



Newsletter N0 4 Strategic Partnership for Older People's Inclusion into the Digital World – SPIDW

We have made a considerable progress in our project since the last Newsletter. The final workshop took place online in Romania and we finalised working on our E-Broschure.

E-brochure with selected good practices examples for free access of any expert working with older people is published!

The E-brochure became the textbook of the course but also a guideline for professionals dealing with the design of reception centres, as it considers different points on view. This will ensure its usage also after project closure. It was built in a graphic attractive way, so to encourage the purchase of hard copies which will be made available on demand.

Introduction

The SPIDW project is an Erasmus+ project developed by seven partner organisations from European countries who are highly aware that in the times of digitalisation nobody should be left behind. Moreover, to be able to use digital devices and cope with digitalisation is everybody's right equating the right to be equal and included, the right to live decently. The postulate about the correlation between digitalisation and decent living might seem exaggerated to some older people, those who voluntarily cut themselves from new technologies, claiming that they can do without them. The current Covid-19 crisis, however, has shown that they should rethink their attitude.

Namely, without sufficient technological knowledge, sufficiently developed and developing ICT skills and competencies one's functional literacy is getting decreased while one is becoming dependent on the skills and whims of others. The situation of those who avoid digitalisation becomes difficult and thereby the situation of the entire society.



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In this booklet the project is presented; its rationale, the topics it deals with, its aims, its target groups: educators involved in older adult education as immediate users and older people as end-users of the project results.

Then the readers are introduced to the discussion about the digital divide.

A selection of digitalised methods to be used is proposed and the role of visual literacy in older adult education is discussed.

The SPIDW project and its trainings were focused on films; on how to screen, understand and produce them so the readers are introduced to a selection of films produced by the partners as a result of their mutual trainings and knowledge they so generously offered to each other and the community of adult educators and through them to older learners.

About the project

SPIDW is an Erasmus+ project. The project deals with different topics among which ICT tools (digital devices, applications, media, etc.), but these could not suffice without developing ICT skills of both, educators and learners. Therefore, this project is meant to help adult educators to digitalise their older adult education programmes and help older learners, the end-users of the project results.

Why

How can one expect that learners get digitally skilled if adult educators and programme developers do not incorporate ICT tools in their daily work and educational programmes?

The SPIDW project is concerned with ICT tools (digital devices, applications, media, etc.), but these do not suffice without developing ICT skills of both, educators and learners.

What

The project is focused on the incorporation of ICT tools into older adult education, both teaching and learning. In adult and older adult education programmes ICT tools are badly needed meeting a variety of adult teachers' and learners' needs; to develop written and oral communication skills, to impact communicative



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competence, to collect, generate and disseminate information. ICT integrated activities, together with the use of instant messaging tools and media, improve older learners' oral and written proficiency, cognitive and cultural skills, simultaneously decreasing the digital divide.

What for

The project is meant

to provide conditions and opportunities for older people to obtain digital skills getting familiar with and participating in carefully selected good practices, including filmmaking;

to train the trainers about how to apply in older adult education good practices based on most advanced digital tools;

to enable educational providers to develop and strengthen their capacity to work internationally, sharing ideas, methods and good practices;

to implement successful activities with older people at local, regional and national level.

Who for

There are directly targeted learners in this project, members of the partners' organisations, adult educators, social workers, and there are indirectly targeted learners, i.e. older people in post-professional phase of life.

Partnership

[EureCons Förderagentur GmbH, Germany](#) (Co-ordinator)

[AidLearn, Portugal](#)

[PRO-MED, Poland](#)

[Slovenska univerza za tretje življenjsko obdobje, Slovenia](#)

[Balkanska Agenciya za Ustoychivo Razvitie, Bulgaria](#)

[Spolupracou pre lepsi buducnost – VM, Slovakia](#)

[Association for Intercultural Dialogue, Romania](#)



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Overcoming the digital divide

No doubt, our societies are getting digitalised and digital inclusion (from which older people cannot be left out) is ever more needed as not to deepen the digital divide between generations, social groups and social layers, as to prevent the increase in social inequality and strengthen social cohesion. Moreover, basic competencies like reading, writing, understanding, problem-solving, etc. have been joined by the digital competence to be used in all areas, including adult education. Therefore, questions like “How digitally competent are educators in older adult education?” or “To what extent are digital skills developed and used in older adult education?” require an urgent answer.

It has been generally admitted that adults best acquire digital skills in their professional life and their workplace. But what about older adults in their post-professional phase of life? Is it enough that their digital skills are limited to using Word or E-mail or Skype?

