Key competences of adult learners in a Nordic perspective
Content

3  * Educational cooperation in a Nordic perspective
4  * Doing math for welfare
6  * Greenlandic tiger leap for dyslexic students
8  * Five Nordic countries – one common agenda
10 * Nordic collaboration on improved validation
12 * The road to democracy is paved with IT courses
14 * Nordplus Adult in numbers
16 * Let’s boost learning among the elderly
19 * About Nordplus Adult
Educational cooperation in a Nordic perspective

When senior citizens flock to the city library in order to receive much needed IT instruction from volunteer students, it takes place in the context of The Nordic Council of Ministers’ Nordplus Adult Programme. This is also the case when a group of educators from the Baltic countries pool their resources in order to increase citizens’ math skills – for the benefit of society and the individual citizen.

In this publication a number of institutions and organisations share their experiences with Nordic/Baltic cooperation within education and the Nordplus Adult Programme. The following examples are all connected to the programme objective to “strengthen key adult competencies and the recognition (validation) of informal and non-formal education among adults.”

And there is ample reason to support projects with this particular aim, as is evident in OECD’s international survey of adult competencies (PIAAC) from 2013.

The survey concludes that millions of Nordic and Baltic citizens lack competencies within reading, writing, math and IT. These are considered key competencies because they are necessary for participating and engaging in society.

At the same time, it is essential that we are able to recognise all the competencies that people have acquired throughout their lives in informal and non-formal ways, for instance as an unskilled labourer on a building site. A vast validation project has taken major steps forward in this respect. The project is presented in the publication.

In the following pages, we present some of the new, necessary measures taken by professionals in different countries as part of the Nordplus Adult Programme.

The five cases are only a small selection of the many progressive and fruitful collaborations which benefit citizens, individual countries and the Nordic/Baltic region.

We hope that the enthusiasm and strength from the following projects inspire for new initiatives – and help the competent, committed and innovative actors within adult education and learning to bridge the gaps between countries, institutions and organisations in the future.

Enjoy the reading!
Environmental protection, engineering, information technology, renewable energy. These are examples of areas of great societal importance that all require strong math skills. The project Cooperation to Strengthen the Citizens’ Math Skills is precisely about strengthening the role of math in sustainable development in the three Baltic countries.

“The ability to understand and use math at work and in everyday life is quite essential – for the individual as well as for society. However, investigations have shown that citizens often need to improve their math skills after completing their training and education, but seldom have the opportunity to do so. “There is a great demand for informal math education for adults in the Baltic countries”, says university teacher Anna Vintere from Education Innovations Transfer Centre in Latvia.

This is why she and two other teachers from Estonia and Lithuania launched a math skills project in 2013, supported by Nordplus Adult.

We must turn this trend around
In close collaboration, the three partners of the project have exchanged experiences, identified inadequate educational opportunities, offered recommendations to providers of adult education, and developed tools for adult educators in five languages.

“The project is based on a common interest in improving the citizens’ math skills in order to promote welfare development. For historical reasons the Baltic countries face common challenges – and this is also the case with math. Skill levels in math are not improving, on the contrary they seem to deteriorate further every year. If we want to turn our societies around and steer them out of the current crisis, we need to invest, not only in foreign languages, but also in math which is crucial for our ability to find new solutions in cross-border trade, for instance”, says grammar school math teacher Olga Wolf from Innova Estonia.

Doing math for welfare

In order to be able to contribute to sustainable development, citizens must have the necessary math skills. This was the idea that prompted three teacher-activists to initiate the highly successful Nordplus Adult project in Estonia, Latvia and Lithuania.

The ability to understand and use math at work and in everyday life is quite essential – for the individual as well as for society.

Anna Vintere, Education Innovations Transfer Centre, Latvia.
Relevant, useful solutions
The project was aimed at solutions that are relevant, not only to the partner organisations, but also to political decision makers and the employers who need workers with strong math skills. For example, the project has conducted interviews and seminars with the major stakeholders in all the Baltic countries in order to map the challenges and needs encountered by labour markets and societies.

