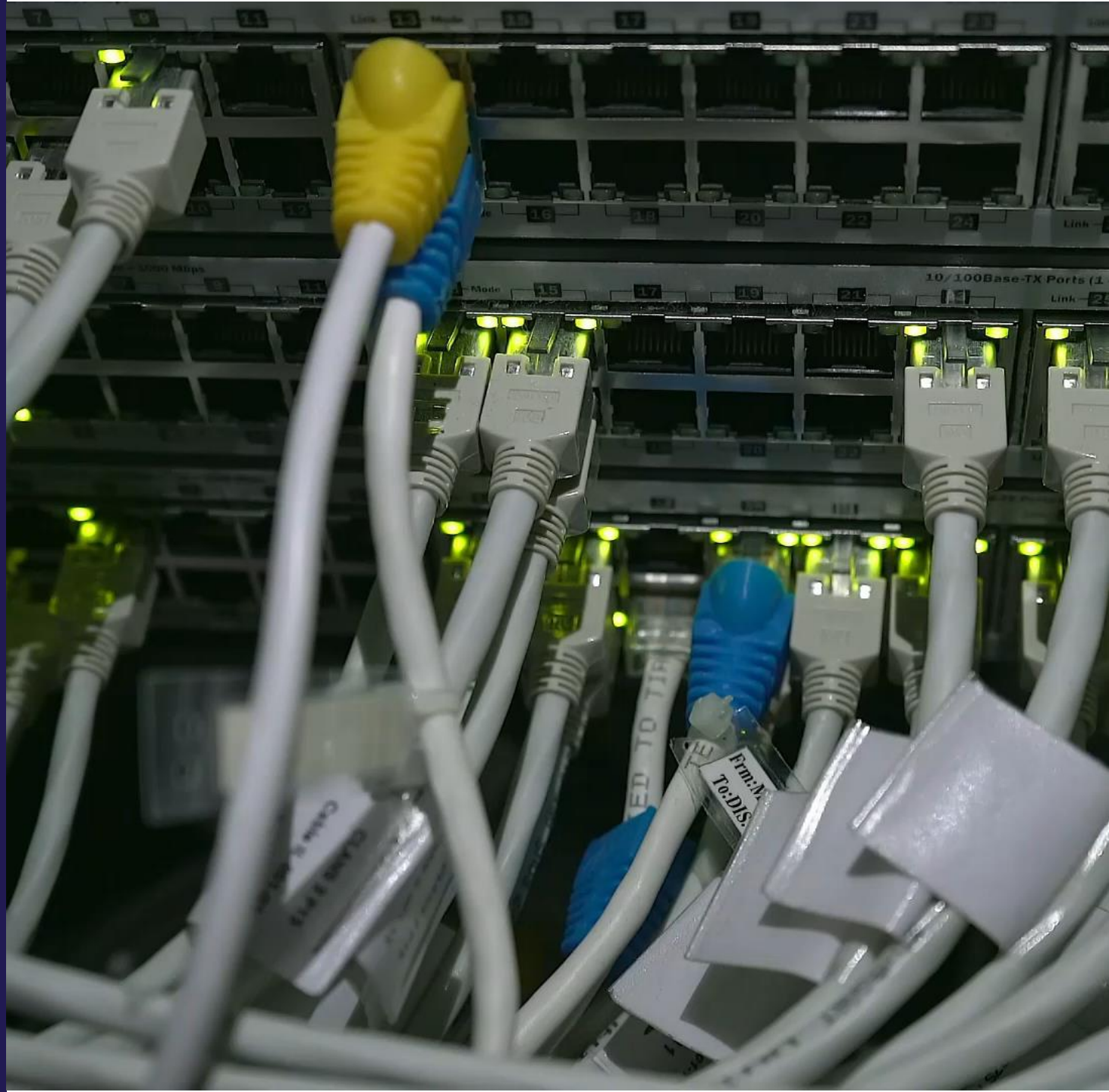


The Role of Lifelong Learning in the Digital Transformation

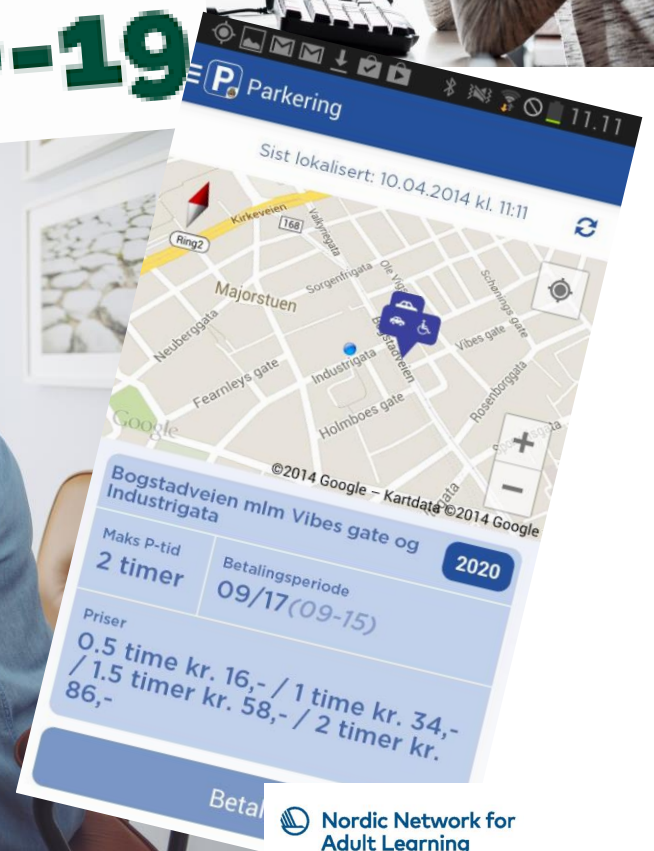
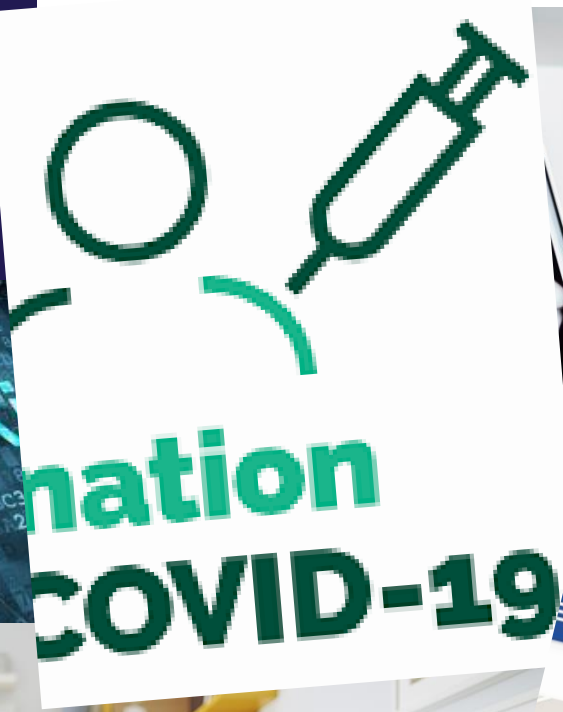


Agenda: 13.15- 14.30

- ▶ 13.15-13.30: Introduction to the research framed outset
- ▶ 13.30- 13.40: Presentation of the conversation tool
- ▶ 13.40-14.00: Trying the conversation tool and feedback
- ▶ 14.00-14.05: Presentation of the relation circle tool
- ▶ 14.05-14.25 Trying the relation circle tool

Digital Changes of Everyday Life

- Doing one's own bank affairs online,
- Contacting the health system online,
- Communicating with public services online,
- Democratic participation and political debate online.



The outset:

- ▶ 20-30 % of Nordic citizens are estimated digital excluded or in danger of being digital excluded

