overcome the participation obstacles (i.e. life-long learning, maintaining employees), but it is certain that there is more to come.

As regards to employment offer, the structure of provisions is such that employees usually retire as soon as possible (as soon as the age limit is reached). The institutional framework multiplicity attributes theoretical significance to the “general limits” (65 for men/60 for women): for those retired in 1998, it has been calculated that beyond 20% the general case is invoked. The 80% invoked other cases under more favourable regulations (or invalidity pension).

In order to assess the present motives for premature retirement, the following should be taken into consideration:

- The lower limits, in combination with the few contribution years, mean that the pension received is equal to 15 or 23 years of contribution. For someone in such a condition remaining at work for more time after the earliest possible retirement constitutes an altruistic contribution to society.
- The possibility of work for pensioners constitutes the retirement possibility in fact with no cost, since the employment could be continued.
The possibilities of contributions’ evasion (especially common in certain fields) made retirement even more cost-effective.

- Uncertainties regarding prospects of the system as well as the stability of the institutional framework retracted any possible motives of further extending professional life. If someone aimed at claiming a special regulation, which was “under risk” he/she had the motive to make it the soonest possible, before this regulation is eliminated.

- The general uncertainty for the system’s viability in combination with the system’s complexity lead to generally depreciating the system, where pension was considered as a result of an accidental/occasional procedure – where the motives were flattened (or became less perceptible when it was already late).

In order for the situation to change, Greek governments the last years promote reforms in the structure of the labour market; to limit fields where contribution evasion is common. The aim is more insurance years in order to avoid the flattening of pensions by the lower limits. Already the average insurance time for retirement pensions in 2000 -24,7 years– exceeds the “application field” of the lower limits for someone insured with the lowest wage.

**Following the legislative amendment of 2002 (Law 3029/02 as well as the one that is in progress today a)** is not to radically intervenes in the way of calculating pensions, but to simplify and unify the regulations within employment sector. Thus, from 2008 every employment year shall add the same percentage to compensate for income from the main pension irrespective of the year of first contribution to the system applying to all employees of the private and public sector. The compensation income will be the same everywhere (the best 5 years out of the last 10 years). However, for the employees after the 67th year of age, the compensation percentage shall be increased by 3% per year. The second intervention point of Law 3029 is to provide greater flexibility in subsidiary pensions.

Limiting complexity in order to strengthen the present motives should be framed by two actions: Firstly, to strengthen the information of the civilian on how to shape his/her rights. This constitutes the main aim of the functional modernization and computerization of the Social Security Institute (IKA). Secondly, continuing the effort to contain contribution evasion and facilitating the enterprises to comply with the insurance legislation.

**Policies and measures of strengthening employment**

- The **“active” employment policies** applied by the Ministry of Employment and by the Greek Manpower Employment Organization (OAED), in addition to the programs of strengthening employment (subsidizing employment) provide for special incentives in order to increase employment of older people (Law 3227/2004).

- Within this framework, the enterprises receive subsidies of 50% for employer contributions for the employment of long-term unemployed of over 55 years, who have completed the employment years provided for retirement. Respective subsidies are given for the employment of unemployed employees from enterprises that are lead to closing and
In addition, OAED applies special employment programs for older persons aiming at their employment and ensuring the necessary stamps for retirement. Thus, all private enterprises employing unemployed persons that have only 1,500 stamps left for retirement or one month up to five years in order to complete the age for retirement. Respective subsidies are given for employing unemployed persons from enterprises that are lead to closing and dismiss all their personnel.

By virtue of Law 3061/2002, the maximum age of employment or appointment to the Public Sector, the Legal Entities of Public Law, the OTA, the Legal Entities of Private Law of 1st or 2nd degree of the Public Sector is abolished.

By virtue of Law 3250/2004, the Public Sector, the Local Government Organization (OTA) and the legal Entities of Public Law may employ personnel under definite term or partial employment private law contracts for covering needs in the field of provision of social services. Among these the unemployed that run the last 5 years before retirement are included at a percentage of 20%.

By virtue of Law 3304/2005 establishes a general framework for abolishing distinctions in employment due to racial or national origin as well as due to religious or other beliefs, invalidity, age or sexual orientation.

5 Country priorities in these fields for the future:

One of the main priorities of the National Strategic Plan 2007-2013 for Greece one of the priorities is the development of the “knowledge society and the innovation”

In this framework the general objectives are:
The improvement of quality of human resources as well as the upgrade of the educational system
The reinforcement of research, new technology and the improvement of innovation in all the sectors of economy
The transition in the knowledge society

Special objectives are:
Accessibility to the education and the improvement of the basic skills for all
Encouragement of life long learning
Learning of new technologies in all levels of education
Producing new services and products in the sector of new technologies
Supporting high quality technology for the companies
Case Study General Description

Title of the CS: “HERON”

The project called “HERON” is an educational national project that concerns the field of adult education and training. The aim of the project is to support adults in the acquisition of basic skills in new technologies. This project is part of the effort in Greece to train a large number of citizens, about 110,000 people, in ICT skills, in order to reduce digital divide and bring computer literacy to people. This project gives the opportunity to every one – regardless of age or educational level to participate. The aim is also to support disadvantaged or social excluded groups and provide them basic computer skills. For the year 2008 the planned activities are to organize 4000 courses all over Greece with 125,000 hours of education.

Country/ of origin of the CS:
(please fill in and comment if necessary)
Greece

Duration of the CS:
(please fill in and comment if necessary)
Starting Year: 2006
End Year: 2008

Status of the CS:
(please tick and comment if necessary)
X 1 = Running;
☐ 2 = Finished;
☐ = NA, unknown

Institution responsible for managing the CS:
(please tick and comment if necessary)
☐ 1 = Secondary school;
☐ 2 = College of further/higher education;
☐ 3 = University/Polytechnics;
X 4 = Public organisation/Ministry;
☐ 5 = Public training organisation;
☐ 6 = Private training organisation;
☐ 7 = Voluntary/social sector/foundations;
☐ 8 = Private company;
☐ 9 = Combination (please describe);
☐ 10 = Others (please describe);
☐ 11 = NA, unknown
Comments: ____________________________________________

Field(s) addressed by the CS:
(please tick and comment if necessary)
X 1 = Digital Literacy;
☐ 2 = active citizenship;
☐ 3 = active ageing;
☐ 4 = intergenerational learning
Others (please describe) ____________________________________________
## IN DEPTH DESCRIPTION OF THE INITIATIVE

### Background
Who took the initiative, past related initiatives, conditions, contextual element that explain motivation to start?

### Involved actors and responsibilities
Responsible for the project is the General Secretariat of Adults’ Education (IDEKE) and the Institute of Further Education in Greece is responsible for its implementation.

### Target group
Please specify age, gender, nationality, professional profile.

The project gives the possibility to every one, from the age of 18 to 65+ years old, to participate in the courses. Until today the beneficiaries are 84,000 people. Among them 25% are in the age of 45-64 and 1% are 65 years old and over.

### Main aims and objectives of the initiative/project
The training programme consists of different subjects like: use of MS Word, connection and use of Internet, composing and using e-mail, searching information via Internet, knowledge and use of useful services - like the electronic submission of taxes, contact with public services, e-banking, job advertisements, newspapers articles, communication with authorities, etc.

### Sources of funding
Please specify if EU, National, Regional, Local funds.

The total budget is 13,500,000 € and there is a co-financing by ESF and the State.

### Objectives, components, activities
The duration of the training programme is 10 weeks for 50 hours. There are two thematic units, theory and practice. In the first unit the trainees know how to use computer as well as to connect with and to use Internet (duration 35 hours). During the second unit (15 hours) the trainees practise the communication with different tools and public or local services.

The total hours of training per week are 5 (two days per week for 2 and 1/2 hours).

## INNOVATION PURPOSE AND MAIN RESULTS OF DIGITAL LITERACY TRAINING EXPERIENCE FOR PEOPLE AGED OVER 55

### Pedagogic

<table>
<thead>
<tr>
<th><strong>Aims</strong></th>
<th>The main objective of the project is to improve the knowledge, skills and competences for every citizen. Another objective is the enhancement of working perspectives, the personal and social development as well as the exploitation of the free time.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact</strong></td>
<td>According the evaluation, after the end of the first phase of the project, most of trainees use the Internet in their every day life.</td>
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</table>

### Economic

<table>
<thead>
<tr>
<th><strong>Aims</strong></th>
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<tbody>
<tr>
<td><strong>Impact</strong></td>
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</table>

### Technologic
### Aims

<table>
<thead>
<tr>
<th>Institutional</th>
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<tbody>
<tr>
<td><strong>Aims</strong></td>
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<tr>
<td><strong>Impact</strong></td>
</tr>
</tbody>
</table>

### Socio-cultural

| **Aims** | Almost 1% of the adult population in Greece has been trained by the project in the field of ICT. The aim is to increase this percentage. For the year 2008 the plan is to train 110,000 people. |
| **Impact** | The main socio-cultural impact, by the implementation of this kind of project, is the improvement of the knowledge society. |

### Other specific Aspects:

<table>
<thead>
<tr>
<th><strong>Aims</strong></th>
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<tbody>
<tr>
<td><strong>Impact</strong></td>
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</table>
4 **MAIN RESULTS AND RACCOMANDATIONS** (in terms of effectiveness and efficiency)

Until today 84,000 people has been trained and the aim for the next year is to will be trained 110,000 people

5 **POTENTIAL OF TRANSFERABILITY**


6 **SUSTAINABILITY POTENTIAL**

Because the actor responsible of the project is a public Institution, we suppose that the sustainability of the project is ensured.
Estonia

1. General overview (economic and social context; population characteristics – special attention should be given to over 55 citizens)

Population 1,315,912 (July 2007 est.)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>55-59</th>
<th>60-64</th>
<th>65-69</th>
<th>70-74</th>
<th>75-79</th>
<th>80-84</th>
<th>85+</th>
</tr>
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<tbody>
<tr>
<td>74,316</td>
<td>68,222</td>
<td>59,471</td>
<td>43,440</td>
<td>29,110</td>
<td>16,939</td>
<td>8,880</td>
<td></td>
</tr>
</tbody>
</table>

Ethnic groups: Estonian 67.9%, Russian 25.6%, Ukrainian 2.1%, Belarusian 1.3%, Finn 0.9%, other 2.2% (2000 census)

GDP (purchasing power parity): $26 billion (2006 est.)
GDP (official exchange rate): $13.62 billion (2006 est.)
GDP - real growth rate: 9.8% (2006 est.)
GDP - per capita (PPP): $19,600 (2006 est.)
GDP - composition by sector:
- agriculture: 3.4%
- industry: 28%
- services: 68.6% (2006 est.)


2. Country Policy for Information Society, Innovation and ICT deployment:

Current state
In spring 2006, 58% of the population aged 15 to 74 used the internet and 39% had an internet connection at home.
Internet hosts: 52,241 (2006)
Internet users: 690,000 (2005)

Some examples of that:
- advanced communications network and good internet availability;
- innovative mindset in the public sector and its high-quality IT solutions:
  - service-oriented approach to the development of state information systems and a secure data exchange layer called the X-Road, which constitute the cornerstones of the so-called common service space;
  - single-point-entry to the state at www.riik.ee;
  - Citizen portal at www.eesti.ee reflecting the state as an integral whole, where authorized users have three possible roles: that of the citizen, the entrepreneur and the official;
- high-quality IT solutions in the private sector, in particular internet banking and mobile applications;
- success stories in the Estonian ICT sector (i.e. internet communications company Skype, provider of various GIS and mobile positioning solutions – Regio, provider of different m-applications and m-solutions – Mobi Solutions etc);
- wide use of ICT in education as a result of the Tiger Leap programme aimed at the internetization of general education schools and...
improvement of IT skills among teachers;
- the largest functioning public key infrastructure in Europe, based on the use of electronic certificates maintained on the national ID card and allowing to considerably improve the security and functionality of IT solutions. More than 80% of the population possess the ID card that enables both electronic authentication and digital signing. Relevant legislation is in place, giving the digital signature equal power with the handwritten one, and imposing a responsibility on public authorities to accept digitally signed documents;
- eagerness of the Estonians to use innovative solutions (wide take-up of IT solutions provided by the Tax and Customs Board, internet banking, m-parking etc).

Estonia’s first IT policy, developed in 1998, determined the initial steps in the development of the country’s Information Society.

Policy Objectives: The following are the primary objectives of the Estonian information policy from 2004 to 2008:
- Implementing e-services in state agencies in conjunction with awareness-raising and training activities for Estonian society;
- Maintaining the level of Estonia’s information and communication technology (ICT) use at no less than the European Union (EU) average;
- Strengthening the IT sector’s export capacity.

The development of Estonia’s information society from 2004 to 2006 is based on the following objectives:
- Developing e-services for use by public sector institutions, citizens, and entrepreneurs;
- Developing and promoting IT solutions for eDemocracy;
- Improving efficiency within the public sector;
- Promoting eLearning;
- Developing eBusiness and the ICT industry;
- Focusing on eSecurity;
- Maintaining advantageous positioning in the international arena;
- Facilitating access to ICT for all citizens.

Future challenges

According to the European Union’s information society strategy i20101, ICT accounts for 25% of GDP and 40% of productivity growth in the EU. In Estonia, too, modern ICT solutions developed and used both by the public and private sector give reason to regard the development of the information society as a strategic choice.

The Estonian Information Society Strategy 2013 is a sectoral development plan, setting out the general framework, objectives and respective action fields for the broad employment of ICT in the development of knowledge-based economy and society in Estonia in 2007-2013.
3 Country policy for Lifelong Learning (Education, Adult Education, training at all levels, intergenerational learning) with a special focus on digital literacy:

Continuing vocational training (CVT)
In Estonia, a first draft of the ‘Project of Lifelong Learning strategy’ has been circulated since the beginning of 2002

Adult education or lifelong learning is a prerequisite for the development of a democratic society. Lifelong learning allows for higher labour force mobility as people do not remain in the same work place but have the possibility to change jobs throughout their lives. Access and information of adult training programmes will be improved: open studies, Web-based studies, etc. For that purpose, co-operation with different organisations in the private sector, including non-profit organisations, is necessary. The most popular courses are courses on art and culture, language courses, and courses on economic and computer studies.

In 28. Nov. 2000, the Government of the republic adopted the national adult education and training priorities until 2003 in implementing the lifelong learning principles. The priorities were presented by the Ministry of Education, approved by the Ministries of Cultural Affairs, Social Affairs, Economics and Finance.

Coordination
- Ministry of Education and Science, department of vocational and adult education.
- Two umbrella organizations:
  - AEAE Anrdas The Estonian Nonformal Adult Education Association
  - The Adult Education Council on the basis of Adult Education Act. Representatives of ministers, employers and employees’ organisations, training providers and others.

The project of the Adult Education Development Plan 2005-2008 (Täiskasvanuhariduse arengukava project aastateks 2005-2008) has been prepared in the Ministry of Education and Research on the basis of the Strategy of Life-long Learning (Elukestva õppe strateegia) drawn up at the end of 2002.

Estonia’s IT policy emphasizes the need for improving ICT education and e-learning.

Education and Research and Development
Priority activities in Estonia’s education and research and development fields include improving upon the level of IT literacy by increasing computer-based learning opportunities; creating appropriate conditions for improvements in the quality of higher education for technological fields; developing a system of continuing education for the purpose of training IT support personnel; training high-level IT specialists; training of educational specialists with the ICT skills required for teaching their chosen subject; increasing eLearning in schools and improving their IT foundation; publishing educational materials in Estonian to the internet; promoting scientific research in the IT field; participating in EU programmes for research and development; elaborating upon the national ICT programme; and augmenting the level of and participation in international/European technological cooperation.
Country policy for active ageing:

The objectives of the Estonian policy for the elderly are to:

- Integrate the policy for the elderly into social policies regulating employment, education, housing, having regard of Estonia’s accession to the European Union and taking account of issues concerning coping, healthcare, mental health, cultural activities and religion, as well as other relevant matters.

- Ensure that the elderly maintain an acceptable standard of living and a status that is equal with other age groups in society.

- Deem it unethical to discriminate people on the basis of their age, promote the political and social participation of the elderly in community matters;

- Raise public awareness on ageing and healthy habit, retaining physical, mental and social abilities that contribute to the prolongation of average life expectancy.

- Help raise the awareness of the elderly on the importance of the self-support movement; promote solidarity between generations.

- Appreciate the elderly for their role in the transmission of their experience as well as of traditions and mental values, and for their role in preserving national identity.

- Preserve as long as possible the capability of elderly people to work in order to guarantee coping with life, as well as to ensure their emotional well-being.