“Here in Vilnius, we involved 600 students from our adult education centre, teachers from several educational institutions, researchers and other citizens. Generally speaking, we have involved all actors in the three countries in order to reach innovative solutions that are fit for practical implementation. It was very exciting and highly instructive”, says Lithuanian project coordinator Kristina Martinaviciute.

The debate is spreading
The Math Skills project is widely held to be a great success.

“The results of the project have been and still are important to political decision-makers, educational providers and teachers alike. We are pleased to have reached all objectives and, in certain respects, even exceeded our ambitions. Not least because of the discussions at the seminars in the various countries, we managed to start debates that have spread on the internet and in new networks”, says Anna Vintere, the Latvian project coordinator.

“We are happy to finally have an opportunity to pool our resources, knowledge and experiences in an attempt to promote awareness of the importance of math, not only for the Baltic region, but in the long term for the whole of Europe, which we are a part of and cooperate with on every level”, says Olga Wolf from Estonia.

All three partners emphasise the importance of lifelong learning for the welfare society. Citizens must learn math in school and in secondary and tertiary education – but also at more informal courses as adults.

ON THE PROJECT
"Cooperation to strengthen the Citizens’ Math Skills"

The project took place from 2013 to 2014 as a collaboration between partners in Estonia (Innova Estonia), Lithuania (Vilnius Gabriele Petkevicaite-Bite Adult Education Centre) and Latvia (Education Innovations Transfer Centre), with the latter coordinating the project.

The aim was to strengthen the role of societal development and welfare of the Baltic countries - for example by highlighting and promoting informal adult education. All three countries struggle with poor math qualifications among the general population.

The project conducted teaching analyses, pinpointed educational needs and developed a common platform for sharing experiences with skills in lifelong learning, for example overviews of courses, teaching materials, instructors etc.

During the project, seminars were held in all three countries and a guidebook on math teaching for adults was written in Estonian, Latvian, Lithuanian, Russian and English.

Further information about the project and its results can be found at the project website http://xwpx.iipc.lv
Greenlandic tiger leap for dyslexic students

A vocational teacher at Sisimiut Polytechnic has developed exam materials for iPads allowing dyslexic students and students with reading disabilities to complete the apprenticeship test like everybody else. The inspiration came from partners in the Nordplus Adult project "Ord i Nord" (Words in the North).

When Krister Støvbæk from Sisimiut did his theory exam as a carpenter, the whole thing was completed with iPad and headset. His vocational teacher Vittus Karlsen at the polytechnic school had recorded the exam materials and demonstrated the purpose of the assignment in a video sequence. This allowed Krister Støvbæk, who is dyslexic, to complete his apprenticeship on an equal footing with his fellow students. He passed the tests in all subjects and became a fully accredited carpenter in 2014.

Got the idea from the Nordic Ord i Nord project
Vittus Karlsen developed the idea for this educational tool through the Nordplus Adult project Ord i Nord with partners in Greenland, Iceland, Norway, Sweden and Denmark.

"Even at our very first meeting, I got a number of ideas and suggestions from the other Nordic partners on good software and great apps. This paved the way for my own development of a tool, specially designed for students with dyslexia and reading disabilities in our vocational schools. Ord i Nord gave me new ideas and new energy to reach my goal, which is to help these challenged students", says Vittus Karlsen.

Reaches new groups of students
The iPad project constitutes a veritable tiger leap for the efforts to raise the level of education in Greenland, explains John Plambek, who is head of education at Sisimiut Polytechnic, the Greenlandic project partner.

"When Greenlandic students drop out of the programmes, it is often because of linguistic and cultural barriers. The educational materials are mostly in Danish, and it is hard for us to recruit bilingual teachers. Culturally, we have a particular tradition of training. The young learn from the elderly; they do not just read up on things or have them explained – they learn by demonstration and example. This produces highly skilled craftsmen and artisans, but in a modern society, it is not enough to know how to do things. You also need to have a piece of paper that shows it. And this project has clearly managed to embrace a group of students, who would otherwise have found themselves in a bad situation", says John Plambek.
Strengthens the student both academically and socially
For Vittus Karlsen it has been an important aim that this tool should strengthen the students, not only academically, but also socially.
"Being dyslexic, you feel different in the first place. Therefore, it does not help having a reader or an interpreter assist you when you do the exam. With an iPad and a headset, however, the student can participate as a normal member of the class without disturbing the others", says Vittus Karlsen, who has used his own PC to do the videos, which he has tested on students with reading disabilities before transferring them to iPads.

