e-Protect – Newsletter 8

Interview with an Adult Educator working with seniors - Tatiana Armuna

The e-Protect Toolkit supports adult trainers in working with the e-Protect curriculum and the competency scale. It also touches on the topic of the Role of the adult educator when working with seniors. On this issue Tatiana Armuna answered a few questions of the consortium. Tatiana Armuna is an adult trainer and technopedagogue from Switzerland.

Ms Armuna, what are the personal or social motivations that mobilise seniors for ICT training?

With nine out of ten participants I experience the following: A senior citizen sees his grandchildren doing something with a certain application on the smartphone. Then they come to me with the question of whether I can show them how to send a picture via WhatsApp, for example. The motivation is mostly not to miss the social connection and to keep up with the latest developments. As a result, the expectation of the lessons is simply that they receive this instruction and can use a smartphone just like their grandchildren.

And you try to respond to these expectations in class?

Of course not. It's not my job to explain to a senior how to send a picture via WhatsApp. I see my task much more broadly. It is important to talk to the participants about the background and implications of using digital applications.

Let's take the example of sending pictures on WhatsApp again: I would also like to talk about topics like data protection and privacy with the senior citizens as part of an ICT course. So, what is facial recognition? What does end-to-end encryption mean? Can I send pictures without asking the person pictured for permission?

For you, ICT teaching involves more than enabling senior citizens to use digital technologies in everyday life?

Exactly, for me it is especially about the seniors being able to maintain their autonomy as well. When I talk about the background of different apps in ICT lessons, I also give them the freedom to choose which app they end up using to fulfil their need. If I only show them how to do it by means of an app, then it is a certain paternalism. My goal is to show the possibilities in the digital world and their backgrounds so that seniors can make their own decisions and act autonomously.

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

movetia
Austausch und Mobilität
Echanges et mobilité
Scambio e mobilità
Exchange and mobility

So, is teaching older people essentially about regaining autonomy?

Among other things. As in adult education in general, it is primarily about responding to the needs of the participants. An adult educator should not struggle to go through a curriculum and follow the syllabus as much as possible. The art lies in identifying the needs of the participants and working with everyday situations.

The demands on the trainers are no different than in the work with other target groups?

Yes, very much so. The understanding of roles is often different. A trainer is usually younger than any member of the learning group. Being able to deal with this age difference is crucial.

What is your advice for trainers who want to work with older people?

I advise all newcomers to first accompany trainers in this field and learn from their experiences. But this does not necessarily have to be in the field of education. Every experience with seniors gives the beginners the opportunity to practise this role as a professional. Even if one has great professional competence, social competence in dealing with older people must be practised.

The Train the Trainer Toolkit

The Ultimate Guide for Adult Educators to teach the Elderly Internet Safety

The digital transformation of public welfare services which reflects a broad range of trends and developments is becoming a key objective across the EU member states. While digital competence is considered one of the key competences for lifelong learning as the use of digital technologies is constantly rising, the elderly population is less familiar with ICT. Consumer, transaction and personal data protection of the elderly during their online activity is a general concern irrespective of nationality or place of residence.

The e-Protect Train-the-Trainer Toolkit for Internet Safety supports the capacity building of adult trainers and addresses their particular needs when it comes to teaching internet safety to the elderly. The Toolkit can also function as a guide for the implementation of the innovative e-Protect training programme for the elderly. In particular, it provides knowledge and understanding of the e-Protect Competency Scale, the e-Protect Curricula, and instructions on how to prepare the training programme in practice.

The e-Protect project consortium carefully selected the information included in this Toolkit through a thorough educational, cognitive and technological research, in order to provide a current, well-organized, understandable and accurate Toolkit. We expect the time and effort you will dedicate in reading the present Toolkit will leverage your existing capabilities and thus, facilitate the instruction of digital skills to the elderly.

Read the full version here!

www.eprotect-project.eu

eProtectprojectEU

Meet the partners

| CARDET | www.cardet.org |

CARDET (Centre for Advancement of Research and Development in Educational Technology) is one of the leading research and development centre in the Euro-Mediterranean region, with global expertise in project design and implementation, capacity building, and e-learning.

| INNOVADE LI | www.innovade.eu |

INNOVADE is a social innovation organisation with extensive expertise in designing and implementing projects and solutions in diverse settings around the globe. INNOVADE is interested in the healthy and sustainable development of organisations, new businesses, start-ups, social enterprises and it is involved in various local and regional initiatives that promote entrepreneurship, innovation, and Information and Communication Technologies.

| The Rural Hub | www.theruralhub.ie |

The Rural Hub is an association that specializes in community development and local initiatives to support the social inclusion of disadvantaged rural youth, migrant communities and isolated older residents, by providing a wide range of training and capacity development programmes.

| KMOP | www.kmop.gr |

KMOP is a non-profit organization aiming to drive solution-oriented, knowledge-based interventions that are crucial to foster resilience and make the world a better place to live. KMOP's main areas of expertise include social welfare and health, employability and human rights protection, scientific research and development of know-how in social policy and social protection issues.

e-protect

eSeniors

www.eseniors.eu

E-Seniors is a non-profit non-governmental organization that aims at fighting e-exclusion by offering ICT training to seniors (people aged 55 and over). It strives to bridge the digital gap between generations, foster seniors' social participation, and propose activities encouraging seniors to spend actively their free time.

SVEB

S V E B ■
F S E A ■

www.alice.ch

SVEB is the Swiss national umbrella organization for adult education and operates as a professional association and pressure group. It also manages the national training-of-trainers system and is responsible for eduQua, the national quality label for adult learning providers.

Train the Trainer Toolkit
The Ultimate Guide for Adult Educators to teach the Elderly Internet Safety

by the e-Protect Project Consortium

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

movetia

June 2022