- Create an appropriate environment for the elderly who definitely need assistance (demented or disabled persons) and ensure necessary medical rehabilitation opportunities for them;

- Invite media channels to raise public awareness on elderly problems, coping and participation in social life.

Country priorities in these fields for the future:

http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t14_est.htm


(Principles of the Estonian Information Policy 2004-2006)

[7] The policy for elderly in Estonia
http://www.sm.ee/engtxt/pages/goproweb0445

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Country priorities in these fields for the future:

http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t14_est.htm


(Principles of the Estonian Information Policy 2004-2006)

[7] The policy for elderly in Estonia
http://www.sm.ee/engtxt/pages/goproweb0445
### The national priorities of adult education are as follows:

1. Creation of better opportunities for adults for accessing lifelong learning (incl. formal education) and giving an opportunity to return to the education system for those who have given up their studies;
2. Development of an adult counselling system, including enabling career counselling and development of an education opportunities information system aimed at adults;
3. Development of a system for taking previous study and work experience into account;
4. Development of the adult education funding model, incl. motivating companies through the tax system to invest in the training of their employees;
5. Ensuring the quality of adult education, including professional training.

### Senior citizen policy

Senior citizen policy is aimed at the following fields: family and environment; health care and welfare; employment and coping; education, culture, and sports; non-profit associations and self-assistance; regional and international co-operation. The priorities are:

- offering of assistance to people in order to ensure that they remain active in old age; promotion of preventive health care measures in order to ensure good health even in great age;
- promotion of possibilities for activity and creativity;
- creation of the possibility to participate, decide, and bear responsibility on political levels;
- promotion of the value of voluntary work;
- offering to families of help associated with coexistence of different generations and care of family members in need of nursing.

The objective of Estonian senior citizen policy for the years immediately ahead is the supporting of activity of elderly people, as well as reintegration into the Estonian society of senior citizens who no longer participate actively in social life.


[9] Ageing an

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[http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t_56_est.htm](http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t_56_est.htm)
1 CASE STUDY GENERAL DESCRIPTION

Title of the CS: Look@World
The Look@World Foundation was set up in 2001 by Estonian companies with the aim of promoting the spread of the Internet among the population of Estonia. Its mission was to significantly increase the number of Internet users, thus raising the quality of life of Estonian people and the competitiveness of the country in Europe. The aim of the project was to give basic computer literacy tuition to 100,000 people, which is over 10% of the adult population.

Country/ of origin of the CS: Estonia

Duration of the CS:

Starting Year: 2002
End Year: 2004

Status of the CS:

1 = Running;
2 = Finished;
= NA, unknown

Institution responsible for managing the CS:

1 = Secondary school;
2 = College of further/higher education;
3 = University/Polytechnics;
4 = Public organisation/Ministry;
5 = Public training organisation;
6 = Private training organisation;
7 = Voluntary/social sector/Foundations;
8 = Private company;
9 = Combination (please describe);
10 = Others (please describe);
11 = NA, unknown

Comments:

Field(s) addressed by the CS:

1 = Digital Literacy;
2 = active citizenship;
3 = active ageing;
4 = intergenerational learning

Others (please describe)
## IN DEPTH DESCRIPTION OF THE INITIATIVE

### Background
(who took the initiative, past related initiatives, conditions, contextual element that explain motivation to start)

**Involved actors and responsibilities**
The Look@World Foundation was founded by 9 major players in Estonian business and the main objective was to reduce digital divide and bring computer literacy to masses. Those 8 enterprises represented banking, telco and IT sectors.

**Target group**
(please, specify age, gender, nationality, professional profile)
Elementary training was targeted at all adults who had not had the opportunity, direct need or sheer nerve to use computers and the Internet.

- workers
- service workers
- pensioners
- the unemployed

**Main aims and objectives off the initiative/project**
To help "computerize" Estonia by giving basic internet and computer tuition to at least 100,000 people.

In parallel to that approximately 500 Public Internet Hotspots (PIH) were opened up across Estonia in order to make people acquainted to computers and internet.

**Sources of funding**
(please, specify if EU, National, Regional, Local funds)
9 private corporations including:

- 2 banks;
- 2 telcos;
- 5 generic ICT companies.
1. BCS
2. Elion
3. Eesti Ühispank
4. EMT
5. Hansapank
6. IT Grupp
7. MicroLink
8. Oracle Baltics
9. Starman

**Objectives, components, activities**
The duration of the two-day course was 8 hours (8-11 people in group), which imposed significant limitations on what topics to choose and how thoroughly to deal with them. Even though the primary objective was to train Internet usage, we had to start from computer training since few participants had handled a computer before. We estimated that both topics would be equally needed and therefore opted to divide them - computer training on the first day and Internet usage on the second. The training program was based on the Windows operating system and the Internet Explorer web-browser, since in practice these are obviously the most widely used platforms in Estonia, particularly among individuals and beginners.

The first 4 hours were spent getting to know the computer:
what the (main) parts of the computer were (monitor, keyboard etc.);
how to start working with the computer;
how to handle the keyboard and mouse;
what Windows was, how to use it and how to start Windows programmes;
how to enter, process and print texts;
what a file was and how to handle them. The four hours the next day were spent getting to know the Internet:
what the Internet and WWW were;
how to establish an Internet connection;
the meaning/structure of webaddresses;
how to search for useful information on the Internet, e.g. bus schedules, job advertisements, telephone numbers, newspaper articles etc.;
how to use services via the Internet, e.g. perform bank transactions, monitor telephone bills, report on electricity consumption, communicate with local municipalities etc.;
how to use e-mail to communicate with people from around the world quickly and cheaply. A free e-mail address was created for each participant for this purpose. Since the training was comparatively short, all the participants were given an extensive course manual so that they could later refresh their memories, if necessary. The manual was even more extensive that the material covered during the course and included numerous references to Internet sites that provide good opportunities for continued self-development.

Training courses targeted to Public Internet Hotspots employees. Knowledge a priori: computer common using and common interest of this sphere. Don't need the special knowledge about hardware and software. The course teach the deeper computer knowledge (mistakes and problem solving) and effective Internet usage. Size of group is 9-10 people.

3 INNOVATION PURPOSE AND MAIN RESULTS OF DIGITAL LITERACY TRAINING EXPERIENCE FOR PEOPLE AGED OVER 55

<table>
<thead>
<tr>
<th>Pedagogic</th>
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<tbody>
<tr>
<td><strong>Aims</strong></td>
</tr>
<tr>
<td>To give the overview about Internet possibilities, advantages and necessaries. At the start of the training project was set selves the goal that at least half of the participants should remain using the Internet.</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
</tr>
<tr>
<td>Studies have shown that two out of three have continued to use the Internet after the course, and according to the latest survey, that figure is now as high as 73%.</td>
</tr>
</tbody>
</table>

| Economic |
**Digital literacy training for adults: Initiatives, actors, strategies**

| **Aims** | Two out of three participants belonged to the economically active part of society, which should improve Estonia's international competitiveness. Companies’ abilities to apply ICT solutions in their production or service processes will increase, which should increase the quality of products and services. |
| **Impact** | Several large companies and state institutions sent their staff to the course in groups numbering in the tens or even hundreds. |

| **Technologic** |
| **Aims** | The more that economically active people use the Internet, the broader the state’s opportunities are to become more efficient through e-services and maintaining the “thin state” and a low tax burden. All these factors will serve to make Estonia more attractive internationally and, hopefully, also bring more foreign direct investment – especially in technology sectors. |
| **Impact** | |

| **Institutional** |
| **Aims** | To make the expectancy of Public Internet Hotspots development. |
| **Impact** | In 2001 Estonia had about 200 PAIPs; today the figure stands at 550 and at the end of 2004 there are to be some 700. |

| **Socio-cultural** |
| **Aims** | To motivate the people, who graduate from this course to share obtained knowledge with other people and promote computer and Internet usage. |
| **Impact** | The participants were very grateful for an opportunity to study free. The mood at the end of the courses was positive – as was reflected in the very good grades given both to the lecturers and to the course itself. Positive emotions are the good possibility to share the experience. |

| **Socio-cultural** |
| **Aims** |
| **Impact** |

| **Other specific Aspects:** |
### Aims

- **Impact**

<table>
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<tr>
<th>MAIN RESULTS AND RECOMMENDATIONS (in terms of effectiveness and efficiency)</th>
</tr>
</thead>
</table>

According to the follow-up survey in the end altogether 26.6% of participants were 51-56 years old, 7.9% were older than 65. Pensioners came mainly to make their lives more interesting – to find information about topics that interested them and communicate with their children and grandchildren via e-mail. Surveys have shown that 66%-74% (various surveys) of people who had participated in the Look@World course continued to use the Internet afterwards.

Facts about the training project:

- 102,697 people i.e. some 10% of the adult population of Estonia, received training.
- 11,693 courses were carried out – 35 courses were being held on any given day.
- 8-hour elementary computer and Internet training was free of charge for participants.
- 17 new Look@World classrooms with 34 full-time trainers/coordinators were established.
- 245 classrooms for training and 280 part-time teachers were involved.
- Average grade given by participants to the course was 4.8 in a scale of five.
- Over 70% of participants have started using the Internet.
- 442 Public Access Internet Points (PAIP) employees received special training.
- It took only 1.5 months after the decision to launch the project was made for the first training session to be carried out.
- The entire project took less than 2 years, including pilot projects.
- 90,000 people were trained within 1.5 years during the main project.
- Project costs stood at 39.9 million kroons, which were fully covered by four private companies: Hansabank, Eesti Ühispank, Elion and EMT.
5 POTENTIAL OF TRANSFERABILITY

This course was taught in two languages: Estonian and Russian. Organisational and pedagogical pattern could be used in any European country, assuming that there is an active leader and manager for the Project who can get companies involved as sponsors. In Estonia, 17 new main computer labs were set up in larger towns, and computer classrooms of schools were used elsewhere. In this way, very good geographical coverage was achieved. 34 full-time trainers/coordinators worked in the main classrooms of Look@World and besides daily training they also coordinated the work of part-time teachers by region.

280 part-time teachers carried out an average of two courses per month, using computer classrooms at their schools or institutions.

In order to supervise the project, a Supervisory Board was set up that monitored essential performance and correctness of implementation, and approved budgets and necessary changes.

6 SUSTAINABILITY POTENTIAL

Organisational and pedagogical pattern can be used in the new courses for seniors in Estonia and other countries. However, it seems that so massive and intensive project can not run continuously, but has to take place in cycles.
SLOVAK REPUBLIC

General overview (economic and social context; population characteristics – special attention should be given to over 55 citizens)

Population as of 2005: 5,389,000 persons of which: 2,773,000 females
Age structure: 0 - 14: 894,000 persons; 15 - 64: 3,862,000; 65 and more: 633,000
Life expectancy at birth: males: 70 years; females: 78
Economically active population: 2,650,000 persons; of which older than 55: 195,000
a) employed: 2,220,000 (of which 55+: 170,000)
b) unemployed: 430,000 (of which 55+: 25,000)
Economically inactive: 2,740,000 of which: a) younger than 15: 933,000;
b) students: 515,000; c) on parental leave: 65,000; d) pensioners: 1,027,000
Slovakia 2007 has a fully functional market and a quality business environment. It is one of the fastest growing EU economies. The performance of Slovakia’s economy is reaching its potential. To a great extent, Slovakia’s competitiveness is based on the advantage of low labour cost, which is a result of the inherited structure of industry and services focused on raw material intensive sectors with a low added value and a low level of knowledge application, innovation and inclusion of ICT. This means that sustaining and translating the high economic growth into a higher quality of life in the next medium-term period is conditional on the development of a qualitatively different economic growth potential.
A potential:
- based on knowledge
- built on educated and creative people
- concentrated in innovative economic activities utilising sustainable resources and creating goods and services that are competitive on all markets
But, Slovakia 2007
- is one of the weakest EU members with respect to innovation;
- is one of the least developed EU countries with regard to the level of informatisation of society;
- has five times less broadband connections (2.9) compared with the EU-15 average (16.5). The share of population using the internet for communication and when dealing with public institutions (26.9%) is higher than in the EU-15 (20.8%), especially in the 16-54 age group. Nevertheless, the proportion of internet population in the total population in all age groups is less than in the EU-15.
- is a country with low skilled users. While 24% users have 5 of the 6 basic ICT skills in the EU-15, this number is only 19% in Slovakia.
Conclusion: The informatisation of society is the basic building block of knowledge society and investment in ICT is the most significant source of innovation.
Country Policy for Information Society, Innovation and ICT deployment:

The informatisation of society strategy builds on the current state of informatisation in Slovakia and on EU and national documents. Its interventions will realise Slovakia’s vision in the 2007-2013 period through Slovakia’s sustainable convergence to the EU-15 in the area of information society. The strategy is based on three priorities:

1. Effective electronisation of public administration and development of electronic services
2. Development and renewal of the national infrastructure of repository institutions
3. Improvement of broadband internet access

The Government considers the process of informatisation for a phenomenon that is cross-sectional and one that has a great impact on society, fundamentally influencing its quality. The ability to make efficient use of information technologies is a key to the economic success, and thus with respect to the prosperity of society as a whole.

In this respect, the Government will:

- continue in the development of the broadband access by promoting competition, and the economical use of the frequency spectrum and support of building of high-speed broadband networks also in rural regions. (The key reason for low broadband access includes low purchasing power of the population making it impossible, for a section of the population, to use the internet at the current price level of telecommunications services.)
- create conditions for efficient coordination of the bodies of the State administration in the field of informatisation of the society.
- guarantee to its citizens, by means of Internet, access to all information source under public administration, and which are, by law, publicly accessible.
- enable citizens to use electronic communication in their contacts with the public administration bodies as a full-value alternative of written communication. It will provide for free-of-charge points of access for the electronic communication with public administration in selected publicly accessible State institutions.
- continue in increasing digital skills of public administration employees
- provide for a stock of supply of projects suitable for possible project implementation in the framework of the Operational Programme Knowledge-Based Economy for the Programming Period of 2007 – 2013

Country policy for Lifelong Learning (Education, Adult Education, training at all levels, intergenerational learning) with a special focus on digital literacy:

The Government considers the principle of life-long learning an important area for the improvement of the knowledge potential of society. The Government intends to raise the level of education and the ability to apply this education to the highest level of social values. Securing a high employment rate and the preconditions for high labour productivity is the best guarantee, in the long term, of a high standard of living for the entire population of Slovakia. Public policy in the area of human resources must create, for all citizens, opportunities and abilities to study, absorb new information and smoothly change from one employment to another. It is especially important to use education policy as a tool for fighting intergenerational reproduction of poverty. Each child must have the opportunity to obtain good quality education that corresponds to his or her potential. Following are the main priorities in the area of human resources:

- modern educational policy
- achieving a high employment rate
- coping with aging population

Modern educational policy

The key to securing long term competitiveness of Slovakia in the area of human resources is the completion of the reform of primary and secondary education with emphasis on the reform of the content of education. Education must provide all students with general skills and must primarily reflect current and expected needs of the labour market. The reform must provide the student with a high level of freedom to choose a school, and the school with the possibility to select the form and content of education. This must be connected to a universal and complex system of measuring the quality of teaching and institutions. It will require the following steps:

- to realise a transformation of the content and process of the traditional school into that of a modern school, away from emphasis on memorising information and towards developing the ability to obtain, evaluate and use it
- to strengthen and improve education in the area of foreign languages, information technology and basic business knowledge and skills in secondary schools
- to enhance the quality of teachers, particularly by making the profession more attractive for highquality teachers and by improving the conditions for their training and continuous development of their skills
- to gradually increase the average length of education leading to a graduation exam as the standard point of completion of education for most students
- to consolidate, professionalize and broaden the tools for the development of talented children and youth in the form of primary arts schools, sports schools, competitions or correspondence seminars
- to support programmes for the integration of children from marginalised groups into the standard school environment; emphasis should be further laid on financial support for accessibility of education to children from poor families through scholarships and similar tools.
The majority of the population of working age will need, at some point in their life, a further dose of knowledge and skills. For this reason it is necessary to create an accessible, modular and market-based system of life-long education. The most important role of the state is:

- to support the creation and use of standards in key areas (e.g. a driving licence for IT or foreign languages)
- to eliminate barriers that prevent providers from entering various segments of the education system
- to create a functional model of financing further education through a combination of public finance with the resources of the employer and the employee
- to strengthen ‘second chance’ educational programmes for people with low education; these programmes must be built on the link between centrally supported partnerships and activities of the local governments
- to support the principle of learning regions, where regional networks of various institutions provide individually tailored advisory services and life-long education

**Achieving a high employment rate**
The achievement of a high employment rate is conditional on the successful fulfilment of the strategy as a whole; however, it is important to specify several key steps that can specifically influence employment. The following are some of the most important priorities:

- to reduce payroll tax especially for low income earners; since Slovakia already has the lowest tax and payroll tax rates in the EU, we need to consider shifting the tax burden between individual items in the whole tax-payroll tax system
- to increase flexibility of the employment relationship and simplify the regulatory and administrative burden involved in hiring employees and in the participation of individuals in the formal economy
- to concentrate non-standard tools on severely underdeveloped regions
- to change the concept of housing policy towards its understanding as a tool for geographic mobility, where the state and municipalities should primarily create the conditions for private investment into home construction

**Coping with aging population**
The strategy must cope with challenges such as reduced birth rate, aging of the population and migration pressures. Although in recent years, Slovakia has formulated concrete strategies in many areas, we still need to prepare a long-term population policy which would address the issues of birth rate and immigration. The most important priorities in this respect include the following:

- to provide efficient support for harmonising family and working life of parents with infants;
- to ensure that housing is accessible to young families in areas of economic growth
- to continue with the reform of social insurance, particularly in further deepening the motivation to work longer and with consideration to the physical and psychological condition of the individual
4 Country policy for active ageing:

Good policy in health care and the pension system is crucial for ensuring adequate quality of life for individuals of all ages. Slovakia, like other EU countries, will continue to face low birth rates and growing average life expectancy of its citizens in the coming years. Without fundamental systemic changes, these demographic developments would significantly increase the burden of financing health care and the pension system. This would threaten their effective functioning. Current reforms in both areas are ensuring that in the future, the citizens of Slovakia will continue to have access to high quality medical care and a just pension system, which will reflect their efforts during their economically active lives. The new pension system will also motivate people to remain longer in the labour market.