Everybody is allowed to use the tool
The school hopes to be able to develop more digital tools allowing even more Greenlanders to complete an education. Vittus Karlsen has presented the iPad method to other educational institutions, e.g. Nuuk Polytechnic.
"Through Ord i Nord I have become aware of good apps that are free on the internet. Capable and helpful people have offered these tools to the public out of the goodness of their hearts. I would like to reciprocate this gesture in order to help as many dyslexics as possible", says Vittus Karlsen who has decided to upload a demonstration video on YouTube – the video can be found by searching for Vittus Karlsen.

An unexpected note of thanks
The story of the iPad project has reached Greenlandic media and politicians. Personally, however, Vittus Karlsen was touched the most when he received a personal phone call one evening. The story had reached an old sealer in the distant, northern settlement of Siorapaluk. Late in his life, he had discovered that his problems in school had probably been due to a condition of dyslexia which had never been established. Now this old sealer wanted to thank Vittus Karlsen personally.
"I felt great pride and it touched me deeply. He called to show me his appreciation of the effort to give young Greenlanders the possibilities he never had".

ON THE PROJECT
"Ord i Nord"

The project partners collaborated from August 2013 to July 2015, sharing experiences and ideas for educational solutions for citizens with reading and writing disabilities.

The partners are from Iceland Viska – Life Long Learning Centre, from Norway Norwegian Association for Distance and Flexible Education, from Greenland Greenland’s Technical School, from Sweden VIADIDAKT and from Denmark FO-Aarhus, who is the coordinating partner.

Each partner contributes with a particular theme: Iceland with a fast reading system, Norway with ICT tools for visually impaired, Denmark with research on IT barriers, Greenland with screening methods for the dyslexic and Sweden with support for students with reading and writing disabilities.
Five Nordic countries

It is often possible to transfer a good educational concept from one Nordic country to another, explains Folmer Steensen from FO Aarhus in Denmark, coordinator of Ord i Nord.
One common agenda

What is the common challenge in this project?
“All the countries are characterized by a growing awareness of reading and writing disabilities. Skills deficit is a big problem for individuals and societies alike. Young people encounter barriers for getting an education, adults are confronted with an increasingly demanding labour market. For the individual, improved skills will bring improved quality of life”, says Folmer Steensen.

Why cooperate across the Nordic countries?
“We have a strong cultural framework. In spite of our differences, our ‘systems’ are quite similar. That is why it is often easier to reach actual results with Nordic partners. In many cases, it is possible to transfer concepts directly from one Nordic country to another”.

What are the most important results of the project?
“We have different backgrounds and interests and therefore we have different foci. The Swedish partner has focused especially on citizens with several diagnoses, e.g. dyslexia and Asperger’s syndrome. We wanted to share experiences that we can bring home and use in the respective countries, and we actually managed to do so. Here in Denmark, we were inspired by the Norwegian model for a dyslexia-friendly school which we will continue to work on”, says Folmer Steensen in conclusion.
Nordic collaboration on improved validation

When an unskilled worker needs to improve his educational level, he can get documentation of prior learning, which he has acquired on the construction site. For this to work, however, the people working with such validation must have the proper proficiencies and capabilities. This Nordplus Adult project is the first attempt to map the required abilities and proficiency profiles in the validation system. We have spoken to the Finnish, Norwegian and Danish partners.

“The project group has cooperated with the ‘expert group on validation’ for years. In our first project we mapped the validation field in the Nordic countries, in the second project we developed a quality concept for validation, and in this third project we have worked with proficiency development among validation staff”, says Kirsten Aagaard, who heads the Danish National Knowledge Centre for Validation of Prior Learning.