ICT skills are like language skills. They need to be learned, used and upgraded all the time. Without adult educators’ readiness to acquire and apply ICT skills in their profession and educational programmes, adult educators cannot change together with the digital world and society, nor can their older learners.

For different reasons, they might need to switch quickly from Facebook to Twitter, Messenger, LinkedIn, etc. Covid-19 epidemic has shown the urgent need to learn how to use Zoom, WhatsApp, Google Meet, etc. They should even consider learning about the science of informatics which has become a science in its own right. Not only should they be confident but also critical users. To this end, they are advised to read Manfred Spitzer’s Digital Dementia.

Many are professions that are disappearing due to the digitalisation of production and service processes. Many are professions and jobs that are changing due to the digitalisation and robotisation processes and many are professions that have been changing the one of older adult educator included. From knowledge transmitters, informers, etc. adult educators in charge of older learners have become knowledge constructors who construct new knowledge together with their learners. They have become also digital learning facilitators.



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Adult educators have many responsibilities. One of them is to support the digital skills of their older learners, developing their skills and motivating their learners to use them. They have to incorporate digital learning tasks into their programmes and learning contents. If teachers do not include digitalised tasks into their learning programmes, how can older learners be expected to progress in the digital learning and the digital world in general?

Getting familiar with approaches and methods in older adult education is one of the most important aspects of the E-broschure:

- The City Games method
- Biographic narrative methods in older adult education
- The Silver project
- Workability coaching
- Non-formal adult education: digital storytelling - storytelling interview
- Visual literacy in older people's education
- Producing a film. Learning by doing

Conclusion

The SPIDW project dealt with a maximum number of relevant topics, examples, methods as well as visual techniques in a very limited time and with scarce resources. No wonder, since making a film is about being free and limited at the same time! Nevertheless, the partnership feels that they have accomplished a lot. They discovered that what you see, what you feel, what you say or omit to say is a film. Nothing else counts. When finished, films remain with the audience. How they understand them, how they feel about them depends on their frames of reference, their psychological characteristics, culture, understanding and feeling. It has been found that screening and producing films, cultivating visual literacy in older adult education, has an immense potential that is still to be discovered.



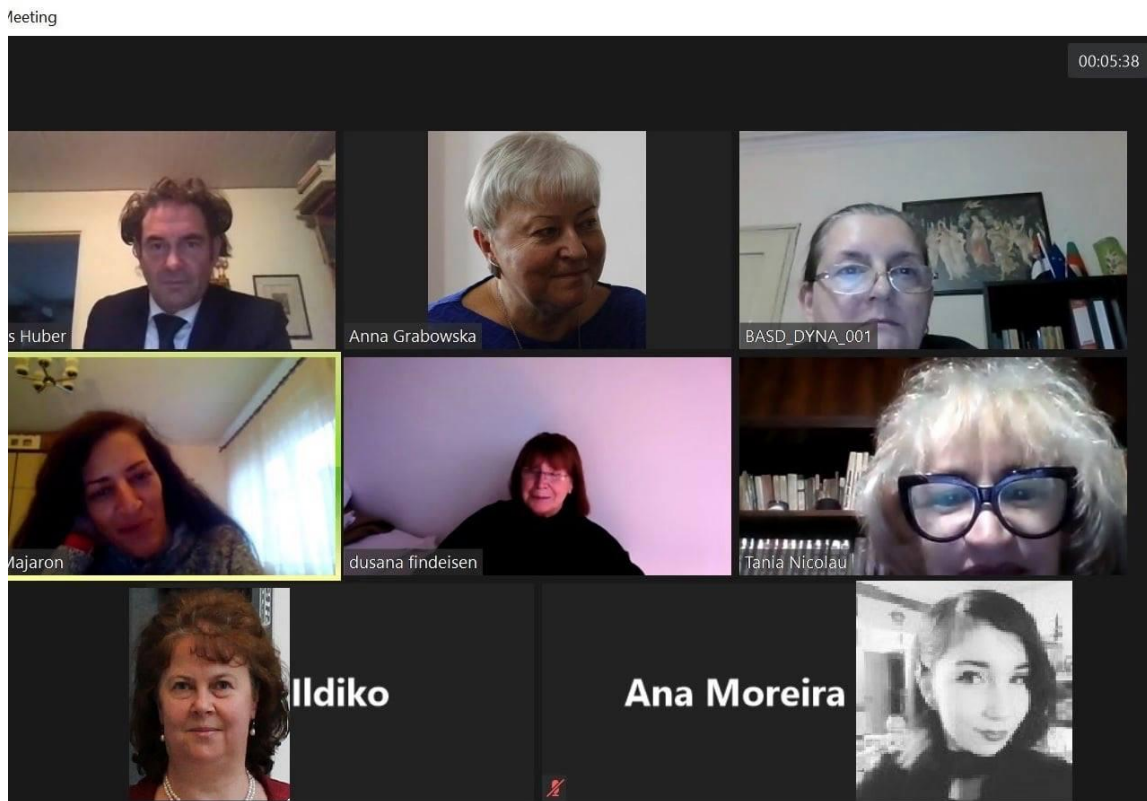
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4th TRANSNATIONAL PROJECT MEETING

