Wrap-up of Day 1

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Social Development Division
ESCAP

Regional Meeting on Enhancing Digital Literacy Among Older Persons in Asia and the Pacific:
Developing Tools to Increase Digital Literacy of Older Persons
2 August 2024 (9:00-9:15, China Standard Time)
Lake View Hotel Beijing, Beijing, China & Hybrid
Digital literacy is crucial for creating an inclusive ageing society, empowering older persons to actively participate in the digital world

- **Key policies in China** - Significant policies like the 2020 Implementation Plan and the 2023 Work Plan have been established to address the digital needs of older persons and promote high-quality, age-friendly digital technology development.

- **Educational initiatives** - The National University for Older Persons, established in 2023, offers comprehensive online and offline education, with 407,000 courses available, enhancing lifelong learning opportunities for older persons.

- **Age-friendly technologies** - Over 2,577 websites and apps have been transformed to be age-friendly, and more than 140 million smart devices have been upgraded, making technology more accessible for older persons.

- **Innovative services and influencers** - Examples like face-brushing dining services and the rise of silver-haired influencers spreading skills and optimism highlight the innovative approaches to engage OPs.

- **Continuous improvement and impact** - Emphasizing the need for continuous improvement in digital literacy, these initiatives not only enhance social participation and happiness among older persons but also prevent issues like internet addiction and fraud.
Technology can bridge generational gaps but also poses challenges, with older persons needing better access and skills to fully benefit. Recent ESCAP surveys show that while older persons possess basic digital skills, they need more training in cybersecurity and digital financial transactions, Ms. Sabine Henning, ESCAP.

ITU supports creating a more inclusive digital world where everyone, regardless of age, gender, or ability, can participate fully and equitably. Emphasis should be focused on making ICTs accessible, affordable and available to everyone, Mr. Sean Doral, ITU.

Implementing smart health screening tools and developing digitally-driven governance models for integrated care significantly improve the quality and efficiency of health services for older persons, Mr. Pengfei He, CPDRC.
• Leveraging existing digital platforms like Bili Smart TV enhances communication, learning, and information updates for older persons, while developing age-friendly environments through high connectivity, strong domestic industries, and high education standards, Mr. Tse Nam Peter Chin, SRO-ENEA, ESCAP.

• Addressing the digital divide among older persons through continuous learning initiatives, accessibility, utility, and family-dependent support is crucial for fostering a digitally inclusive society, Mr. Qiushi Feng, NUS.
Device and Internet access + digital skills + barriers

- A significant portion of older persons have access to smartphones (72.0%), but a notable percentage (7.9%) have no access to any device.
- Internet access is limited, with 22.1% of older persons not having access, and 39.5% not using the Internet even if they do have access.
- Many older persons have basic digital skills but need more training in advanced areas like cybersecurity and financial transactions.
- Key barriers to digital technology adoption include a lack of knowledge (67.2%), fear of making mistakes (46.5%), and privacy and security concerns (41%).
- Older men have greater access to devices and higher digital skills, while those aged 80+ and in rural areas face greater challenges.
Digital training + motivations:

- There is a strong interest in digital skills training, with 60.5% of older persons showing a desire to improve their digital abilities.
- Family members play a crucial role in teaching digital skills, with 70.0% of older persons learning from family.

Recommendations:

- Target digital literacy programmes to vulnerable groups, including those with lower education levels and those in rural areas.
- Provide devices alongside training programmes and develop practical, solutions-focused content that addresses everyday needs.
• China, Mr. Wenmeng Feng, DRC

  • Public sector initiatives and community practices focus on developing smart health and aged care industries, bridging the digital gap, and familiarizing older persons with digital technology through smart communities, home safety enhancements, and online learning platforms.

• Japan, Ms. Momoko Abe, JCIE

  • Japan’s digital initiatives, such as the Smile Miyakonjo programme, utilize My Number Cards to provide personalized health solutions and enhance cognitive health.

  • The Shakai Sanka no Susume app encourages social participation among older persons by tracking daily activities and providing data for personalized care, improving safety and engagement.
• Republic of Korea, Ms. Moon Jeong Choi, KAIST
  • Technologies like NAVER CLOVA CareCall and SKT AI Speaker enhance safety and well-being for older persons through emergency support and companionship.
  • Initiatives such as EverYoung Korea provide training and employment in IT for older persons, emphasizing the importance of digital literacy and economic participation.