“Proficiency development and the professionalization of employees is a prerequisite for high-quality validation work. It ranks high on the list of priorities in the Nordic countries and in Europe in general, but it lags behind policy development. The current project should be seen in this perspective”, says Anni Karttunen, education expert at Savo Consortium for Education in Finland.

What is the aim of the project?

“To get an idea of the skills and proficiencies needed by the various practitioners in validation work so they can offer high quality service. We also wanted to contribute to a clarification of what we consider high quality in the individual countries with differing validation systems”, says Camilla Alfsen, senior advisor in Vox, which is the Norwegian project partner.

“This is a complex area and there are big differences in how validation is carried out, even internally in the various countries. You could describe the project as an attempt to build a more secure scaffolding for this task”, adds Kirsten Aagaard.
Why is improved validation important?
"It offers easier access to the labour market, a more flexible work force and a better match between jobs and skills. When citizen skills and proficiencies become more visible, it means improved counselling, a more skilled work force and enhanced empowerment. Furthermore, you can save money and time", says Anni Karttunen.

"It is important in all countries to recognise the role of prior learning. This involves adequate documentation of skills acquired in the workplace. Take a former construction worker, for example. He is categorised as unskilled, but what he has learned must be recognised, and this is where our project is relevant", says Kirsten Aagaard.

What are the differences between the countries as far as validation is concerned?
"The differences are closely connected to the different educational systems in the Nordic countries. But across the national differences, developing improved proficiencies among validation workers remains a major challenge", says Camilla Alfsen from Norway.

Which results have you achieved?
"We have succeeded in promoting competence development for practitioners within the field of validation. I am currently working with teachers and counsellors in the area of validation for immigrants as part of a national development project. The common Nordplus project gives me a brilliant teaching material", says Anni Karttunen.

"The project has had major impact, because all the participants have such big networks. This has helped ensure the relevance and further dissemination of the project. We have benefitted greatly from the collaboration across the five countries. We learn a lot from each other and gain new angles when we get a chance to hold up each other’s knowledge and experience as a mirror to our own", says Kirsten Aagaard.

What is the next step?
"It is always a challenge to give the citizens information on their possibilities and rights, and all systems need constant updating in order to improve quality pervasively. The same goes for future competence development among validation workers", says Camilla Alfsen.

"We will continue the successful Nordic cooperation on improving the validation of prior learning, which is of great benefit to society as well as to the individual citizen", Kirsten Aagaard concludes.

ON THE PROJECT
"Proficiency Profiles and Skills Development in Validation Work – a Mapping"

The project took place in 2014-2015 as a cooperation between partner organisations in Denmark, Iceland, Norway, Finland and Sweden.

The project partners are Savo Consortium for Education in Finland, Norwegian Agency for Lifelong Learning, Swedish National Agency for Higher Vocational Education, Educational and Training Service Centre in Iceland and The National Knowledge Centre for Validation of Prior Learning at VIA UC in Denmark. The project is coordinated by the latter.

The project aims to contribute to an enhanced use of validation at a Nordic level and in the individual Nordic countries as well as a professionalisation of validation workers in order to qualify and strengthen their work.

The project has resulted in a mapping of the tasks at hand for educational counsellors and others engaged in practical validation work and an identification of the competences and skills they need. In addition, a review of the existing knowledge combined with recommendations of Nordic and national initiatives has been created.

The project builds on two former validation projects from 2012-2014 undertaken by the same project group and also supported by Nordplus Adult. This was the project ‘Quality in Validation in the Nordic Countries – a Mapping’ and ‘A Quality Concept for Nordic Validation – A Development Concept’.

The project’s communication work has been handled continuous via the ‘Expert Network for Validation’, in which all the partners participate. In the summer of 2015, the project published its final report and held a Nordic validation conference in Copenhagen.
The road to democracy is paved with IT courses

Millions of Nordic citizens find it hard to use a computer for everyday things like internet search and email. This is a problem in terms of democracy, say the partners of the Nordplus project ‘Inkludera Flera’ (Include More). The project aims to inspire the relocation of digitalisation from the realm of politics and out among the citizens.