The 4th SPIDW Transnational Project Meeting took place online in Romania on the 11th and 12th November 2020.

During the 4th TPM partners were discussing the results of the trainings, preparation of the dissemination events for project results in each country and final reports. Also, during the last project meeting each partner will present their future contribution for project sustainability.



Partners positively evaluated the meeting and at the same time they agreed on the tasks for the following project period.



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Messages from Slovenia

Slovenian. Third Age University's Season Greetings

The year that is coming to an end has been a special one having shattered equally soul, heart and mind of all of us. It has been a year of challenges that have been modelling older people and indeed all of us, into new persons, more independent and more self-confident, persons who will be able to choose between the old and the new ways of gaining knowledge in the future. It has opened up, for older people in particular, a direct way to the world treasure of knowledge.

At Slovenian Third Age University the year 2020 has enabled us to continue bettering older people's life by education, culture, arts etc. What we wanted was to preserve older people's decency, enable their personal growth and continue constructing social justice with them. But we also wanted that older people would not be left behind in our digitalised world, an intent that has been more than explicit in many of our European projects, including SPIDW. Indeed, we might not be aware how important steps we have made in these COVID times supporting and accepting digitalized education! Together we have learned new ways of gaining knowledge, while keeping the older ones for the future. Soon, notwithstanding the circumstances, our new digital knowledge will enable us to choose between different ways to learn strengthening our self-confidence and the control over our lives.

At the end of this 2020 year, we wish our SPIDW colleagues that once the crisis is over we might go on cultivating solidarity and mutual support, the thirst for knowledge, our values, indeed whatever makes our lives and communities valuable. (Source: Prof. Dr. Ana Krajnc, Dr. Dušana Findeisen)

What is being planned for older people's welfare and education in Slovenia

At the Institute for research and development of education within Slovenian Third Age University was established a research study circle that is planning to publish a series of publications. In the research processes will be included students enrolled in the studies of older adult education at the Faculty of Philosophy and Slovenian U3A students.

There is a master thesis under preparation on education of educators involved in older adult education



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Young and old students authored a number of articles published on the portal Moja leta.si. These articles are planned to be included in faculty study materials.

Students and teachers together started preparing a Manual for educators in older adult education to be jointly published in the coming year by Slovenian Third Age University and Faculty of Philosophy in Ljubljana.

There are many challenges as concerns the field of older adult education and we all feel responsible as concerns further introduction of Slovenian terminology to be used in the field of older adult education. A thorough analysis and revision of the concepts will be needed! Experts hesitate between geragogy, critical geragogy, cultural geragogy or andragogy of later life, firmly rejecting educational gerontology. They are not in favor of the term old age, this stage of life itself being divided into early old age and old old age etc.

There is a publication being planned with the working title Innovations at Slovenian U3A.

At the Faculty of Philosophy was created the so called Silver Department , an association of retired professors. (Source: Prof. Dr. Nves Ličen)

SPIDW partners took part in Online Conference for Sustainability

<https://youtu.be/YnA7j3Tur-8>

The results of SPIDW project were implemented in the challenge <https://digieduhack.com/en/lodz-reinventing-the-digital-experience-for-seniors>

<https://youtu.be/enID0r7xeAI>



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CLOSING WORDS

In times like these, we hope that everyone remains healthy and safe. Of course, this is of course also aimed primarily at those older people who unfortunately belong to the risk group and are therefore particularly affected by the disease. We wish you and all those close to you all the best for the future and stay healthy!

GET IN TOUCH WITH US:

We continuously work to extend our network. For this purpose we are searching for interested persons and organisations. Follow us on our webpage: <https://www.spidw.eu> or on facebook <https://www.facebook.com/spidw>.

If you don't want to receive this newsletter please send an email to:

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