The government fully subscribes to traditional values, such as individual responsibility, equal opportunities, the role of the family and the community in caring for those in need, and the social responsibility for fighting poverty. In the social sphere the government will, therefore, continue to follow policies which are consistent with these values. The following principles and objectives should be observed:
- to emphasise the co-responsibility of the individual for his or her situation; (Primary responsibility for establishing sufficient social and economic background for himself must be borne by the individual. The role of society is to create the prerequisites, including equal opportunities, to enable the individual to succeed in this effort. Public support to individuals and families should be balanced in different phases of life.)
- to maintain a flexible labour market (A flexible labour market is one of the foundations for the creation of new employment opportunities.)

5 Country priorities in these fields for the future:

The realised structural reforms create the necessary prerequisites for the achievement of rapid growth of employment and labour productivity and hence also wages and living standards. However, these are only solid foundations on which further development needs to take place. Thanks to these reforms, Slovakia has already become one of the most attractive places for investment in the EU. Excellent conditions for efficient production are currently Slovakia’s main source of competitive advantage. However, Slovakia will only be able to capitalize on this advantage for a limited period. Among other things this is because the gradual catching up with the most developed European countries will tend to reduce this advantage. Within the horizon of ten years or so, many investors focused exclusively on cheap large-scale production with a low value added will probably begin to move further east. If we want living standards in Slovakia to continue to grow, we must anticipate this problem and begin to deal with it. As mentioned, long-term competitiveness of Slovakia can only be guaranteed by creating favourable conditions for the development of the so-called knowledge economy. In other words, our economic growth must be based on the ability of Slovak workers to continually absorb new information, producing know-how and using it in practice. Therefore, in the timeframe up
to 2010, it is necessary to focus on those areas that will support the growth of the creative potential of the Slovak economy. Slovakia must become, at home and abroad, a synonym for a country with exceptionally educated and creative people, blossoming science and technology, producing innovative products and services of the highest quality. The development part of our strategy must, therefore, essentially focus on four areas which we consider to be the most important in this respect:

- information society & information literacy
- science, R&D and innovations
- business environment
- education and employment

**Information society**
The introduction of ICT into society is one of the best means of transforming Slovakia into a dynamic, knowledge-based economy. Within the next few years, it is therefore necessary to ensure that most citizens are IT literate, have access to the Internet and are able to enjoy the benefits of the information society. This should result in an increase in the overall level of education, productivity and employment; greater social inclusion of disadvantaged groups of citizens; improvement in the quality of services; faster growth of innovations and more effective use of public funds. Insufficient development in the building of an information society in Slovakia thus far is largely attributable to the absence of “centralised command” in this area. That is why it will be necessary to significantly strengthen institutional capacity in this area - in the short-run by increasing the competencies of the representative of the Government of Slovakia for the introduction of information technologies.

**Information literacy**
Employment in a knowledge economy requires information literacy. As a priority, it is necessary to ensure such literacy in all age and social groups of society. The traditional school must be transformed into a modern school as soon as possible. This involves a change of both the content and form of education with regard to IT. An effective means of introducing information technologies into society is to introduce them into education, in particular the regional school system and universities, as well as into the system of lifelong learning. Information and communication technologies must become a tool used by students and their teachers on everyday basis. It is necessary:

- to ensure IT literacy among teachers at all school levels as well as among employees in public administration.
- to approximate the European standard in equipping schools with ICT
- to support the increase in computer literacy and life-long learning of citizens in the field of ICT, also in cooperation with the private sector
- to improve general awareness of the benefits of an information society and IT literacy with focus on specific groups (e-inclusion).

**Effective e-government and modern on-line public services**
The state, alongside with the private sector, must introduce a wide range of modern and effectively provided public electronic services, as well as secure
their security and credibility. This will require the consolidation of the use of ICT in the public sector, the interconnection of information systems and a change in organisation processes. The primary objective in this area is a more effective provision of various services for citizens and the private sector, so that they can devote more time to productive activities. It is necessary:

- to interconnect the basic information systems of public administration in an effective, reliable and secure way, defining the standards for the exchange of data between different public administration bodies
- to gradually make the services accessible at a central public portal for citizens and especially for firms
- to improve the functioning of all public registers and databases by switching to on-line services
- to make the process of introducing information technology into the public sector more effective, to introduce coherence and monitor project results, and to consider the possibilities of joint public procurement, on the basis of an audit of the expenditure on information and communication technologies and public administration services
- to introduce secure electronic identification cards, which are necessary for transactions within an egovernment

**Wide access to the internet**

A high-quality and affordable information and communication infrastructure is the fundamental pre-requisite for the creation of an information society. Broad-band internet access, with emphasis on modern technologies, should be made available to every citizen, ideally at home but also in public places. The price of connection itself are the main barriers that prevent people from connecting to the internet. It is, therefore, necessary to take appropriate legislative and regulatory measures in order to promote a more competitive environment, which will lead to lower prices and boost investment in the telecommunications sector. It is necessary:

- to continue the liberalisation of the telecommunications market, especially by improving the regulation process in this market
- to promote access to broadband internet and its wider use in the underdeveloped regions, with effective utilisation of the infrastructure whose majority owner is the state
- to promote the development of public places providing Internet access
- to make all school multimedia classrooms open to the public
- to promote schemes, based on partnership with the private sector, aiming to provide computers with broadband internet access for the wider public.
**Title of the CS: PC SENIOR**

The project was intended for physically disabled persons and seniors aged over 65 who permanently live at Old People's Home in Nove Zamky. Based on the agreement with the directorate of the Home, three disabled persons and 18 seniors aged over 65 were involved in educational programme. At a whole, four courses with 3 and 3 times six participants were performed.

The subject of the project is "ICT educational activities for handicapped people" with a special emphasis on additional objectives related directly to the project promoter - Associated Secondary School of Hotel Services and Business. These lateral objectives were: Social education, upbringing of students and students’ ICT practical skills.

Seniors’ digital literacy achievement has a potential to be a cause of radical changes in old people, rather grey and boring, lives. But by means of internet they can receive a lot of news; e-mail makes them possible to contact their relatives living in Slovakia or everywhere abroad. Except of written messages they like to exchange photos that make them warm and snug.

In addition to the improvement of digital literacy for seniors, there is a strong educational charge in the project concerning the promotion of intergenerational interaction.

Thirty hours’ training was divided into two phases. The first 20 hours’ course was held at the Old People's Home, in the newly established room equipped with three PCs and internet connection. The courses were supervised by two ICT subject teachers. There had been an assumption that at own home environment it would be easier for learners to overcome an initial respect for modern, unfamiliar technology. The next 10 hours’ training was planned at the school where seniors could meet and cooperate with students.

**Country/ of origin of the CS:**
(please fill in and comment if necessary)

| Slovakia |

**Duration of the CS:**
(please fill in and comment if necessary)

| Starting Year: 2006 |
| End Year: 2006 |

**Status of the CS:**
(please tick and comment if necessary)

- 1 = Running;
- √ 2 = Finished;
- □ NA, unknown
Digital literacy training for adults: Initiatives, actors, strategies

Institution responsible for managing the CS:
(please tick and comment if necessary)
√ 1 = Secondary school;
□ 2 = College of further/higher education;
□ 3 = University/Polytechnics;
□ 4 = Public organisation/Ministry;
□ 5 = Public training organisation;
□ 6 = Private training organisation;
□ 7 = Voluntary/social sector/foundations;
□ 8 = Private company;
□ 9 = Combination (please describe);
□ 10 = Others (please describe);
□ 11 = NA, unknown
Comments:

Field(s) addressed by the CS:
(please tick and comment if necessary)
√1 = Digital Literacy;
□ 2 = active citizenship;
√ 3 = active ageing;
√ 4 = intergenerational learning
Others (please describe)

In DEPTH DESCRIPTION OF THE INITIATIVE

Background (who took the initiative, past related initiatives, conditions, contextual element that explain motivation to start)

Involved actors and responsibilities
Responsible for the project: Associated Secondary School of Hotel Services and Business in Nove Zamky (A town in the Nitra region, with about 60,000 inhabitants), its pedagogical staff and students (16-19 years).

Target group (please, specify age, gender, nationality, professional profile)
Old People’s Home tenants. There are 160 people in this particular social service for old and disabled people facility. The Senior PC course was voluntary, intended for people aged over 65 along with physically disabled people.

Main aims and objectives off the initiative/project
1. By the means of digital literacy improvement to make old people, usually suffering from seclusion from their relatives and former neighbours, more happy.
2. To make a contribution to involvement of young generation in activities aimed to help the older.

Sources of funding (please, specify if EU, National, Regional, Local funds)
The project was coo financed by The Ministry of Transport, Posts and Telecommunications of the Slovak republic.

Objectives, components, activities
The duration of the training programme was 30 hours. There were two phases: 20 hour’s training at the Old People’s Home, maintained by two lectors, teachers from the Secondary school and 10 hours’ training at the school where students are in
The focus of the course was laid practically – to enable learners to make use of computer for e-mail communication and searching information by the means of internet.

## INNOVATION PURPOSE AND MAIN RESULTS OF DIGITAL LITERACY TRAINING EXPERIENCE FOR PEOPLE AGED OVER 55

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<th>Pedagogic</th>
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<td><strong>Aims</strong></td>
<td>To involve young generation in solving problems of old people as well as by teaching others to improve their own digital skills and knowledge.</td>
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<tr>
<td><strong>Impact</strong></td>
<td>The course was welcomed by all participants. They enjoyed every session of the course, and according their comments, they highly appreciated convenient rate of learning, just adjusted to their little lower abilities.</td>
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<td><strong>Aims</strong></td>
<td>To bring practical solution for the Old People’s Home main objective: We are to be responsible for the care and well-being of all our patients.</td>
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<tr>
<td><strong>Impact</strong></td>
<td>The Old People’s Home offered its clients a new facility which makes their lives more interesting and happy.</td>
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<th>Other specific Aspects:</th>
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### Impact

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### Main Results and Recommendations (in terms of effectiveness and efficiency)

Until today 21 people has been trained.

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### Potential of Transferability

Cooperation between schools and Old people’s homes is a great idea which should be followed in massive extension, not only in the field of digital literacy.

skola@zsshsonz.edu.sk

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### Sustainability Potential

It was checked by phone whether other stakeholders, except of the Ministry, were engaged in sponsoring of the project. Unfortunately, nobody has contributed.

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# General Overview (Economic and Social Context; Population Characteristics – Special Attention Should Be Given to Over 55 Citizens)

**Geography**
Area: 312,683 sq. km. (120,725 sq. mi.).
Terrain: Flat plain, except mountains along southern border.
Climate: Temperate continental

**People**
Population (July 2006): 38.5 million.
People 55-64: 3,694,595
Growth rate: -0.1%
Ethnic groups: Polish 98%, German, Ukrainian, Belorussian, Lithuanian.
Religions: Roman Catholic 90%, Eastern Orthodox, Uniate, Protestant, Judaism.
Language: Polish.
Education: Literacy--98%.
Health (2006): Infant mortality rate--7.2/1,000. Life expectancy--males 71 yrs., females 79 yrs.
Work force: 17.2 million. Industry and construction--29%; agriculture--16%; services--54%.

**Economy**
Real GDP growth (2006): 5.3%.
Rate of inflation (2006): 1.3%.
Natural resources: Coal, copper, sulfur, natural gas, silver, lead, salt.
Agriculture: Products--grains, hogs, dairy, potatoes, horticulture, sugarbeets, oilseed.
Industry: Types--machine building, iron and steel, mining, shipbuilding, automobiles, furniture, textiles and apparel, chemicals, food processing, glass, beverages.

The Polish economy grew rapidly in the mid-1990s, slowed considerably in 2001 and 2002, and returned again to healthy growth rates in 2003. Poland’s gross domestic product (GDP) grew at an annualized rate of 5.2% in the first quarter of 2006. Faster growth has begun to reduce persistently high unemployment, from nearly 20% in the middle of 2004 to 16.5% in May 2006. Tight monetary policy and dramatic productivity growth have helped to hold down inflation, which was 2.1% in 2005. Likewise, Poland’s current account deficit, which grew rapidly in the late 1990s, has since moderated to 1.4% of GDP in 2005. The 2005 budget deficit was 27.5 billion zloty, or 2.8% of GDP in 2005, and the current government pledged to restrain the 2006 and 2007 budgets at 30 billion zloty.
Country Policy for Information Society, Innovation and ICT deployment:

The Polish government has approved on 13/01/2004 a document entitled "ePoland - A Strategy for the development of the Information Society in Poland for the period 2004-2006". This document replaces an earlier strategy adopted in September 2001 and provides major upgrades to the country's information and communication technology (ICT) strategy.

The main objectives of the new ePoland strategy are to provide affordable, fast, and secure Internet access to all citizens and businesses, to develop a broad and valuable range of online content and services, and to promote ICT literacy across the country. In order to reach these objectives, the government has identified four priorities: enabling universal access to ICT training, providing schools with broadband Internet access, developing and promoting Polish content on the Internet, and last but not least creating an integrated platform for e-government services, the “Gateway of Poland". In the long run, the polish Government expects that the Gateway of Poland will increase productivity in public administration services by about 10%.

Specific e-government objectives established by the new strategy include the following:

- Broadband Internet access for all public administrations.
- Consolidation of all central administrations' purchases in a single e-procurement system.
- Uniform look and feel of e-government websites.
- Migration to paperless document flows in the public administration.
- All central databases and registers to be operated in accordance with single data model and communications.
- Integration of national registers (tax register, judicial register, etc) during the period 2004-2006.

Specific action programmes will be drafted to implement the new Polish strategy, for which funding is expected to come from both central and local government budgets.

A part of ePoland strategy is the Strategy for Development of Broadband Access to Internet (later quoted as Broadband strategy). Among its aims is bridging the gap in Internet access between rural and urban areas. Activities designed in Broadband strategy have been co-financed within the framework of Integrated Regional Operational Programme (IROP). Its priority is the development and modernisation of infrastructure to enhance the competitiveness of regions.

National Computerisation Plan 2006 (later quoted as the Plan 2006)

The purpose of the Plan 2006 is to:

- present the state of computerisation process in Poland,
- spark public debate on the desired shape of the Plan for 2007-2010,
- The Plan 2006 recognises the need for eInclusion policy and activities. One of two priorities of Polish computerisation policy as defined in the Plan 2006 is the building of modern and citizen- friendly state. Among its strategic aims are: greater broadband penetration, stimulating demand for Internet services, improving digital competences of citizens, eDemocracy, better quality of digital content. The Plan 2006 contains 6 specific eGovernment projects, e.g. ePUAP: Electronic Platform for Public Services (described later in the text).

National Computerisation Plan 2007-2010 (later quoted as the Plan 2007 - 10, in the making)

The purpose of the Plan 2007 - 10 is (among others) to:

- coordinate public computerisation projects executed by more than one
Digital literacy training for adults: Initiatives, actors, strategies

- Define priorities for the development of IT systems used to perform public tasks, list transsectoral and sectoral computerisation projects.