A close-knit group of five adults meet every week in the Danish city of Vejen in order to practice IT skills. "It is about the absolute basics here. Turning the computer on and off. Getting comfortable with the keyboard. Using online banking, accessing messages in e-Boks (digital mail box used by the Danish public sector for posting items), sending emails – well, even playing games. It is about handling your financial stuff, but also about staying in contact with your grandchildren. If you want to be a functional part of society, you need IT", says Mads Witt who is school manager at LOF Vejen.

In the past twelve months, LOF Vejen has offered IT courses for beginners. Small groups with an IT teacher who "doesn’t pull his punches" in the words of Mads Witt. And the school in Vejen is not the only organisation with a clear perception of the need for improved IT skills. In the Nordic countries, adult education associations like LOF and municipal libraries offer IT courses for citizens who need a final push to start using the computer in the everyday.

It is not just about technologies and budgets
The digital challenges have boosted the Nordplus project ‘Inkludera Flera’ – a collaboration between adult education associations in Finland, Sweden, Norway and Denmark.
"The digital is taking over our everyday lives. If you cannot handle the digital services, you are just as handicapped as if you could not read and write. Many services are now only accessible online and the tendency continues. This opens possibilities for improved communication between public administration and citizens, but only if people can actually use the digital services", says the coordinator of the project, Johanni Larjanko from Bildningsalliansen in Finland.

In the words of Johanni Larjanko, the project will ‘make digitalisation a question of more than just technology and budgets’. An important goal of the project has been to initiate popular debate.
"Digitalisation is not just a question of being able to surf the net or use Facebook. People of all ages are marginalised from the digital.

As citizens, we must take possession of the internet and make it ours.

Johanni Larjanko, Bildungsalliansen, Finland.
This is a bigger problem than you might think. As citizens, we must take possession of the internet and make it ours. Digitalisation is not something you can leave to civil servants. If we merely repeat the same social structures and power relations online, digitalisation is bound to fail. Things start to happen when citizens meet, discuss, develop and protest online. And that is why it is so important that we can all take part”, says Johanni Larjanko.

We must be innovative together
There are great advantages in Nordic cooperation, according to Trine Bendix who is administrative manager at The Danish Adult Education Association.

“We have more or less the same challenges in the Nordic societies, we give education high priority and we have a good educational system. And even though we invest a lot of resources in our educational systems, we face major challenges with digitalisation“, says Trine Bendix.

She refers to the results of OECD’s extensive international mapping of adult skill levels – the PIAAC survey, also known as “PISA for Grown-Ups“.

“More than a million adult Danes have inadequate skills when it comes to using a computer to search the internet, assess information and send emails. This is more than one out of four adult Danes. We must be innovative in our thinking, if we want to include everyone, and this is where the Nordic countries can learn from each other. Sweden has success in bringing public institutions, private companies and citizens together around everyday challenges – for example by having banks teach online banking in an evening school setting”, says Trine Bendix.

A starter’s pistol going off for digitalisation
Johanni Larjanko agrees that the inclusion of all citizens in digitalisation is only possible by way of a collaboration between all sectors of society. Therefore, the project group has sought to inspire collaboration and initiate development projects rather than building complete solutions.

“In concrete terms, we see increased levels of collaboration between adult education, libraries and organisations. We see networks where participants assume ownership of common problems”, says Johanni Larjanko in relation to the project’s results.

In May 2015, Inkludera Flera held a conference in Copenhagen. Under headings such as ‘How libraries prepare citizens for internet use‘ or ‘Positive effects of the internet on senior citizens‘, the project presented different models for discussing digitalisation in society.

“Through open discussions, slightly provocative presentations, workshops and a creative atmosphere the project managed to stir interest and enthusiasm around the subject. Like a kind of starter’s pistol going off for concrete work with digitalisation in the Nordic countries. We hope others will pick up where we leave off, using our experience, national and final reports and our recommendations for the continued efforts, nationally as well as at a Nordic level”, says Johanni Larjanko.