• Singapore, Ms. Karen Wee Siew Lin, Lions Befrienders
  • Lions Befrienders’ initiatives empower older persons with self-reporting health tools (e.g., IM-OK ecosystem) and innovative technologies like Autonomous Mobile Robots, integrating a holistic care approach and strengthening community support for independent ageing and ageing in place.
Key elements in training materials

- **Practical applications** - Useful apps, basic operations, hands-on learning
- **User-friendly design** - Big fonts, images over text, intuitive references
- **Multilingual support** - Accommodate different dialects and languages
- **Mixed media** - Online and offline materials, including printed books
- **Engaging content** - Examples, repetition, motivational elements, practical exercises
- **Short chapters** - Brief, visually appealing, videos under 15 minutes
- **Emotional support** - Comforting, encouraging learning environment
- **Peer training** - Older persons as trainers for better communication
Good practices in developing training materials

• **User involvement** - Engage older persons in design and pilot stages

• **Customization** - 60% customization, 40% standardization.

• **In-person options** - Improve retention and reduce dropout rates

• **Private sector collaboration** - ESG frameworks for support

• **Device rental services** - Experience devices before purchasing

• **Special services** - Tailored subscription packages, community leader involvement

• **Peer educators** - Recognize and use as (young) ambassadors for digital literacy
Challenges in creating + implementing training materials

- **Limited research** - Lack of data and programme evaluations
- **Urban-rural divide** - Access and infrastructure gaps
- **Language barriers** - Availability of native language apps
- **Cost and accessibility** - High internet costs, device affordability
- **Motivation and time constraints** - Hesitation, caregiving responsibilities
- **Privacy concerns** - Data security issues
Approaches to enhance training effectiveness

- **Evidence-based programming** - Relevant KPIs and targets
- **Mixed approaches** - Formal and informal training methods
- **Gender-sensitive materials** - Address specific needs of older women
- **Intergenerational learning** – Encourage intergenerational relations and foster a friendly, supportive, empathetic learning environment
- **Community involvement** - Local leaders, CBOs, OPAs, religious groups
- **Peer learning** - Learning through peers and volunteers
- **Practical exercises** - Hands-on learning, gamification.
- **Collaborations** - Local service providers for specialized training (e.g., cybersecurity)
- **Inclusivity** - Promote a digitally inclusive society that respects those who choose not to engage with digital technology
Digital skills required for older persons

- Basic operation and Internet skills
- Social media and communication skills
- Information skills
- Safety and privacy skills
- Online services and secure transaction skills

Source: ESCAP (2024). Preliminary survey findings.
### Day 1: 1 August 2024

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8:30 - 9:00</td>
<td>Registration</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Session 1: Opening and introduction</td>
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<td>10:00 - 10:15</td>
<td>Session 1 (cont.): Keynote address</td>
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<td>10:15 - 10:45</td>
<td>Group photo and refreshment break</td>
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<tr>
<td>10:45 - 11:30</td>
<td>Session 2: Bridging the digital divide for older persons in Asia and the Pacific</td>
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<td>11:30 - 12:30</td>
<td>Session 3: Insights from ESCAP survey on digital literacy for older persons</td>
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<td>Lunch break</td>
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<td>13:30 - 14:45</td>
<td>Session 4: Innovative approaches to enhance digital literacy of older persons – experiences from good example countries</td>
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<td>Refreshment break</td>
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<tr>
<td>15:00 - 17:00</td>
<td>Session 5: Designing effective training materials for digital literacy</td>
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<td>18:00 - 19:30</td>
<td>Welcome dinner</td>
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### Day 2: 2 August 2024

<table>
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<th>Time</th>
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<tbody>
<tr>
<td>9:00 - 9:15</td>
<td>Welcome to Day 2 and wrap-up of Day 1</td>
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<td>9:15 - 10:30</td>
<td>Session 6: Good practices from older people’s associations in enhancing digital literacy</td>
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<tr>
<td>10:30 - 10:45</td>
<td>Refreshment break</td>
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<tr>
<td>10:45 - 12:00</td>
<td>Session 7: Re-designing a policy dashboard on ageing</td>
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<td>12:00 - 13:00</td>
<td>Lunch break</td>
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<tr>
<td>13:00 - 14:15</td>
<td>Session 7 (cont.): Re-designing a policy dashboard on ageing</td>
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<td>14:15 - 14:30</td>
<td>Refreshment break</td>
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<tr>
<td>14:30 - 15:45</td>
<td>Session 8: Policy recommendations for enhancing digital literacy among older persons</td>
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<td>15:45 - 16:00</td>
<td>Conclusions and closing</td>
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Thank you

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