EInclusion is a crucial element of Regional Operational Programmes (ROP) for years 2007 - 2013 in Poland. A numerous actions foreseen in the field of eInclusion can be found in RPOs. RPOs of Mazovia region and Podkarpackie Region can be an example.

Regional Operational Programme of Podkarpackie Region for years 2007 - 2013 apprehends eInclusion as a part of the priority II - technical infrastructure. The measure concerning the topic of eInclusion is the measure 2.2 - Information Society Infrastructure. eInclusion included in the measure 2.2 was in the category of the intervention entitled: Services and applications for the citizens.

Regional Operational Programme of Mazovia Region for years 2007 - 2013 apprehends eInclusion as a part of the priority II - Acceleration of Mazovia Region e-development. The measure concerning the topic of eInclusion is the measure 2.2 - Information Society Infrastructure. eInclusion included in the measure 2.2 was in the category of the intervention entitled: Services and applications for the citizens.

National Action Plan on Social Inclusion for 2006-2008

The work on National Action Plan on Social Inclusion for 2006-2008 is ongoing since March 2006. One of the most important presumptions is the mobilization of all social actors at all stages of development and implementation of the project. The European Commission defines a social actors as all institutions and organisations that act to counteract the poverty and social exclusion and facilitate the social integration.

The National Action Plan on Social Inclusion for 2006-2008 will be a part of the National Report on Social Security and Integration.

Country policy for Lifelong Learning (Education, Adult Education, training at all levels, intergenerational learning) with a special focus on digital literacy:

The Strategy on the development of continuing learning in Poland until 2010 prepared by the Ministry of National Education and Sport was adopted by the Council if Ministers on 8 July 2003. The strategic objective of continuing learning is to support and to provide guidance for the personal fulfillment, stimulating innovativeness and competitiveness of individual. Implementation of the objective bases on priorities corresponding with a European Lifelong learning area such as: increasing of availability of continuing learning, improvement of its quality, cooperation and partnership, raise of investment on human resources, creation of information resources in the field of continuing learning and development of guidance services, raising awareness of a role continuing learning. The strategy is implemented by the central administration, self-government, educational institutions and social partners. It is financed mainly through the state budget and structural funds.

Poland's policy for fostering eLearning is reflected in the following documents:

ePoland - Strategy on development of the Information Society in Poland for the years 2004-2006 (Ministry of Scientific Research and Information Technology) - The objective of the strategy is to develop a competitive knowledge-based economy and to improve the quality of life of citizens by efficient implementation of the information technology in the areas of:

- A - common access to electronic content and services,
- B - development of valuable content and services accessible via the internet,
- C - ability to use them.
Within the area B there are actions favouring distance learning including adult training (especially on the use of ICT). There are also for setting up legal basis for the standardization and accreditation of distance learning courses.

Strategy on the development of continuing learning in Poland until 2010 (Ministry of National Education and Sport). One of the priority areas of the document “improvement of the quality of continuing learning” provides for several tasks related to distance learning and eLearning, in particular the preparation of curricula and didactics for distance learning.

Currently the Sectoral strategy on development of eLearning proposed by the Ministry of National Education and Sport is at the stage of intergovernmental consultations. Its content is based on the ePoland strategy as well as other sectoral programmes (eGovernment, eHealth and eCommerce) and basically mirrors its provisions.

The Sectoral strategy on development of eLearning mainly focuses on access to the Internet (access/availability and affordability) and suggests projects to be financed through structural funds (European Social Fund). Furthermore, the strategy outlines some actions for coordination of trainings and courses. The strategy has some actions focused on improvement of content quality of currently provided services (i.e. building educational portal for pupils and teachers). Unfortunately the draft strategy does not include actions in aspects of interoperability and multiplatform approach (platform independence) and security. The strategy only mentions trainings for persons with disabilities but does not foresee projects focused on improvement of content in this aspect. The draft strategy is therefore not fully oriented to users. There is a lack of such topics like utility (usefulness), visibility/findability, flexibility, usability (ease of use) and customisation/personalisation.

The main suppliers of are higher education institutions such as:

- Distance Learning Centre at Warsaw University of Technology
- Open and Multimedia Education Centre at Warsaw University
- Distance Education Study Centre at AGH - University of Science and Technology
- Polish Virtual University (PUW) - joint project of Maria Curie-Sklodowska University in Lublin and Academy of Humanities and Economics in Lodz
- Distance Education Centre at Gdansk University of Technology

4 **Country policy for active ageing:**

Difficult situation on the labor market in Poland influences political decisions, which target groups were chosen for active labor market policies. Until recently, ageing of the labor force has not been treated as the main problem and programs to developed employment were focused on groups like: school-leavers and workers from restructured sector and companies.

Discussion on the longer activity of the older persons was initiated in connection with 1999 pension system reform but no major labor market policies was the result of this discussion. The first overall program “50 plus” is being prepared at the moment by the Ministry of Economy, Labor and Social Policy. Interesting source of information was the public debate initiated by the ministry of Labor in November 2003 and lasting until mid-January 2004. That debate was the effect of the program on rationalization of social expenditures. One working group debated on the issues of employment in the 50+ age group consisted of the representatives of employers association, trade unions federations, association representing the unemployed, Polish National Bank, Polish Association of Pensioners, universities, Central Institute for Labor Protection, Social Insurance Agency, several foundations and NGOs.

The group suggested 19 proposals of tools and action aimed at longer activity of older workers. Finally, 5 of them have been worked out more deeply and included in
the report. These are:

- Wider introduction flexible work organization and flexible working time that should parallel to an improvement in safety at work and the quality of workplace.
- Simulation of the hypothetical old-age pensions at the lowest retirement age and if she/he works one, two, three, four and five years longer. Such a solution has already implemented for the public reformed pension system. Experts wanted private open pension founds funds to have similar obligation in future.
- Granting a bonus (e.g. 50% of pre-retirement benefit) for every old person that is entitled to such a benefit and starts new job.
- Subsidies to newly created workplaces for people over 50 not matter what is their labor market status (non-active or unemployed).
- Working out age management system in companies. The basis for that could be an example of such a model implemented in Finland.

On 1 January, 1999 a new pension system came into force. The authors of the system assumed as a target that the future pensioners would receive their pensions from at least two sources, i.e. from the Social Insurance Institution and from open pension funds. However, it was decided that only persons born after 31 December, 1968 would have an obligation to join one of the open pension funds. Persons born between 31 December, 1948 and 1 January, 1969 could chose whether they also wanted to pay their contributions to the open pension funds or solely to the Social Insurance Institution. Persons born before 1 January, 1949 would pay their contributions exclusively to the Social Insurance Institution and they would have their pension paid only from this source.

**The Open Pension Fund**

In the case of those, who save their pension capital also through open pension funds, the Social Insurance Institution transfers 1/3 of their contribution i.e. 7.3 per cent of it to an Open Pension Fund selected by the insured person. If the insured person did not join any pension fund, then the entire pension insurance contribution is transferred to the Social Insurance Fund managed by the Social Insurance Institution. The contribution paid to the open pension fund entirely comes from the part paid by the employee.

The contribution is calculated on the basis of a contribution rate not exceeding a 30-fold average remuneration in a calendar year. When the basis of contribution rates, paid by the insured person, exceeds the amount of a 30-fold average remuneration in a calendar year concerned, the pension insurance contribution is not collected in the subsequent months of that calendar year.

Persons born before 1 January 1949 (under Article 27 of the Act) may benefit from the right to the pension as soon as they jointly meet two conditions, namely:

- they reached the minimum pension age which for a woman is 60, and for a man is 65,
- and they can document the contributory period they covered (supplemented by a maximum 1/3 with a non-contributory period) which amounts to 20 and 25 years respectively.

A woman who has reached 60 years of age is also entitled to the pension (under Article 28), if she documents at least a 15 year contributory and non-contributory period, whereas a man who reached 65 years of age is entitled to the pension, if he documents at least a 20-year contributory and non-contributory period.

However, due to a shorter period of paying contributions for social insurance than the required one, the above mentioned pensions are not covered by the guarantee to increase them to the amount of the minimum pension paid from the system. Therefore if – after calculating – it turns out that the amount of the pension is lower than the lowest pension paid from the system, the amount of the benefit disbursed will equal the actually calculated amount.
The following employees are entitled to an earlier old age pension:

- a woman who reached 55 years of age and documents that she paid pension contributions for at least a 30-year contributory and non-contributory period, or for at least a 20-year contributory and non-contributory period and, at the same time, was granted a pension).

- a man who reached 60 years of age and documents at least a 25-year contributory and non-contributory period and, at the same time, he is declared to be totally disabled.

A right to an earlier pension is also granted to employees, who document the required 20-year (for women) and 25-year (for men) contributory and non-contributory period, including at least 10 or 15 years of work in special conditions, or of work of special nature.

The persons who meet the above specified conditions may retire at the age defined for particular occupational groups under the Ordinance of the Council of Ministers on the retirement age of employees working in special conditions or performing work of special nature of 7 February 1983 (Journal of Laws No 8, item 43 with later amendments). These rules related to acquiring rights to the earlier pension pertain also to the persons born in the years 1949-1968, who will meet the required conditions by the end of 2006. An earlier pension granted for work in special conditions or for work of special nature may be also acquired by the employees, who on 1 January 1999 met the conditions required for the contributory and non-contributory period, including a period of work in special conditions or of work of special nature, mentioned in the above Ordinance. However, these persons may retire earlier on condition that they have not joined any open pension fund and their job contracts have been dissolved.

All persons born after 31 December 1948 may retire, excluding exceptions described above for persons born in the years 1949 – 1968, when they reach:

- 60 years of age in case of women,
- 65 years of age in case of men.
### Polish Case Study on Digital Literacy Training for Over 55 People

#### Case Study General Description

**Title of the CS:**
(please describe)

e-Senior Academy

**Country / of origin of the CS:**
(please fill in and comment if necessary)

Poland

**Duration of the CS:**
(please fill in and comment if necessary)
Starting Year: 2007
End Year: 2008

**Status of the CS:**
(please tick and comment if necessary)
- ✓ 1 = Running;
- ☑ 2 = Finished;
- ☑ = NA, unknown

**Institution responsible for managing the CS:**
(please tick and comment if necessary)
- 1 = Secondary school;
- 2 = College of further/higher education;
- 3 = University/Polytechnics;
- 4 = Public organisation/Ministry;
- 5 = Public training organisation;
- ✓ 6 = Private training organisation;
- 7 = Voluntary/social sector/Foundations;
- ✓ 8 = Private company;
- 9 = Combination (please describe);
- 10 = Others (please describe);
- ☑ 11 = NA, unknown

Comments: ____________________________

**Field(s) addressed by the CS:**
(please tick and comment if necessary)
- ✓ 1 = Digital Literacy;
- ✓ 2 = active citizenship;
- ☑ 3 = active ageing;
- ☑ 4 = intergenerational learning

Others (please describe) ____________________________
### IN DEPTH DESCRIPTION OF THE INITIATIVE

**Background** (who took the initiative, past related initiatives, conditions, contextual element that explain motivation to start)

**Involved actors and responsibilities**
Responsible for the project are: UPC Poland, Academy for the Development of Philanthropy in Poland, non-governmental organization

**Target group** (please, specify age, gender, nationality, professional profile)
The project is destined to all people over 50 years which are 29% of population of Poland and just 3,7% of them is using internet. Interest of the project is very big, there is 8-10 people for one place.

**Main aims and objectives of the initiative/project**
To fight against the technological backwardness/ignorance of elderly people.

**Sources of funding** (please, specify if EU, National, Regional, Local funds)
The computer workshops was founded by the UPC Poland, but each participant paid for himself. One hour of the course which last 16 hours cost 1,75 złoty/total participant cost 7,50 Euro.

**Objectives, components, activities**
During the course seniors will acquaint with the technical "secrets" of using computers and internet surfing, according to especially developed method. They will learn how to search information within internet pages, e-mail sending, how to communicate by the internet communicators. They will be familiarized with notions like: chat, forum, discussion group and multimedia.

### INNOVATION PURPOSE AND MAIN RESULTS OF DIGITAL LITERACY TRAINING EXPERIENCE FOR PEOPLE AGED OVER 55

#### Pedagogic

<table>
<thead>
<tr>
<th><strong>Aims</strong></th>
<th>The pedagogical aim of the e-Senior Academy is to teach elderly people how to use internet browser, send e-mails, use internet communicators.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact</strong></td>
<td>Considering the situation of the participants the training concerned the basic skills that will prepare elderly people for living in conditions where the use of the Internet is becoming more common in everyday life.</td>
</tr>
</tbody>
</table>

#### Economic

<table>
<thead>
<tr>
<th><strong>Aims</strong></th>
<th>The main economic aim is to gain new clients for internet connection.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact</strong></td>
<td>The main emphasis is placed on giving elderly people access to new technologies.</td>
</tr>
</tbody>
</table>
## Digital literacy training for adults: Initiatives, actors, strategies

<table>
<thead>
<tr>
<th>Category</th>
<th>Aims</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technologic</strong></td>
<td>Create network of computer workshops managed by the UPC.</td>
<td>The impact for the elderly people will be significant because they will have places where they can use the computers with internet connection.</td>
</tr>
<tr>
<td><strong>Institutional</strong></td>
<td>Exploitation of cable television as a source of internet connection.</td>
<td>Increase the rate of UPC customers.</td>
</tr>
<tr>
<td><strong>Socio-cultural</strong></td>
<td>To improve the activity of elderly people and create internet base senior club.</td>
<td>The community created on the strength of the internet senior club will be a direct impact of the project.</td>
</tr>
<tr>
<td><strong>Other specific Aspects:</strong></td>
<td>Promotional, educational and media procedures aiming to educate elderly people in computer literacy.</td>
<td>The impact is to increase group access to new technology and communication implements.</td>
</tr>
</tbody>
</table>
4 MAIN RESULTS AND RACCOMANDATIONS (in terms of effectiveness and efficiency)

Until today in the courses organized by the UPC, 3,500 young people and 450 elderly people have been trained. The aim for this year is to train 1,000 elderly people.

5 POTENTIAL OF TRANSFERABILITY

Rise of e-senior club and advertisement of UPC.

6 SUSTAINABILITY POTENTIAL

Because the organizers of the project have already founded the computer workshops, and the interest of the project is very big, we suppose that the sustainability of the project is safety.
General overview (economic and social context; population characteristics – special attention should be given to over 55 citizens)

Full name: Kingdom of Spain  
Government type: Parliamentary monarchy  
Independence: 1492. The so called “catholic Kings” completed in Granada the unification of several kingdoms and is traditionally considered the forging of present-day Spain.  
Administrative division: 17 autonomous communities and 2 autonomous cities (Ceuta and Melilla).  
Population: 44.708.964  
Migrants: near 4,1 millions (9,3 % of total population)  
Growth rate: 1,4 % (68,87 % immigrants)  
Population over 55: 12.165.055 (27,2 %)  
Life expectancies: 77,4 men, 83,9 women  
Real GDP growth (constant prices) – 7,8 %  
GDP per capita (€) – 22.152  
Unemployment rate – 8,5 %  
Internet Used: 48,6% of population has used Internet during 2006, but only 4,2% is over 65  
(Sources: España en cifras 2007 – INE - http://www.ine.es/prodyser/pubweb/espcif/espcif07.htm)

Country Policy for Information Society, Innovation and ICT deployment:

Plan Avanza, the national strategy for IS, was approved by Minister Council in 4th November 2005, as part of the National Reform Programme to achieve the Lisbon Strategy. Concretely, Avanza is setting in the core area of R+D+i.  
The core objective of the Plan is to reach in 2010 the 7% of GPD in the economic areas regarding ICT. For this is necessary a common effort between private sector, civil society and all the Public Administrations.  
Avanza is oriented to an adequate use of ICT to contribute to a successful model of economic growth based in: the competitiveness and productivity increase, the promotion of regional and social equality and the citizens welfare and quality of life.  
There is 4 action lines:  
- **Home and citizens inclusion**: To make an inclusive Information Society to increase the quality of life and an active citizenship, focusing
Digital literacy training for adults: Initiatives, actors, strategies

on collectives in social exclusion risk.

- **Digital Context**: To increase the wide band infrastructures and the security instruments in order to improve the confidence in ICT and in digital contents.

- **Digital Public Services**: To increase the number and quality of the electronic public services for citizens and enterprises.

- **Education in the Digital Age**: To integrate the ICT in the educative environment, offering infrastructures, digital contents and electronic training services for educative community.

There is not specific action line for over 55, but there is different areas in which is interesting their participation, principally in the citizenship and educative programmes.