ON THE PROJECT
"Inkludera Flera"

* The project took place between 2013 and 2015 as an collaboration between partners in Sweden (Digidel and The Swedish Adult Education Association), Norway (Seniornett and Norwegian Association for Adult Learning), Denmark (Danish Adult Education Association) and Finland (Bildningsalliansen).

* The aim was to explore how the Nordic countries tackle the challenge of several services being transferred to the internet and therefore only accessible to those who master the digital possibilities.

* The project has examined national strategies to limit the digital gap and analysed government programmes, public structures and funding models in the Nordic countries.

* The project has resulted in an analysis of how the various countries tackle the challenge, which strategies work, and how efforts are funded. The analysis also contains recommendations for the Nordic countries.

* A Nordic conference has been held. Here, politicians, civil servants and educational institutions have discussed how our society can become better at including more people in the digital possibilities.
In 2015 a total of 1,208,712 euro was granted Nordplus Adult Projects.
To strengthen adults’ key competences and recognition of adults’ informal and non-formal learning.

To support adult education and learning to meet the challenges of modern citizenship.

To strengthen the link between adult learning and working life.

Distribution by programme action

- Prepatory visits: 10 (Applied) 7 (Granted)
- Exchange of teachers: 18 (Applied) 10 (Granted)
- Exchange of adult learners: 12 (Applied) 8 (Granted)
- Thematic networks: 9 (Applied) 1 (Granted)
- Development projects: 67 (Applied) 25 (Granted)
- Mapping projects: 3 (Applied) 1 (Granted)
Let’s boost learning among the elderly

How can different actors engaged in lifelong learning cooperate to the benefit of senior citizens and society? This question is at the centre of the project ‘Late Life Learning’ in which municipalities, libraries and adult education institutions across Sweden, Estonia, Latvia and Lithuania have shared and exchanged knowledge and inspiration.

Young people in the Nordic countries send text messages, take photos, surf and chat with such ease that it almost seems as if smartphones, laptops and tablets were natural extensions of their bodies. Senior citizens, however, have a hard time renewing their passports or applying for benefits online. In other words, the gap between the generations is particularly deep when it comes to new technologies.

As part of the project ‘Late Life Learning,’ partners from Estonia, Latvia, Lithuania and Sweden have exchanged employees in order to improve their understanding of how you can enhance senior citizens’ access to informal education locally. This applies to IT skills – but also economy, health and social life.

The elderly want to learn about IT – and other stuff too

Among the participants, we find Cecilia Larsson who is activity coordinator in the municipality of Lidköping:

"Many of the senior citizens I meet want to become better at using computers, smartphones and iPads. They see their children and grandchildren use these gadgets all the time and it makes them curious. Also, in today’s world, everything from paying a bill to buying a train ticket is conducted online. Senior citizens line up for IT courses, but they also want to learn about e.g. traffic safety, diets, home safety, dental hygiene, local urban history and edible food in nature. All of this is informal learning", says Cecilia Larsson.

Challenges require collaboration

Today, not only formal institutions within adult education, but also libraries and NGO’s are involved in citizens’ late-life learning. Even though there are many different actors involved in senior citizens’ learning, there are still challenges to overcome, explains the leader of the project, Laima Lapiniene from Utėna in Lithuania, where the idea originated.
"The various actors work in isolation, there is a definite lack of ideas and resources are not used rationally. This is where the project makes a difference. We have had a great deal of success having employees from the various partners visit each other in order to exchange experiences and ideas", she says.

**Common activities to be continued**

"All the partners look forward to the continued collaboration, and we want to maintain our activities and involve new partners. We just need to think things through – and prepare for a new project," says Laima Lapiniene.

Swedish Cecilie Larsson adds to this: "Collaborating with our Baltic neighbours has been highly rewarding. We have learned a lot about each other culturally, how we are similar in some ways and quite different in other ways. For example, many elderly in the Baltic countries have harsher living conditions than in Sweden. As part of my work I have witnessed a collaboration with one of the day centres we visited in Riga where senior citizens can join activities just like in Lidköping. Maybe the employees from the two places could also meet up".

---

**ON THE PROJECT**

**"Late Life Learning – Discovering the Pathways for Cooperative Partnerships"**

* The activities took place between June 2014 and May 2015. Partners from Sweden, Estonia, Latvia and Lithuania participated in the project.