(NVL 2020 & NVL 2021; European Commission 2020)

- ▶ Nordic Ministers Council's goal: Digital learning for everyone
- ▶ How can the Nordic countries proceed as democracies based on an involvement of the citizens' voices if a quarter of them are unable to handle the tools for communicating or to access the relevant fora?
- ▶ How do we balance between digital development and maintenance of human integrity both for those who are considered digitally included and for those who are in danger of being digitally excluded from society?

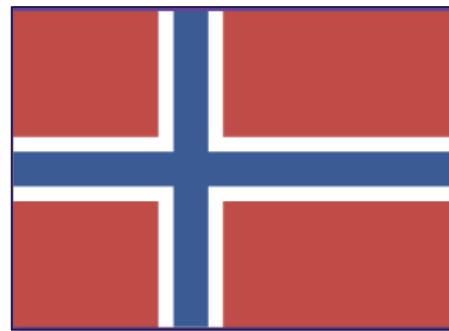


Who are the hard to reach citizens? Represented views

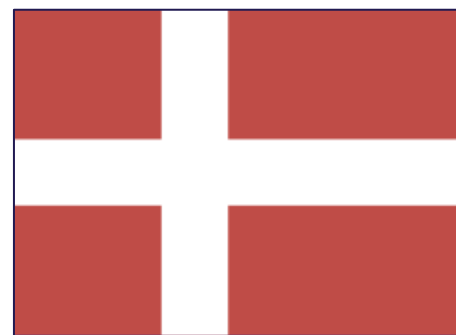
- Center for lifelong learning, Inlandet /manager
- Egypt, middle aged female student
- Studieforbundet
Funkis/volunteer (disabled (blind/deaf)