### 3 Country policy for Lifelong Learning (Education, Adult Education, training at all levels, intergenerational learning) with a special focus on digital literacy:

Lifelong Learning is a strategic policy line that the Spanish Ministries of Education and Labour are addressing. As examples, we can find:

- The Ministry of Education has a specific page which explains what is intended by Lifelong learning (Aprendizaje a lo largo de la vida) following the url route: education->teaching->Adult education->Lifelong learning: [http://www.mec.es/educa/jsp/plantilla.jsp?id=189&area=sistema-educativo](http://www.mec.es/educa/jsp/plantilla.jsp?id=189&area=sistema-educativo)

- The ministry of Labour published in the official Journal (BOE) last 11 June 2004 a bid for a research called “Programmes and LLL Paths” which main was to better understand the necessary steps Spain should take to present the Lifelong Learning Spanish Strategy in 2006.

*Both Education and Training strategies are contemplated as a response to the develop of human capital, but not as a policy to the personal development of citizens, son any measure for elderly education are contemplated.*

### 4 Country policy for active ageing:

The country policy in active ageing is develop by the Spanish Minister of Labour and Social Services, more specifically through the IMSERSO, Instituto de Mayores y Servicios Sociales – Institute for Elderly and Social Services.

There is three principal programs:

- Programme for Elderly’s Holidays and Maintenance of Employment in Touristic Areas
- Programme for use of thermal baths
- Program of Tele-Assistance

*There are not specific educative or digital literacy programmes for over 55, which are developing by the local or not-public initiatives.*
Country priorities in these fields for the future:

There are not national declarations about strategies on LLL or ICT regarding active ageing, but regarding citizenship as a whole. However, in the regional context, there are different action programmes and a couple of declaration of Regional Parliaments asking the Central Administration to active legislate in this area.

GRID FOR CASE STUDY ON DIGITAL LITERACY TRAINING FOR OVER 55 PEOPLE

1 Case Study General Description

Title of the CS:
GUADALINFO Programme, for the spreading of broad band to remote areas in Andalucia, without interest for the market

Country/ of origin of the CS:
Promote by Junta de Andalucía, Regional Government of the Andalusia Region (South of Spain)

Duration of the CS:
The case study is referring to the second phase. The first one was only revolving to the technological development. The second phase is aim to give contents to the network.
Starting Year: 2004
End Year: 2009

Status of the CS:
(please tick and comment if necessary)
☑ 1 = Running;
☐ 2 = Finished;
☐ = NA, unknown

Institution responsible for managing the CS:
(please tick and comment if necessary)
☐ 1 = Secondary school;
☐ 2 = College of further/higher education;
☐ 3 = University/Polytechnics;
☐ 4 = Public organisation/Ministry;
☐ 5 = Public training organisation;
☐ 6 = Private training organisation;
☐ 7 = Voluntary/social sector/foundations;
☐ 8 = Private company;
☑ 9 = Combination (please describe); Promote by the Regional Government, the Centres GUADALINFO running through a agreement between the Region, the Province Administration, the Council of town with less than 10.000 inhabitants and, some times, Associated Centres not established neither funding by the Regional Goverment
☐ 10 = Others (please describe);
☐ 11 = NA, unknown

Comments: ___________________________________
**Field(s) addressed by the CS:**
*(please tick and comment if necessary)*
- ☑ 1 = Digital Literacy;
- ☑ 2 = active citizenship;
- ☑ 3 = active ageing;
- ☑ 4 = intergenerational learning

**Others (please describe)**

---

### IN DEPTH DESCRIPTION OF THE INITIATIVE

#### Background
*(who took the initiative, past related initiatives, conditions, contextual element that explain motivation to start)*

**Involved actors and responsibilities**

**Animator (dinamisation responsible)**
More direct and close agents, responsible of activities of the Centre. He is responsible for Digital Literacy and to promote activities in the Centre to encourage and motivating the change of attitudes of population regarding the ICTs.

**Technicians from the Town Councils**
Responsible of correct opening, functioning and maintenance of the Centres. Impulse the local diffusion, the cooperation with animators and to create links with other associations, cultural centres or entities of the area.

**Technicians from Province Administration**
Coordination of provincial network of GUADALINFO centres.

**Technicians from Regional Administration**
Coordination of Andalusian network, that mean:
- Global coordination of the project.
- Coordination of Encuentro *(Meeting)* cooperative area for professional development of the promoters of centres.
- Support to the County Councils and Provence Administration in set up the Project.
- Promotion, especially trough www.guadalinfo.net.
- Realization of studies regarding Information Society.
- Development of software in open source to utilize be use in the GUADALINFO centres.

**Associated Centres to the GUADALINFO project**
A GUADALINFO Associated Centre is a public centre for the Internet access
than although it does not belong to the set of regional centres, he renders
determined services offered by this Project.
These Associated Centres and his staff will be financed and supported by
own sources.

**Target group** (please, specify age, gender, nationality, professional profile)
Highline in literacy, training and promote of electronic tools by:
- People over 35 years old.
- Women.
- Unemployed and workers.
- People with primary education qualification.
In short, the priority of the Centres is the solidarity and equal opportunities
in the used of ICTs. Is an instrument to fight against e-exclusion.

**Main aims and objectives of the initiative/project**
The aim of GADALINFO is offering to citizens and entities (very specially the
less favoured), according to his material and specially human resources, the
opportunity to know and to use them ICTs in a broad sense. The software
tools used have to be based in open source as a priority of the Regional
Technological Approach.
This implies the following objectives:
1. Attracting to the Centre whom they are ignorant of the ICTs.
2. Promoting a democratic access of all of the citizens to the new
technologies, in order that they be active main characters of the
changes that the Information and Knowledge Society are producing in
their way of life and work.
3. Accomplishing an optimal and efficient use of the available resources
of the Centre, maximizing the hours of use and the percentage of
occupation, space and temporary of the technological infrastructures.
4. Promoting the involve of citizens in the diffusion of local and regional
culture through Internet to reinforce the collective identity.
5. Attracting the participation of organizations and civic buses more
representative (associations, circles, etc.) and training his associates
and members in basic abilities of ICTs, in order to permit them,
individually and collectively, contributing, from his own experiences,
to increase the power of the presence of those Andalusian
organizations in Internet.
6. Promoting the collaborators’ motivation for the extension and
generalization of digital literacy in all of the social spaces and
implicated sectors of municipalities in the project.
7. Supporting the coordination, organization and execution of all new
initiatives in net born from the exploitation of GUADALINFO Centres.

**Sources of funding** (please, specify if EU, National, Regional, Local funds)
The concretion of technical, financiers and functioning conditions of
GUADALINFO Centres becomes regulated in correspondent Agreements of
provincial space, subscribed Region, Provinces and those Town Councils of
localities of less than 10.000 inhabitants want to participate in the
Programme.
The distribution of the founds is:
- 50% Regional Government
- 25% Provincial Government
25% Local Government
The Programme is confounding by the European Regional Development Fund (ERDF)

**Objetives, components, activities**
Each Centre programs his own activities to give it contents, also if more of the activities are created by the network of Centres. These activities can be:
- Courses
- Conferences
- Workshops
- Exhibition
- Gathering
- Excursions and Visits
- Any other cultural activity that uses the ICTs

The activities have to be according with the priority target (women, elders, unemployed, cultural and social organizations, businessmen and employees). The objectives of the activities are:
- Developing the sensibility to the creative opportunities that Internet and the ICTs offer, through activities important for quotidian life at personal, familiar or communal levels.
- Helping to pierce the worldly quotidian frontiers, showing new ways or participation, cooperation,… in the virtual world.
- Promoting an inter-generational approach and new ways of cohabitation and transmission of knowledge and vital experience through Internet, supporting the recuperation and diffusion of popular culture and oral tradition.
- Developing his enterprising capabilities and increasing his self-esteem like value to face the constant changes that are produced in the world.
- Instructing young people in advanced abilities to produce initiatives that they drift in a specific value added.
- Increasing the creation of Web pages for SME, promoting the advantages of the use of electronic commerce and reinforcing the value and identity of the organizations of the locality.
- Promoting entrepreneurial virtual initiatives.
- Showing spaces and possibilities through ICTs to exchange experiences of job, learning and professional recycling through Internet.

Specifically, regarding our area of study, the Province Administration of Granada, in association with four GUADALINFO Centres, are launching during this summer the first permanent experience of digital literacy for women over 65. 12 women will take part in a 3 sessions of an hour based in used of Internet for quotidian and useful themes that the own pupils propose (i.e. health, sexuality in adult age, etc...)
### Innovation Purpose and Main Results of Digital Literacy Training Experience for People Aged Over 55

<table>
<thead>
<tr>
<th>Pedagogic</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td>Wide and easy access to ICTs infrastructures for learning proposes in rural areas.</td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Also if digital literacy for over 65 (in Spain the programs are always for people in retirement age) is one of GUADALINFO priorities, the number of initiatives is still low to analyse the impact. However, it presents an important opportunity to promote the G&amp;G approach.</td>
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<table>
<thead>
<tr>
<th>Economic</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td>To make access rural communities to Information and Knowledge Society.</td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Also if digital literacy for over 65 (in Spain the programs are always for people in retirement age) is one of GUADALINFO priorities, the number of initiatives is still low to analyse the impact. However, it presents an important opportunity to promote the G&amp;G approach.</td>
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<table>
<thead>
<tr>
<th>Technologic</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td>Spreading of broad band to remote areas in Andalucía, without interest for the market. Promote the used of Open Software tools in the public initiatives.</td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Also if digital literacy for over 65 (in Spain the programs are always for people in retirement age) is one of GUADALINFO priorities, the number of initiatives is still low to analyse the impact. However, it presents an important opportunity to promote the G&amp;G approach, also if it is necessary to contextualize contents to an open source environment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims</strong></td>
<td>The GUADALINFO Centres have a priority in the use of Centres as an access point for the e-administration.</td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Also if digital literacy for over 65 (in Spain the programs are always for people in retirement age) is one of GUADALINFO priorities, the number of initiatives is still low to analyse the impact. However, it presents an important opportunity to promote the G&amp;G approach.</td>
<td></td>
</tr>
</tbody>
</table>
### Socio-cultural

| Aims | Promoting an inter-generational approach and new ways of cohabitation and transmission of knowledge and vital experience through Internet, supporting the recuperation and diffusion of popular culture and oral tradition. |
| Impact | Also if digital literacy for over 65 (in Spain the programs are always for people in retirement age) is one of GUADALINFO priorities, the number of initiatives is still low to analyse the impact. However, it presents an important opportunity to promote the G&G approach. |

### Other specific Aspects:

| Aims |  |
| Impact |  |
FINLAND

General overview (economic and social context; population characteristics – special attention should be given to over 55 citizens)

FINLAND

FINLAND

Finland (Finnish name Suomi) is a republic which became a member of the European Union in 1995. Its population is 5.3 million. The capital Helsinki has 561 000 residents. Finland is an advanced industrial economy: the metal, engineering and electronics industries account for about 60 % of export revenues, the forest products industry for about 20 %. Finland is one of the leading countries in Internet use. Today, there are more mobile phone than fixed network subscriptions.

Finland is the sixth largest country in Europe in area, with a low population density of 15.5 persons per square kilometer. Most Finns, some two thirds, now live in urban areas, while one third remain in a rural environment. The capital, Helsinki, and the neighboring towns, Espoo and Vantaa, form the fast growing Helsinki metropolitan region, which is now home to almost a million Finns. Other important towns are Tampere and Turku in Southern Finland, and Oulu in the North. Ethnically, Finland is still a very homogeneous country. The foreign community accounts for about two per cent of the population. The biggest groups of immigrants are from Russia, Estonia and Sweden. Among them are a considerable number of people of Finnish descent.

Finnish people have a high standard of education. All children receive compulsory basic education between the ages of 7 and 16. Education beyond the age of 16 is voluntary, taking the form of either a three to four-year course in upper secondary school or 2 to 5 years at a vocational school. Finnish higher education consists of two sectors: universities and polytechnics. There are 20 universities and 29 polytechnics in the country. Nearly 60 per cent of the population has completed post-primary education and 13 per cent have a university degree or comparable qualification.

In recent years there has been national focus on research and product development, with special emphasis on information technology.

Present-day population growth and demographic patterns

Ethnically speaking, Finland is still a very homogeneous nation. The country has two official languages, Finnish and Swedish. In 2001, 91.3% of the population were Finnish speakers and 5.4% (281 000) Swedish speakers. There are about 1 700 people whose first language is Saami and 21 000 whose mother tongue is Russian.

The number of foreigners resident in Finland has traditionally been very low, but is now growing. In 1980, there were 12 800 foreigners, with the largest
numbers coming from Sweden, Germany, the United States and the Soviet Union. In 1990, there were 26 200, with Swedes remaining the largest group and Russians on the increase. According to 2001 statistics, the number of foreigners in Finland has gone up to 99 000, with Russians being the largest group (about 20% of the total) followed by persons with Estonian, Swedish or Somali citizenship.

The population of Finland passed the five million mark in 1991. Finland’s population figures increase very slowly. The contribution of natural population growth to the increase is falling and net migration is replacing it as the factor with the strongest effect on population growth. Finland, formerly a source of emigrants, is now becoming a destination for immigrants. In 2000, the birth rate in Finland was 11.0 per 1000 (about 57 000 children a year) and the death rate was 9.6 per 1000 (about 49 000); the natural population growth is thus only 1.5 persons per 1000 inhabitants. During the 1990s, the birth rate and natural population growth were higher in the north of Finland than in the south, but the regional growth pattern is more concentrated now in the Helsinki area.

Families with one child are the most common; they account for 44% of the 612 000 families with children. 38% of families have two children, and 4% have four or more children. In 1970, those with four or more children accounted for almost 10% of all families. Families in the north of Finland are larger than families in the south. There are 47 000 stepfamilies, i.e. families with children from either or both step-parents' previous marriage. Net immigration increased the population of Finland by 0.5 per 1000. The contribution of immigration to population growth has increased by 2000. In 2000, 17 000 people immigrated to Finland, while 14 000 left the country. The principal countries of origin of the immigrants are Russia, Estonia and Sweden (in the latter case, most of them are originally Finnish citizens returning from Sweden).

Compared with other countries in western Europe, Finland has few refugees and asylum-seekers (approximately 3 000 annually). In 2000, less than 2 000 refugees and asylum-seekers entered the country as new residents. The total number of refugees in Finland then was about 19 000. People of Finnish descent in Russia (e.g. Ingrians) resettling in Finland are regarded as ethnic Finnish remigrants.

Demographic data indicates that the Finnish population is aging. This places growing demands on care of the elderly and on pension schemes. The number of children under 15, as a proportion of the population, has dropped to 18%, down from 30% in the 1950s, and the proportion of elderly people (over 64) has grown from 7% in the 1950s to 15%. The average life-expectancy of Finnish women is 81 years and of men 74.1. The most common causes of death are cardio-vascular diseases, cancer and respiratory diseases. Accidents account for 10% of deaths.

Finland’s economic structure is that of a typical urbanized country. The percentage of people active in the work force has decreased and is now about 66% of the population.

In the 1980s and 1990s, relocation within Finland did not reach the proportions of the 1960s and 1970s. People move mainly within their municipality of
residence. Some 530 000 Finns (10.2% of the population) move within their municipalities each year and 260 000 (5%) move to a different municipality. Such movement is no longer as strongly directed away from rural municipalities and towards the towns, particularly in the Helsinki area, as it was three decades ago but it is still continuing.

Most of the migration between municipalities takes place between urban municipalities (114 000 people in 2000). The largest urban municipalities have lost people to surrounding municipalities due to suburbanization. While 63 000 people move annually from rural areas into urban municipalities, the number of people moving from towns to the countryside is not much lower, at 53,000. Thus ‘counter-urbanization’ also occurred in Finland during the 1990s. Annually, some 30 000 Finns also move between rural municipalities.

The balance of the migration flow is also evident among the administrative provinces of Finland. Extensive migration from provinces with a high share of primary production towards more industrialized provinces has slowed down. By 2000, net migration had had little effect on population growth in most provinces.

Population density

The regional distribution of the population illustrates the resources available in different parts of Finland. The migration flows show people’s reactions to the information available about opportunities in different areas. Finland’s most densely populated and urbanized areas lie in the south and southwest of the country. These same areas have historically been the core of Finland. The population of Finland is, in fact, very unevenly distributed. The overall population density is 17 per km² of land, yet the density in the province of Uusimaa, which includes the capital, is almost 205 per km². The population density in the other, more industrialized southern provinces is over 30 per km², while that in the provinces of the east and north is less than 10 per km². Lapland is the most sparsely populated province, with a population density of only 2.2 persons per km².

Uneven population distribution and population aging has had many negative effects on the development of infrastructure and the provision of services, and has raised the unit costs of small communities in decline. In the south of Finland, overcrowding has negative effects on both the environment and social conditions, while the declining population in sparsely inhabited areas makes it difficult to maintain even the existing economy and service facilities. For three decades now, one of the central aims of Finnish regional policy has been to achieve a more even population distribution. But despite the policy measures, uneven development still prevails, although signs of more balanced growth will be seen.