* The aim was to strengthen the project partners’ capacity to work with late-life learning and informal education for the elderly – by way of enhanced cross-institutional collaboration, knowledge sharing and exchange of ideas.

* The background of the project is that senior citizens constitute an ever-increasing part of the population. It is important to invest in lifelong learning in order to release the potential for a more productive late-life.

* Experience shows that informal education plays a major role in senior citizens’ learning – for example as an impetus for formal education, but it also adds to self-respect, resourcefulness and joy of life.

* The partners completed four mobility visits – one in each country. 36 adult educators along with representatives of each partner participated in each visit.

* The project partners are Utėna Third Age University, which coordinated the project, Utėna A. and M. Miskiniai Public Library in Lithuania, Pärnu Central Library in Estonia, Riga Central Library in Latvia and from Sweden: Campus Lidköping Adult Education School, Public Library of Lidköping and Lidköping Municipality Senior Centre.

Apart from visiting the host institution, the participants have toured museums, retirement homes, NGO’s and other local partners.
Every month, the public library in Pärnu, Estonia, offers a special event: under the heading ‘The egg teaches the hen – computer assistance for seniors’, high-school students volunteer to use their IT skills to assist fellow citizens who are old enough to be their grandparents.

“The elderly are looking for help on how to open an email account, use ID cards, download pictures, sign e-documents, find apps, listen to music etc. Often their own children and grandchildren do not have the time to help them, but these ‘young teachers’ can help them here and that encourages people to ask all kinds of questions”, says Krista Visas from Pärnu Central Library, which is the Estonian partner in the Late Life Learning project.

“High-school volunteers and senior citizens alike are thrilled about the idea. Generally, this kind of assistance and guidance is necessary in the digital age we live in where almost all services are available online. The library is a good place to help senior citizens engage with the new digital public administration”, continues Krista Visas, who goes on to explain that the Late Life Learning project has been very rewarding for her personally.

Precisely because the partners from the four Nordic countries work in different ways, there is a chance to develop new ideas.

Project results – a selection

“A better understanding of our neighbours in the East – and the insight that life truly begins when you turn 50”.

“Knowledge of methods and tools for projects with senior citizens. Many good examples of how to improve the senior years of life”.

“New friends and collaboration partners from the Baltic countries – and the pleasure of cooperating with two different departments in my own municipality”.

’The egg teaches the hen’
About Nordplus Adult

Nordplus Adult addresses the whole field of adult learning and education. The programme encompasses all organisations and institutions involved in or offering adult learning whether formal, informal or non-formal learning. The objectives are:

1. To strengthen adults’ key competences and recognition of adults’ informal and non-formal learning

2. To support adult education and learning to meet the challenges of modern citizenship

3. To strengthen the link between adult learning and working life

To meet these objectives, the Nordplus Adult programme supports various types of cooperation and exchanges between Nordic and Baltic institutions, e.g. interacting, learning from each other and joining forces in order to meet mutual needs and challenges. Hereby, the programme promotes the development of quality and innovation within the field of adult learning and education.

Nordplus Adult provides funding for exchange, network and development projects across the Nordic and Baltic countries.
Nordplus is the Nordic Council of Ministers’ most important programme in the area of lifelong learning and provides funding for exchange of teachers, students, pupils and adult learners, and to networks and project collaboration in the Nordic and Baltic countries. The purpose is to support Nordic educational cooperation, and contribute to the establishment of a Nordic-Baltic educational region and to the development of quality and innovation in the educational systems for lifelong learning.

Nordplus consists of five sub-programmes that collectively address all fields of education, from kindergarten and primary schools onto higher education and adult learning.

Nordplus covers the five Nordic countries: Sweden, Norway, Denmark, Finland and Iceland, the three Baltic countries: Estonia, Latvia and Lithuania and the three autonomous regions: Åland, the Faroe Islands and Greenland.

In 2016 a total of 9.4 million euro are allocated to activities within the frames of the programme.

Read more about Nordplus at nordplusonline.org