- Local government employee/competence development expert
- Finnish Blue ribbon
- Former homeless male middleaged

- Icelandic Red Cross, Reykjavik/Keflavik
Teacher, projectmanager
- Venezuela, young male student,
- Senior citizen



- Region Jönköping
Project manager + project coordinator
- Young female citizen



- The Danish Digitization Agency, consultant
- ReDi School, volunteer coordinator, Copenhagen
- Migrant, young female student

Exclusionary mechanisms:

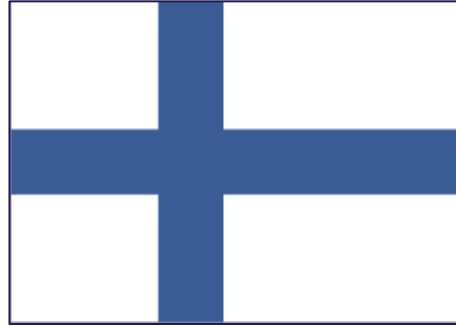
- ▶ Lack of meaning – ”I am not offered what I need”
- ▶ Institutional skepticism – ”I become a client instead of a citizen”
- ▶ Lack of collaboration – ”I am caught in contradictory efforts”
- ▶ Technology entanglement ”I am limited because I do not master”



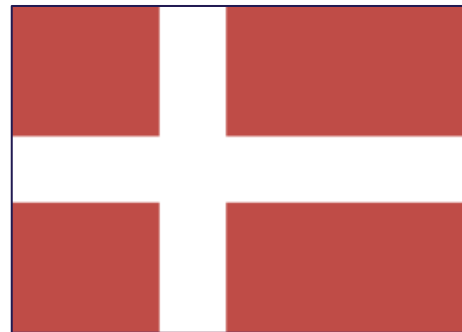
Represented views (hearing)



- Library: Digital mediator
- Worklife learning/digital Norway: Head
- Public management: Leader
- Folk building (non-formal): Senior Advisor
- Folk building (non-formal): Middle manager
- University of applied sciences: Project manager
- University of applied sciences: Associate professor



- Faculty of education/university: Associate professor
- Folk building (non-formal): Training manager
- Public management ministry of economic affair/labour senior consultant
- Ministry of education and culture: Senior ministerial advisor



- AOF (adult learning anchored in Danish labour unions): vice director
- HF/VUC (Adult learning center): Vice principal
- Danish Second language education/ SIRI: Senior consultant
- "Learn Danish" language centre: Headmaster
- VUC Adult learning centre: Head
- Danish evaluation institute: Senior consultant

1. Recommendation:

Recognizing the ubiquity of digitalization

It is recommended to put an explicit focus on the digital empowerment of citizens in national, regional and local government strategies,

In other words: It is not a matter of *having* specific digital challenges, but rather of *being* in pervasive digital challenges.

2. Recommendation

Recognizing how digitalization intervenes in everyday life

It is recommended that an explicit focus should be put on how digitalization intervenes in everyday life. The challenge for this particular group of citizens involves *not* being able to carry out simple everyday tasks and activities.

In other words: focus on “the little things” – as well as the big ones when working with citizens in identifying specific challenges

3. Recommendation

Creating many and flexible opportunities for participation

It is recommended to create many and flexible opportunities for participation when seeking to support the development of digital competences with this particular group of citizens that are at risk of digital exclusion.

In other words: consider the citizens specific level of education, cultural background, expand digital competences, special needs in terms of the learning-situation etc

4. Recommendation: (professionals)

Looking at chains of relationships

It is recommended to develop collaborations between several relevant actors across sectors, and to spread out the responsibility to more than one actor and to a higher degree to work *with* citizens

In other words: Plan in collaboration *with* citizens as co-owners who possess resources

5. Recommendation:

Connecting to relevance:

It is recommended that solutions are developed that cater the specific needs of citizens even when they do not match any given “learning packages” (established courses, programs etc.).

In other words: Don't make the citizens fit the program, but make the program fit the citizens.

The future possibilities lie in the perspective