Where population policy is concerned, Finland’s future problems will be related to the increasing proportion of elderly people and the attendant growing demands for services, particularly when the post-war ‘baby boomers’ reach retirement age. New types of problem will also emerge in family policy and finding employment for people of working age is another growing difficulty. Finally, Finland should strive to develop policies for immigration and refugees that are appropriate to its own conditions and in
Economy

Jari Ojala, Ph.D., Professor, University of Jyväskylä, Department of History and Ethnology

"At the beginning of the 19th century, Finland was still an agrarian economy that was heavily regulated and reliant on foreign trade. The situation was only partly changed by the mid-20th century, even though industrialization had already taken off in Finland. It was not until the latter part of the 20th century that the structural change from an agrarian economy to a Nordic service-driven welfare state occurred.

Economic growth of Finland has been dependent primarily on two concurrent factors: namely, the growth of labour productivity and the key role played by foreign trade. Labour productivity growth has contributed to economic growth especially in the manufacturing sector as a result of rapid technical progress during the 20th century. In the late 19th and early 20th century the movement of labour from agriculture to industry was the major contributor to labour productivity growth. However, during the closing years of the 20th century and the early years of the third millennium productivity growth has become innovation-driven with a high ratio of research and development expenditure to GDP, as noted by Hjerppe and Jalava (2006). Although imports to Finland have increased over the centuries, the terms of trade have been positive to the country; namely, export prices have risen more than import prices.

For a long time, low labour costs and cheap raw materials were advantages for the Finnish economy as a whole. However, during the 20th century, expertise and research and development (i.e. human capital generally) have taken on greater importance. Technological development has also played a role; the Finnish economy being for a long time rather an exploiter of existing technology than an innovative creator of new methods and applications. This has changed profoundly during the past few decades, as mobile technology firms in particular, with Nokia in the lead, have generated innovation and wealth in the Finnish economy.

Eloranta et al. (2006) named six key ingredients that can be associated with the "Finnish model" of economic success over a long period of time. These include:

1) solid institutional legacies, including a centuries-long continuity in government structures and policies, ethnic homogeneity, and a strong government role in regulating the economy;

2) the long-term utilization of the key natural resource, namely the abundant forests, as a source of energy and raw material in industrialisation;

the ability to adapt quickly to structural changes (from an agricultural
orientation to an industrial and services-oriented one) and to external crises (such as political changes and economic recessions);

3) the strong emphasis on the creation of human capital, going back to the educational reforms of the 19th century which aided economic growth;

4) the development of an egalitarian society with an extensive welfare system, created to alleviate some of the social discontent of the industrialisation era, which has included pro-growth policies, highly regressive taxation and gender equality;

5) innovation, manifested especially in its ability to ride the crest of the recent ICT revolution and to create many key inventions such as GSM technologies and the Linux operating system.

During the post-Second World War period Finland has invested heavily in the creation of human capital especially via an efficient elementary and secondary education system, deregulated its financial markets and joined the European Union to protect its economic and political interests. As Eloranta et al. (2006) state, these measures have been necessary to meet the needs of adaptation to the changes in the external environment during the past 30 years. Nevertheless, Finland has for centuries been dependent on the "world markets", and thus the changes, especially in the European economic, political and social environments, have constrained the development of the Finnish economy. Furthermore, as Joel Mokyr (2006) notes, the Finnish miracle is also related to good fortune; the country and its inhabitants have been "both smart and lucky".

Source:

Social context

Public services bring security and quality to the lives of the elderly
Written for Virtual Finland by Salla Korpela

Finland is a country of ageing people. In 2003, about 16% of Finns were over the age of 65 — almost one million in a population of just over five million. And the figure is rising as the large post-war generation of baby boomers grows old.

Sheltered housing offers comfort, security and companionship for the elderly. The average Finn retires at the age of 59. The average life expectancy is 82 years for women and 75 for men. This means that after their working lives Finns enjoy a relatively long and, today, also a healthy and energetic retirement.

This accommodation features ease of access for those with mobility problems. In Finnish families, usually both the husband and the wife work, and rapid change in social structures has produced a situation where the elderly generation and their working-age children often live in different localities. Families are seldom in a position where they can shoulder the responsibility for care of the elderly. That is why public services and other support often play a key role in ensuring the welfare of ageing people in Finland.
The aim of the services is to support the elderly so that they can live and cope at home for as long as they wish. According to a study conducted in 1998, 85% of the elderly live in their own home, 7% in old-people's homes, 4% in hospital inpatient wards and an equal number in intensified care in sheltered homes. Of the elderly living at home, 19% regularly use home nursing or other services intended for them.

Challenge of ageing baby boomers

The ageing baby boomers present a new type of challenge to the social and health care services for the elderly. Senior citizens, who are used to an active life and are better educated than their predecessors, will require high-quality, up-to-date services and care in a society which is intent on curbing public expenditure.

Finland’s dependency ratio (the number of minors and pensioners per hundred persons of working age) is at present about 50, which is roughly equivalent to the EU average. But by 2030, the ratio is expected to rise to 73 and be higher than in any other European country. The prognosis for the average dependency ratio in the EU area in 2030 is around 60.

Country Policy for Information Society, Innovation and ICT deployment:

NATIONAL KNOWLEDGE SOCIETY STRATEGY: FROM THE CHINA PHENOMENON TO A FINLAND PHENOMENON (abbreviated version)

In the information society, knowledge is the basis of education and culture and constitutes the most important production factor. Information and communications technology (ICT) promotes interaction and exchange of information between individuals, business enterprises, and other organisations, as well as the provision of services and access to them.

This is how information society was defined in the National Information Society Strategy published in 1998. Since then, technology has matured as a facilitator of broad societal changes, the realisation of which requires the reform of structures and operating models in conjunction with the implementation of technology.

Knowledge is an even more important resource in our society, which, with the help of technology, can be utilised more effectively than ever before. The strategic priority has shifted from being a society that utilises ICT to one that generates knowledge-based growth. The broad utilisation of information provides Finland with the opportunity to function as a global reformer and develop new skills and business. This will require seamless cooperation between different stakeholders and the development of ideas into products and services.

The vision of the National Knowledge Society Strategy is:

The new strategy has been drafted to support the emergence of a Finland phenomenon, in other words, the transformation of Finland into an
If the China phenomenon refers to a structural change in the global economy in which enterprises move functions to an advantageous operating environment, we need a new Finland phenomenon to counteract that development. It centres on understanding that developing knowledge, structures and business environments will make a good life possible for individuals and enterprises, even under conditions of increasing competition. The competitive factors of a transformed Finland are an open society, a good and safe living environment, the opportunity to flexibly combine work, family and leisure time, as well as the continuous development of knowledge.

Guidelines and measures aimed at reforming the service sector, improving quality of life and developing sustainable competitiveness in enterprises occupy a prominent position in the National Knowledge Society Strategy. These themes will be approached from various angles: development of knowledge, application of existing and new information, creativity and innovation, structural and functional reforms, networking and the utilisation and development of technology.

**Strategic guidelines - Main projects for 2007- 2011**

In order to achieve the set targets, the strategic work defined the main projects for 2007- 2011, through which the Finland phenomenon will be created.

- Initiation of a policy programme for reforming public sector service structures
- Increasing connection speeds for information networks and ensuring the interoperability of the information society infrastructure
- Ensuring the prerequisites for lifelong learning
- Reforming the rules for working life and developing leadership and supervisory work
- Reforming the innovation system
- Further development of the copyright system
- Promotion of digitalisation of business in SMEs
- Influencing internationally, especially at the EU level, and close cooperation with Asian countries and neighbouring regions

In addition to the main projects, the Strategy includes 72 proposals for measures intended to ensure Finland's transformation from an industrial society to an internationally attractive, human-centric and competitive knowledge and service society. The Strategy also includes a concrete implementation programme.
BUILDING THE INFORMATION SOCIETY

The Finnish information society in 2006

Finland is globally acknowledged as an information society and an information society development pioneer in many fields as well as an active international player. Finland's social transformation into a knowledge-based society that extensively utilises information and communication technologies has been quick.

In international terms, Finland's strengths include a high level of education, regional and social equality, a good administration culture, national databases and registers, the public nature of information, and citizens' strong trust in electronic services. The same applies to the information society skills of enterprises and citizens, Internet utilisation and use of electronic services. Our library institution, which offers traditional library services, free customer terminals and instruction for citizens in using electronic services, can be considered a particular national strength.

In recent years, Finland has performed very well in various international comparisons of competitiveness: in autumn 2006 we were second in the World Economic Forum's (WEF) Growth Competitiveness Index for the second year running. WEF also conducts an annual survey of the readiness of different countries to utilise ICT using the Networked Readiness Index (NRI) that it has developed. Finland placed fifth in the comparison of 115 countries in spring 2006.

During the 2000s, healthcare has comprehensively switched to an electronic patient record system: it was being used for production purposes in nearly all hospital districts and health centres in 2005. The electronic referral and feedback system used between primary and specialised health care has also progressed rapidly: in 2005, nearly half of all health centres and 76% of hospital districts were using it. A national project to implement an electronic customer record system has been launched in social welfare services.

According to the results of the OECD's PISA 2003 survey (Programme for International Student Assessment), Finnish students rank at the top of OECD countries in terms of mathematics, natural sciences, reading skills and problem solving skills. The PISA survey assesses how well 15-year olds have acquired the knowledge and skills needed for full participation in society, working life development, and a life of good quality rather than how well they understand the content of the compulsory education curriculum.

The public administration offers a broad range of electronic services for enterprises and citizens, but development, particularly in the area of interactive online services, is still in its infancy. On the other hand, Finland has consciously selected a policy that is based on comprehensive, structural and operating model reform rather than development of individual online services. The aim is to improve public sector efficiency by reforming structures and operating models as well as utilising information management and technology.

In the 2000s, an international consulting company has published an annual
survey of the development of electronic government in various countries. Finland has placed in the top ten in every assessment. According to the spring 2006 report, Finland is still one of the pioneers of reform. In particular, progressive national-level IT steering and active information society strategy and programme work have a positive impact on the ranking. Finland is also recognised as the global leader in the use of public electronic services (73% of Finns have used some public online service) and in positive attitude towards such services. For the most part, enterprises also have sound basic prerequisites and infrastructure for digitalisation of business and utilising ICT. However, utilisation of this potential is still in the early stages in most enterprises. Achieving benefits requires simultaneous action, process, structural and leadership innovations.

The banking sector has been a pioneer in developing electronic services and promoting the information society skills of citizens. ICT is also extensively utilised in industrial sectors and, for example, the wholesale and tourism fields, but overall use in the service sector is still at a fairly low level.

In 2005, turnover for enterprises in the information and communication sector totalled about EUR 50 billion, or roughly 15% of all enterprise activity, and they employed around 160,000 people. In the same year, turnover for the 250 largest enterprises in the ICT sector increased by 13.3% and they employed about 9,000 people more than one year earlier. In Europe, growth in the ICT markets is expected to be about four percent in 2006, while the same figure is expected to be closer to five percent in Finland. In 2005, one-fifth of all Finnish export was ICT-related.

Finland’s investments in research and development activities totalled more than EUR 5.5 billion in 2005, equivalent to 3.5% of GDP. The relative investment is top class by world standards. The research and development expenditures by enterprises in the ICT sector were about EUR 2.5 billion, more than 60% of private sector investment. The 2006 state budget allocated nearly EUR 1.7 billion for research and development activities.

The majority of households and enterprises have a broadband connection or the opportunity to obtain one, but there are still deficiencies in geographic coverage. Speeds have to be significantly increased and copper access connections replaced with optical fibre to make IPTV and other multimedia services possible. The same applies to service production in the public sector. According to the latest statistics, only 28% of broadband connections have a speed of 2 Mb/s or higher.

Finland has a well functioning and nationally comprehensive mobile network. The fixed-line phone network still covers the majority of the country, but the technology is becoming IP-based.

First generation mobile data services are already in use, but faster services that enable mobile working are still under development. However, the functionality of information networks weakens fundamentally in abnormal situations, especially during extensive power outages, which increases the vulnerability of the society.

Statistics on the Finnish situation
Information society development is primarily measured by means of indicators that describe ICT tools and the prevalence of their use. An ongoing national and international challenge is to develop new information society indicators that describe development from the perspective of quality and, for example, productivity, innovativeness, information refinement, and knowledge. The table below presents statistics on Finnish information society development in the 2000s.

<table>
<thead>
<tr>
<th></th>
<th>Start of the 2000s</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of broadband connections</strong></td>
<td>315,000 (06/03)</td>
<td>1,309,800</td>
</tr>
<tr>
<td><strong>Broadband availability</strong></td>
<td>75.7% (06/03)</td>
<td>95.8%</td>
</tr>
<tr>
<td><strong>Households with a broadband connection</strong></td>
<td>15% (spring/03/broadband)</td>
<td>56.5%</td>
</tr>
<tr>
<td></td>
<td>29% (spring/00/Internet)</td>
<td></td>
</tr>
<tr>
<td><strong>Internet use, 15-74-year olds</strong></td>
<td>50%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Internet use, 60-74-year olds</strong></td>
<td>*</td>
<td>31% of women and 42% of men</td>
</tr>
<tr>
<td><strong>Internet use, over the age of 74</strong></td>
<td>*</td>
<td>4% of women and 10% of men</td>
</tr>
<tr>
<td><strong>Made an online purchase</strong></td>
<td>10%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Participated in a computer course in the last three years</strong></td>
<td>*</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Uses an online bank</strong></td>
<td>*</td>
<td>63% of Finns 81% of Internet users</td>
</tr>
<tr>
<td><strong>Feels capable of using an online bank</strong></td>
<td>38%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Citizens' trust in online banking</strong></td>
<td>*</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Enterprises employing more than 5 people that have a broadband connection</strong></td>
<td>39% (02)</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Enterprises employing more than 10 people that have a broadband</strong></td>
<td>50% (02)</td>
<td>88%</td>
</tr>
</tbody>
</table>
connection

<table>
<thead>
<tr>
<th>Wage-earners using IT in their work</th>
<th>66%</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authenticated customer transactions in the Social Insurance Institute's electronic services</td>
<td>8,165 (08/04)</td>
<td>125,484 (08/06)</td>
</tr>
<tr>
<td>Number of the Tax Administration’s TYVI users (automatic data flows between enterprises and the public sector)</td>
<td>50,000 (02)</td>
<td>180,000 (forecast)</td>
</tr>
</tbody>
</table>

*) information unavailable

**Opportunities and challenges**

The Finnish information society's strengths and weaknesses as well as opportunities and threats have been assessed as part of the strategy process. The table below presents a summary of the results of the SWOT analysis.

**Strengths**

- Ethos and morale of work
- Good, free-of-charge education system
- Trust in electronic services and societal actors
- Citizens' readiness and desire to utilise electronic services
- Positive attitude towards ICT
- Technology expertise
- Good foundation for the national innovation system
- Open and safe society

**Weaknesses (in the following areas)**

- Fragmented research and development financing and development projects
- Commercialisation and exploitation of innovations
- Sectoral and silo thinking, lack of intersectoral cooperation
- Understanding of the strategic nature of IT administration and ICT
- Lack of user and customer perspective in product and service development
- Utilisation and application of existing information and knowledge
- Digital content copyright questions (including employment copyright and multi-channel issues)
Opportunities
- Successful reform and continuous development of effectiveness
- The creation of new business opportunities
- Structural reforms of the public and private sector and the innovation system
- National and international cooperation and networking
- Global markets, customers and export
- Social media and civil activity
- Sustainable development, energy and environmental sectors
- Finland’s good international reputation

Threats
- Slow reaction to global changes
- Inability to reform structures and operating models, continuation of fragmented activities
- Growing regional and social inequality
- Deficiencies in skills and lifelong learning
- Vulnerability of the information society infrastructure
- Difficulty in reconciling work and family life
- Transfer of decision-making, production, ownership and expertise to other countries
- Reduction in external and internal entrepreneurship

The Knowledge Society Strategy preparation was based on the SWOT analysis. The threats presented must be taken seriously and their realisation blocked. Correspondingly, the opportunities should be seized in a bold and open-minded manner.

A renewing, human-centric and competitive Finland will:
- successfully reform its structures, operating models, services and product offering
- utilise throughout society the product, process and service innovations made possible by digitalisation, the resulting changes of which will be reflected in society as competitiveness, success, high service quality and well-being
- encourage creativity and innovativeness as well as personal growth throughout society
- promote social and regional equality
- cooperate with the private and public sector and boldly cross over traditional sector borders
- do interactive and target-oriented international cooperation
- implement a strategy-oriented operating model in innovation activities, in which education, research and product development and the utilisation of their results form a balanced approach
- support innovative and market-oriented research and development activities
Digital literacy training for adults: Initiatives, actors, strategies

- invest in everyday innovations and content and services that make daily life easier for people and organisations
- export successfully technology, product, service and process innovations to global markets
- effectively apply international technology, product, service and process innovations in the private and public sectors
- create opportunities for all members of society to utilise their own potential as fully as possible and appreciate various types of expertise
- offer citizens opportunities to influence the development of society and express themselves
- promote tolerance and interaction between cultures

**Making Finland a human-centric and competitive service society**

**Strategic intent 2015**

*ICT will be inseparably linked to citizens’ and organisations' daily life in 2015.* Knowledge, expertise and technology will be seen as strategic resources. They will be broadly utilised in business and public administration with the target of continuous reform, improving services, increasing success, and maintaining and developing competitiveness. Knowledge is a key production factor for the national economy, and production of intangible capital is one of the foundations of Finland’s economy. With the development of productivity and competitiveness, *individuals’ well-being has improved and exclusion decreased.*

Utilisation of ICT has improved the productivity of companies in the service and production sector and significantly enhanced their competitiveness. International digitalisation development has opened up global digital service markets to Finns. Services organised by the public administration will be produced in a customer-oriented and economical manner as processes that cross the organisational lines within the public administration and in cooperation with other parties. As much as possible, electronic services will be produced in a manner that forecasts the needs of citizens and organisations and utilises existing information.

**Proposals for measures in the priority area (ageing population) and possible responsible parties:**

**Measure:** *Initiation of an innovation programme aimed at developing social and healthcare services*

(Ministry of Social Affairs and Health, Ministry of Trade and Industry, National Fund for Research and Development Sitra, Finnish Funding Agency for Technology and Innovation, actors in the field)
Measure: **Initiation of a 65+ innovation programme aimed at developing well-being services for the ageing and elderly population.** (National Research and Development Centre for Health and Welfare, Finnish Funding Agency for Technology and Innovation, National Fund for Research and Development Sitra, Academy of Finland)

Measure: **Implementation of a citizen’s Health Information Portal (Tervesuomi.fi) focused on health promotion.** Various authorities, such as healthcare professionals and teaching personnel, can also utilise the same service. (Ministry of Social Affairs and Health, National Public Health Institute, actors in the field)

**Implementation programme:**

- Initiation of a policy programme for reforming public sector service structures
- Increasing connection speeds for information networks and ensuring the interoperability of the information society infrastructure
- Ensuring the prerequisites for lifelong learning
- Reforming the rules for working life and developing leadership and supervisory work
- Reforming the innovation system
- Further development of the copyright system
- Promotion of digitalisation of business in SME’s

**Implementation, monitoring, assessment and updating**

A constantly changing environment makes it necessary to ensure strategic implementation, monitoring and assessment as well as updating. This requires the creation of structures and indicators. The following presents the preliminary measures that will be used to ensure the implementation, monitoring, assessment and updating of the National Knowledge Society Strategy.


2) The creation of a communications and implementation plan as well as a risk analysis for putting the Strategy into practice and creating national strategic intent. (Information Society Programme and Information Society Council)

3) A more detailed description of the proposals for measures in the Strategy. (Information Society Programme)

4) Inclusion of the information society policy section in the Government Programme of the next government. (Government negotiators)

5) Appointment of a cooperation and negotiation body to support information society policy. Key ministers and actors in the public
administration, business and industry and the third sector will be invited to join the body, which will focus on implementation and monitoring as well as concrete initiatives to promote information society policy. (Government)

6) The creation of an implementation plan on the basis of the proposals for measures. (Negotiation body, ministries, Ministry of Finance/ValtIT, Ministry of the Interior/KuntaIT, Association of Finnish Local and Regional Authorities)

7) The production and further development of information society development indicators. In addition to penetration indicators, more attention should be focused on measuring impact and productivity benefits. (Statistics Finland, research institutions, universities, ministries, international cooperation)

8) A report of the central legislative barriers and challenges to information society development. The report will be linked to the Government's legislative programme. (Government)

9) Assessment of the need to update the Strategy and evaluation of its implementation phase in the middle and at the end of the Government's term of office as well as at the beginning of the following Government term. (Negotiation body, Government)


3 Country policy for Lifelong Learning (Education, Adult Education, training at all levels, intergenerational learning) with a special focus on digital literacy:

Adult education policy is designed to provide a wide range of study opportunities for the adult population. Finland offers excellent conditions for lifelong learning. Different institutions arrange a great variety of courses and programmes for adults at all levels of formal education, and the provision of liberal adult education is extensive.

With the exception of further and specialist vocational qualifications, adult education and training leading to qualifications is provided free of charge. The government also subsidises other forms of education and training intended for adults in order to keep student fees at a reasonable level.

The annual number of participants in adult education and training is 1.7 million, which makes half of the working age population. This is a very high figure in international terms. The aim is to raise the participation rate in adult education and training to 60% by 2008.

The challenges facing adult education in the future will be to respond to the
constant ageing of population and to growing multiculturalism, to motivate adults to study, to improve the learning-to-learn skills among the poorly educated and trained, and especially to ensure equity and equality.

The aim is

* to enhance the knowledge and skills of the adult population,
* to increase educational opportunities for groups that are under-represented in adult learning, and to promote equality and active citizenship.

According to the Adult Education Committee the strategy of adult education and training should be built on four principles in the future:

Self-improvement will form part of the lives of a growing number of citizens, as work communities evolve towards learning organisations.

Adult education and training will provide trained work force for all job categories and all vocations and professions.

Adult education and training will develop teaching and learning methods and content, providing quality opportunities for people to develop themselves both in qualifying and liberal education.

Adult education and training will maintain and strengthen participatory democracy, prevent exclusion and support active citizenship.

**Adult education system**

Adult education and training is provided by some 800 institutions in Finland; some of them are specialised adult education providers.

Adult education is available within the official education system in:

- adult upper secondary schools
- vocational institutions and vocational adult training centres
- national and private vocational institutions
- polytechnics and universities

and in liberal adult education in:

- adult education centres
- folk high schools
- summer universities
- study centres
- sports institutes

Adult education also includes staff-development and other training provided or purchased by employers.

Labour market training is financed by the labour administration and mainly intended for unemployed persons and those aged 20 or over who are threatened by unemployment.
A great variety of aims

Adults can study for qualifications or parts of qualifications in open instruction (such as open university and open polytechnic) and attend training preparing for competence-based qualifications. An important part of adult education consists of further and continuing training designed to upgrade and update competencies.

General adult education responds to adults’ self-development needs, offers learning opportunities catering for mature learners’ own interests and preferences, and develops citizenship skills.

The purpose of vocational adult training is to maintain and enhance competencies and promote employment.

In language tests, adults can demonstrate their proficiency in nine languages.

Liberal education institutions offer courses in subjects relating to citizenship skills and society and in different crafts and subjects on a recreational basis. There are advisory organisations which arrange courses relating to various hobbies.

The Finnish education system in brief

In 1999, there were 591,300 children of compulsory school age. Most comprehensive schools are maintained by municipalities or federations of municipalities. According to the decentralisation principle, municipalities have extensive self-governing powers and, as the principal education provider, they have a central role in the effectiveness of the Finnish education system. Local municipal authorities decide on the extent to which they distribute decision-making on educational matters to schools in their region, but schools have the right to arrange their own administration and education services as long as the statutory tasks of the educational sector are realised. In Finland, children aged six or under are entitled to pre-primary education, which is provided at day-care centres or in private family day-care.

From 2001 onwards, all six-year-olds will have the right to pre-school education free of charge. All pupils attend comprehensive school and this lasts nine years. Most children start at school in the year of their seventh birthday. About 1% start a year earlier but a certificate must be obtained to prove the child’s readiness to attend school. Municipalities arrange a place for each pupil at a school located close to their homes. The National Board of Education prepares the national core curricula for primary and secondary education which include the objectives and contents of the different subjects as well as assessment criteria. Local education authorities and schools prepare the local basic education curricula based on the national core curricula. The local curriculum may be either municipal or institution-specific.

Completion of the basic education syllabus provides eligibility for all upper secondary education, that is, general upper secondary education and vocational education, and qualifies students to apply for any institutions that provide upper secondary education. Applications usually take place through the national joint application procedure. Completion of general upper
secondary education takes between two and four years and it takes two to three years to obtain the upper secondary level vocational qualification.

Higher education is provided at universities and polytechnics. Universities specialise in scientific research and polytechnics provide instruction for expert functions in working life. The Finnish matriculation examination provides eligibility for higher education and institutions of higher education generally select their students independently. Studies leading to a university degree may be 120 credit Bachelor’s degrees, 160 to 180 credit Master’s degrees or scientific postgraduate degrees, which are licentiates and doctorates. Studies leading to a higher academic degree at polytechnics are made up of 140–180 credits. Higher education will be further developed by increasing the annual intake quota at institutes of higher education to give student places at universities or polytechnics to the majority of the relevant age group.

Adult education is organised in more than 1 000 institutions. Only some of these provide exclusively adult education, whereas the majority offer instruction for both young people and adults. Adult education is provided at universities and polytechnics, vocational institutions, vocational adult education centres and special institutions, adult education centres and workers’ institutes, folk high schools and summer universities, upper secondary schools for adults, study centres, physical education centres and music institutions. A special form of adult education is adult employment training, where the employment administration provides unemployed people and those at risk of unemployment with courses purchased from institutions, mainly preparing for certain occupations.

Most teachers in Finland are civil servants and are employed by municipalities or the State.

**Principles of the Finnish concept of lifelong learning**

**Background**

The Finnish Government decides every four years on the development plan for education and university research. The current plan covers the years 1999–2004 and, in it, the concept of lifelong learning is declared to be one of the main principles underlying the development of Finnish education. This prospect will mean that education is identified less with formal institutional activity and is seen increasingly as a process covering all ages, forms of learning, and learning environments. The contribution of lifelong learning to the enrichment of life in a more personal, less career-oriented sense is no less important.

The current development plan for 1999–2004 was approved by the government in December 1999. Its specific aims reflect the above-mentioned challenges and are geared to improving the following in terms of lifelong learning: the basic educational level of young people in the transition from school to working life; the basic educational level of the middle-aged; learning ability at all ages; learning opportunities available to senior citizens; formal recognition of skills and knowledge obtained outside education institutions; educational information and counselling; the criteria for funding education institutions; and the enhancement of teaching skills. The plan includes a special section on lifelong learning and, in addition, the principle of
lifelong learning is a basis for several actions.

The content of the principle of lifelong learning has been defined in the plan as follows: high standard of education, learning skills, and ensuring an adequate amount of chances and implementation methods of the continuous learning of the adult population. This definition is regarded as the central educational goal for the entire population. The development of learning skills will be emphasised as one of the most important goals in all educational sectors. The new plan also encourages the appreciation and promotion of learning outside educational institutions. Experiences with the previous development plan for education and university research prove that most objectives stated in it will be realised in one form or another.

In order to achieve the goals of lifelong learning in practical terms, it is necessary to obtain adequate and comprehensive information about all the possibilities of studying and the financing of studies.

Another important government plan which takes the principle of lifelong learning into account, is the national strategy for education, training and research in the information society. The strategy was first completed in 1995 and it outlined the information and communication policy for education, training and research well into the 21st century. The strategy contained the opinions and proposals of an expert committee set up by the Ministry of Education on how the level of education and research can be raised by applying information technology, thus promoting national competitiveness and employment, and how to promote the availability and use of information and to assess the needs and identify the means for giving citizens basic skills in using information and communication technologies (ICTs).

The aims of the strategy were implemented through the information society programme (1995-99) of the Ministry of Education. Almost FIM 1 billion (EUR 167 million) of earmarked budget funding was used to this end.

The new national strategy for education, training and research in the information society for the years 2000–04 was launched by the Ministry of Education in December 1999. The strategy states that, by the year 2004, Finland will be one of the leading knowledge and interactive societies. Success will be based on citizens’ equal opportunities to study and develop their own knowledge and extensively utilise information resources and educational services. A high-quality, ethically and economically sustainable mode of operation in network-based teaching and research will be established. New demands for knowledge require the rapid and extensive application of the principle of lifelong learning to the entire educational system in order to motivate and teach the population to manage, analyse, evaluate and refine the increasing flow of information and thus utilise the opportunities offered by technology. The growing competence requirements of the information society will be met by systematically developing the prerequisites of lifelong learning.

On the initiative of the government, the Ministry of Education introduced a national strategy for lifelong learning (‘the joy of learning’, 1997). In it, the concept of lifelong learning covers not only individuals but the communities where they live and work as well as the underlying societal parameters that
determine their operational environment. This kind of approach is necessary to facilitate a broadly based and continuous process of learning.

**Finnish trends in lifelong learning**

The rapid development of the information society both requires and facilitates an increase in the knowledge level of the nation as a whole. This is why the steering effect of education on development cannot be left to the basic education of the population only. From the viewpoint of working life and the citizens’ society, it is necessary to steer educational input increasingly to the adult population and to build the support structures of educational provision and learning to extend throughout life. Because of the rapid development, lifelong learning is an essential element of the new strategy. The development of ICTs is rapidly changing occupational structures and job descriptions. At the same time, previously separate learning environments, the home, the school, and the workplace, are merging into lifelong learning that covers the entire life-span of people and various fields of life. Media literacy, information and communications technology skills and the utilisation of opportunities will be included in the lifelong learning programmes.

The formal education system contributes to lifelong learning by educating young people to a high level, and providing them with the skills to engage in continuous learning, as a result of which they can anticipate and adapt to required changes in qualifications. The system also has to boost opportunities for all adults to benefit from education and training and improve their learning skills. This approach is a natural consequence of modern society in which the global integration of national economies, fast development of ICTs, and the ageing of the population are all affecting the need to learn.

**Taking into account all age groups**

Educational differences between different age groups are relatively high in Finland. The educational level of young people, in particular, is good. About 83% of 30 to 34 year-olds have at least upper secondary education (80% of men and 86% of women), while about 40% of the baby boom generation (50 to 54 year-olds) have no vocational training. Women are more highly educated than men in all age groups.

Young people are thus well taken care of, but there is still much work to be done to raise the educational level of older age groups. Older age groups actively participate in adult education schemes, but the problem is that training activity seems to accumulate: the most active adult students are those who already have a good basic education. Those with a less satisfactory basic education are not so keen to take part in adult education. Senior citizens are also at risk of being excluded from lifelong learning, although their activity in the sphere of adult education is clearly growing.

**Enlargement of learning environments**

Development of opportunities for distance-learning and virtual environments has been emphasised in the Finnish educational system. The main aim has been to improve the learning opportunities of adults and to safeguard regional equality in terms of learning opportunities. Distance-learning has been developed particularly within adult education (distance general upper
secondary schools). In vocational education, distance learning is being developed in the form of net pedagogy and virtual schools. Those involved in vocational education can also benefit from courses at distance general upper secondary schools. Generally, the significance of new learning environments has increased and they are an essential part of educational development. However, it is too early to evaluate the importance of the new learning environments in the sphere of education.

**Responding to the challenges of the information society**

The objective of the Finnish information society is that all citizens should have equal opportunities to obtain the skills they need in the information society. In general, the technical resources (network connections, etc.) are good at workplaces and schools. Lately, however, a fear has been voiced that some parts of the population (particularly those with a low education and from older age groups) will become the ‘have-nots’ in terms of IT services.

**Aged persons**

The average retirement age has risen by one year. The official retirement age is generally 65. Long-term unemployed people over 60 are entitled to receive an unemployment pension until they become eligible for a retirement pension. Finland is leaning toward raising the average retirement age. The labour market organisations and the government have agreed on the following measures to encourage ageing workers to stay on at work instead of taking early retirement. The measures below were implemented primarily from the beginning of the year 2000.

The willingness of ageing workers to take early retirement was reduced by cutting the unemployment pension by up to 4%. It was at the same time made easier to obtain an unemployment pension in some cases. Funding of unemployment and disability pensions was changed to increase employers’ responsibility for pension costs, which means it is now more advantageous for employers to keep ageing workers in work or to find them work.

The age limit for individual early retirement pension was raised from 58 to 60. The age limit for part-time pension was lowered from 58 to 56 by temporary legislation that will remain in force until the end of 2002. The purpose of the part-time pension is to reduce the uptake of early full-time retirement.

Temporary legislation, according to which pensions of unemployed persons over 55 are not reduced if they accept temporary work at a low wage, was made permanent. The labour administration is striving to find work for ageing jobseekers on the normal labour market, if necessary with the help of training and rehabilitation measures, or, where this is not successful, through other measures designed to further active pursuit of employment. A programme for coping at work was launched, covering both physical and psychological aspects, health, organisation of work and maintaining vocational skills. The national programme on ageing workers and the national workplace development programme continued. Trends in working capacity are monitored with the help of the new working capacity barometer.

Labour market organisations and employment pension institutions agreed on the phased introduction of a right for employees to an early rehabilitation
plan paid for by the employment pension system. The arrangement will initially cover people aged from 58 to 59, with the aim of expanding entitlement as resources allow to cover all employees by 2002. A service needs survey of 50 to 58-year-old long-term unemployed people was carried out in 1998 and 1999 throughout Finland. A follow-up study of this project was completed by April 2000.

A committee was set up by the Ministry of Labour in 1996 to investigate the employment prospects of aged workers and the impact of employment and social security legislation on older workers. The committee came to the conclusion that Finland should emphasise policies supporting older workers’ positions in working life. One of its suggestions concerned the establishment of a national ageing programme as a concrete step towards better employability of ageing workers (Ministry of Labour, 1996). The government decided to implement this idea in February 1997, soon afterwards the annually updated national action plan for employment was established, and increasing the average retirement age of the population became one of its most important aims.

**Finnish faith in education and the future as the basis for lifelong learning and study**

During the latter half of the 1990s, the National Board of Education conducted surveys in four consecutive years charting the attitudes of Finnish citizens towards education. The strength of the Finnish education system, which receives more or less complete public funding, has been the fact that Finnish citizens have had faith in the education system and in its ability to produce readiness that will improve the opportunities for future generations to succeed in life. In Finnish society, investment in education has been a key investment in the future.

Significant cuts in education resources were implemented for the first time during the deep recession of the early 1990s.

Results of the opinion surveys stated that the vast majority of Finns found the quality and level of Finnish education to be internationally high and two thirds could see that educational institutions develop students’ ability to be successful at work and in life. The Finnish culture and attitude towards education is such that people feel strongly about the ability of the Finnish education system to give students basic skills to enable them to build their own future and careers. This faith did not fail even during periods of severe unemployment.

However, citizens did not find the education system, and vocational education in particular, to be sufficiently well linked to other developments in society. Only two fifths of Finns felt that education could meet the changing needs of working life well. In Finland, education has been developed as an independent institution with the target of educating the whole nation, and this attitude has been typical of Finnish citizens. It is only during recent decades that people have accepted that educational institutions should be connected with society around them and that the task of educational institutions actually includes preparing citizens to become full members of society.
Long into the 1980s, vocational education was developed to be self-sufficient and working skills were learned at educational institutions. Vocational institutions had the necessary machinery and equipment for this purpose, which meant that keeping the machinery base up-to-date required considerable investment from society. As late as in the 1990s, it became commonly accepted that initial vocational education for young people should take place in close cooperation with employers in the field, so that students can learn their vocational skills in real environments. Citizens’ attitudes still show that people see the education system as being a public service, and feel that its’ equality and impartiality is at risk from the closer cooperation of private corporations in providing and planning education.

Conclusions

During the 1990s, lifelong learning became a central part of educational policy discourse. The background is in the fact that the labour force is ageing. The increasing number of people of retirement age is leading to larger educational differences between generations and higher professional skills and competence requirements have also posed new requirements on educating citizens.

In Finland, there is strong commitment to implementing lifelong learning: in addition to educational administration, other key players in the field of education, such as other administrative fields, interest groups and social partners, play an important role in implementing lifelong learning.

Although lifelong learning contains some education policy ‘liturgy’, it has genuinely become an integral part of all levels of the education system. In addition to the positive general opinion of education and strong commitment to lifelong learning, the strengthening of its foundation can also be attributed to being linked with the development of the information society and the new learning environments that the information society has brought. Examples include successful distance general upper secondary education and advanced computerised joint applications system and web-based information services. On the other hand, the actual significance of new learning environments for basic and adult education is not completely clear.

Education planning has invested heavily in planning personal study plans, although their implementation still contains some problems. Personal study plans are also a significant tool to prevent exclusion and learning difficulties.

Strong decentralisation has been a general trend since the 1990s: educational institutions have gained more decision-making powers over their curricula and activities. The obligations of education providers, that is, municipalities or federations of municipalities, include the provision of all levels of education (excluding university education). Education planning needs to take regional employment situations and business structures into account. In this sense, the training provider forms a local ‘centre of learning’, although this term is not actually used.

During recent years, investments have also been made in developing cooperation between educational institutions. Youth-level education pilot projects have lasted almost a decade and have brought vocational education and general upper secondary schools remarkably closer together and the obligation of educational institutions to cooperate is a result of such pilot
projects. Cooperation between general upper secondary schools and universities has also increased, but cooperation between comprehensive schools and vocational education continues to be inadequate. Realisation of lifelong learning contains four structural problems. Firstly, lifelong learning services are not completely equally attainable particularly in sparsely populated areas. Learning results are also inferior in sparsely populated areas, but this is linked to the generally lower level of education in rural areas.

Secondly, Finnish educational institutions and working life continue to be quite far apart, although extensive educational policy reforms have been implemented to bring them closer. Their practical implementation (for example, six-month on-the-job training periods in vocational education, introduction of competence-based examinations and increases in apprenticeship training) still has problems. In vocational education, the emphasis of practical vocational skills at the expense of basic and social skills is also something of a problem. Educational institutions and teachers often have insufficient information about local working life and businesses. In addition, lack of appreciation for vocational education has been a subject of discussion. To a certain extent, it is linked to the objective of having the majority of the relevant age group obtaining higher education degrees. The sensitivity of this objective from the viewpoint of developing vocational education has given rise to a lot of debate.

Thirdly, the full potential of non-formal education is not put to good use. Establishment of the competence-based qualification system has brought formal and non-formal education closer together. On the other hand, competence-based qualifications often include a preparatory period of formal education. In addition, knowledge and skills obtained at home and through extracurricular activities do not receive sufficient accreditation in formal education.

Fourthly, adult education still does not reach all population groups. Generally speaking, it can be said that obstacles have been resolutely cleared away from adult education: annual intakes have been increased, regional availability of education has been improved through network pedagogics (for example, distance general upper secondary school) and support systems for adult education have been developed. In addition, the competence-based qualification system is the first major step towards a qualification-based vocational adult education system. However, adult education continues to appeal to people who already have a good educational background, and who do not necessarily belong to the older working group. On the other hand, it has been suggested that not everyone can be made to participate in training. Individuals also have responsibility for their own lifelong learning.

To view the full document, see: http://www2.trainingvillage.gr/download/publication/panorama/5118_en.pdf
Finland has taken important steps to remove the barriers to employment of older workers, according to a new OECD publication Ageing and Employment Policies in Finland. Since the early 1990s, Finland has introduced programmes to support the employment of older workers, notably the National Programme on Ageing Workers. It has also recently undertaken a major reform of the old-age pension system and will phase out early retirement schemes.

However, more needs to be done. Finland’s old-age dependency ratio (population aged 65 and over as a proportion of the population aged 20-64) is projected to increase from 25% in 2000 to 43% in 2025 compared with an OECD average of 22% in 2000 and 33% in 2025. Raising employment rates, especially among the older population, will be the key to meeting these challenges.

At present, only around 30% of people aged 61 are working – a drop of more than 50 percentage points compared with individuals aged 51. This steep drop in employment rates can primarily be explained by the fact that Finland has too many pathways to early retirement, notably unemployment benefits, unemployment pension, disability pension and individual early retirement pension. Already at the age of 50, 18% of individuals are receiving either unemployment or disability benefits, increasing to more than 46% by the age of 60. Moreover, in the age group 60-64 most unemployed persons transfer to the unemployment pension with a further 20% relying on disability benefits and about 10% rely on the individual early retirement pension.

The OECD report calls for a comprehensive reform strategy to improve the employment prospects of older workers. This strategy should encompass not only measures to remove the remaining incentives to early retirement that are embedded in the tax and welfare systems, but also policy actions directed towards employers (to encourage greater hiring and retention of older workers) and towards older people themselves to improve their employability:

- **The welfare system**

  Too many easily accessible pathways out of the labour market exist. Consequently, the report calls for a review of the proposed easing of eligibility rules for receiving disability benefits. It also suggests that the subsidy of part-time pensions should be abolished. Instead, it calls for reforms which would make it possible to combine the old-age pension with income from a full-time or part-time job as a way of promoting a flexible work-retirement path. Moreover, the report calls for a strengthening of job-search requirements for the older unemployed. Today, these are almost negligible, which means that older unemployed workers can remain essentially inactive and receive a benefit for 8-10 years before receiving an old-age pension.

- **Measures to increase the willingness of employers to hire and retain older persons.**
Social security contribution rates for older workers paid by the employers should be set equal to those of prime-age workers. Moreover, age-management training and information campaigns alerting managers to the need to retain older workers and make the best use of their skills and experience should be promoted further. At the same time, there is need to evaluate rigorously the effects of such measures and to adapt the design and scope of such training/information programmes accordingly. Further, employers should be encouraged to provide greater training opportunities for their adult employees, paying specific attention to the needs of mid-career and older workers and, where possible, re-organise work tasks so that workers have the time to participate in training.

- Change the attitudes of older workers.

It is vital that older workers and the cohorts coming behind them in the labour market change their attitudes to work and retirement, and no longer see early retirement through either the disability or unemployment systems as an acquired right. The report suggests that older unemployed should have full access to both active labour market programmes and vocational rehabilitation and that they should participate in these measures to a much greater extent than at present.

To view the full OECD report, see: http://213.253.134.43/oecd/pdfs/browseit/8104031E.PDF

Policy concerning older people and IST: Finland

The risk of unemployment and exclusion is highest among older people, people with disabilities and immigrants. Finland’s National Action Plan for Employment states that the government seeks to prevent exclusion. This can be achieved by reducing structural unemployment and helping those in the weakest labour market position to return to labour market. It is also the aim of the government to improve the employment rate and to increase the average age for leaving the labour market by 2-3 years. For this purpose the primary nature of work and the economic incentive of accepting work are emphasised. Employers are encouraged to keep and hire ageing workers.

In order to improve the computer skills of citizens in accordance with the National Information Strategy for Education, Training and Research in the Information Society for 2000-2004, the following measures have been implemented and will continue:

- Adult education centres
- Open university programmes for the third age
- Improve computer skills of seniors
- NGO’s are supported in acquiring computer skills.

A multi-sectoral Finnish policy on ageing encompasses all the central dimensions of life in society, i.e. working life and livelihood, health and functional capacity, the home and daily environment, communication and transport, education and culture, social welfare and health care, and social
interaction and participation. Some central aims of the policy on ageing are also included in the Paavo Lipponen's second government platform in 1999. The national action plan of the Ministry of Social Affairs and Health stresses the importance of the following fields of old age policy:

- maintaining the working ability and functional capacity of older people
- ensuring pension security that enables an independent life
- creating a home and daily environment which promotes older people’s ability to manage with their tasks independently
- securing client-oriented social welfare and health services
- providing older people with equal rights to participate and to learn.

The general objective of the Finnish policy on ageing is to promote older people’s well-being and possibilities to cope as independently as possible and to ensure that they receive good care. Social integration is an important principle of Finnish policy on ageing. A major challenge to policy is the realisation of the concept of a modern and active ageing in practice. Policy on ageing is carried out both on the national and local level. Pension security is uniform throughout the country. In other respects, the municipalities act rather independently, on the basis of legislation and national policy lines. The five State Provincial Offices are responsible for the State’s regional administration. In practice, policy on ageing is decided largely in 452 municipalities, in accordance with local needs, resources and priorities. Finland’s policy on ageing has been mostly government and municipal policy, with a clear emphasis on social welfare and health policy. To an increasing degree, however, more weight is being given to the importance of NGOs and other private-sector elements and to the responsibility of other segments of social policy.

Finland has about twenty national organisations for older people like pensioners’ organisations, and associations for disabled war veterans and veterans. When regional and local chapters are included, the number of organisations and associations for older people is approximately one thousand.

In the Finnish Information Society strategies the emphasis is on people and their well-being. Technologically Finland is among the ones in front in the European Union. Furthermore, international competitiveness has been successfully combined with social responsibility. Finland aims to combine dynamic technology and economics with a social model, in which welfare is equally divided between all citizens. Competitive Information Society and welfare state are not contradictory; the competitive Information Society creates the economical basis for welfare state. Vice versa the competitiveness of ICT industry also profits from the social cohesion of the society.

The state has a central role in building the Finnish IS. The public sector promotes the development of user friendly technology and infrastructure and ensures access to information. The state has succeeded in supporting operational preconditions of the Finnish ICT industry, for example by deregulating the framework for information and communication technology.
Finland has many R&D projects operating within the field of IST and elderly under different topics, as follows:

- Empowerment of older people and improvement of their quality of life:
- Training older people in the use of IT
- R&D projects on easy to use ICT user interfaces for older people
- e-Accessibility projects i.e. in the public sector services
- R&D projects on housing and ICT products and services
- R&D projects on transport and ICT based transport services
- R&D projects on user involvement
- R&D projects on individual health care products and services
- R&D on ageing at work
- Professionals supporting older persons:
- Home Care personnel and use of ICT based services
- Long distance Health Care systems
- Home Hospitals
### CASE STUDY GENERAL DESCRIPTION

**Title of the CS:**
ATK Seniorit Mukanetti
an association for senior citizens to master the new information technology.

**Country/ of origin of the CS:** Finland

**Duration of the CS:** (please fill in and comment if necessary)
Starting Year: 1995 (activities)
The association Mukanetti was founded in spring 2000
End Year: on going

**Status of the CS:** (please tick and comment if necessary)
- 1 = Running;
- 2 = Finished;
- = NA, unknown

**Institution responsible for managing the CS:**
(please tick and comment if necessary)
- 1 = Secondary school;
- 2 = College of further/higher education;
- 3 = University/Polytechnics;
- 4 = Public organisation/Ministry;
- 5 = Public training organisation;
- 6 = Private training organisation;
- 7 = Voluntary/social sector/foundations;
- 8 = Private company;
- 9 = Combination (please describe);
- 10 = Others (please describe);
- 11 = NA, unknown

**Comments: co-operating partners in this project:**
- The city of Tampere
- ELISA
- ATK-opisto-HeP
- Raha-automaattiyhdistys
- Tampere Summer University

**Field(s) addressed by the CS:**
(please tick and comment if necessary)
- 1 = Digital literacy;
- 2 = active citizenship;
- 3 = active ageing;
- 4 = Intergenerational learning
Others (please describe)
## IN DEPTH DESCRIPTION OF THE INITIATIVE

### Background (who took the initiative, past related initiatives, conditions, contextual element that explain motivation to start)

**Involved actors and responsibilities**

- The city of Tampere
- ELISA
- ATK-opisto-HeP
- Raha-automaattiyhdistys
- Tampere Summer University

**Target group** (please, specify age, gender, nationality, professional profile)

- Finnish senior citizens more then 55 years of age

### Main aims and objectives off the initiative/project

- The association promotes equality between different generations by training elderly people to master the new information technology in every field of life.
- Learning new things adds to senior citizens activities, improves the quality of life as well as helps them manage everyday life more easily.

### Sources of funding (please, specify if EU, National, Regional, Local funds)

- National (The city of Tampere, Tampere Summer University, RAY (Finland’s Slot Machine Association))
- Private ELISA (telecommunications), ATK-opisto-HeP (private education provider)

### Objectives, components, activities

- Basic training in information technology
- "Computing for the terrified" – courses. Getting rid of unnecessary fears towards IT.
- Computing courses for senior citizens in Tampere and the surrounding area.
- Personal introduction to the computer and instruction in different situations.
- Tutor training
- Cooperation with our partners
- Monthly meetings
- Clubs
- Home tutoring
- Courses for advanced users
## Innovation Purpose and Main Results of Digital Literacy Training Experience for People Aged Over 55

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<td>Technologic</td>
<td>• gathering and sharing information in designing programs and computer devices for senior citizens’ needs</td>
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| Socio-cultural | • to promote senior citizens' capacity to use modern technology even with limited physical mobility.  
• to promote equality between generations  
• to add to retired people's activeness, makes new things more understandable  
• to improve the quality of life |  |
Digital literacy training for adults: Initiatives, actors, strategies

- to help managing everyday tasks more easily for the seniors.

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- Socio-cultural

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4 **MAIN RESULTS AND RACCOMANDATIONS** (in terms of effectiveness and efficiency)

not available, project is still going on

5 **POTENTIAL OF TRANSFERABILITY**

not available

6 **SUSTAINABILITY POTENTIAL**

not available
REFERENCES


