

# Analysis and Report for Learning Circle

## Activity 2 Summary Report



**CIRC4INC**  
LEARNING CIRCLES  
FOR INCLUSION  
THROUGH DIGITAL  
TOOLS



# Contents

Introduction .....	3
Survey Report on Digital and Social Inclusion Needs .....	3
Key Findings .....	3
Internet Usage and Devices .....	3
Purpose of Internet Use .....	4
Social Media Engagement .....	5
Confidence in Online Safety .....	7
Collaboration and Social Inclusion .....	7
Interest in Learning Circles .....	7
Implications for Circ4Inc.....	7
Summary from Needs Analysis Survey .....	8
Report on the Selection of Best Practices for Circ4Inc .....	8
Selected Best Practices .....	8
1. Halaye: Digital Empowerment Circles .....	9
2. Konexio: Digital Inclusion Learning Circle.....	9
3. Age Action's Getting Started Programme .....	9
4. Circolo Informatico Torino .....	9
5. Un Laboratorio per la Conoscenza delle Nuove Tecnologie .....	9
6. Men's Shed Ireland .....	10
Rationale for Excluding Other Best Practices .....	10
Summary from Best Practices .....	10
Conclusion .....	10
Annex I – Collection of Best Practices .....	11
Best Practices from Italy .....	11
Best Practices from France .....	15
Best Practices from Ireland .....	21



## Introduction

The Circ4Inc project aims to promote digital and social inclusion among older adults and individuals with limited digital literacy. This report presents insights from both the Needs Analysis Survey and the Best Practices Review to provide a comprehensive understanding of the challenges and opportunities in this space across all three partner countries – Italy, France and Ireland. Through examining the current digital engagement habits, online safety concerns and collaborative learning preferences of the target groups (senior adults and adults with low digital literacy levels), alongside proven strategies for promoting inclusion, this report will act as the strategic framework for implementing effective Learning Circles and will inform the future development actions in our project. The findings highlight the importance of practical digital literacy training, trust-building in online spaces and peer-led educational approaches to bridge the digital divide and enhance social participation.

## Survey Report on Digital and Social Inclusion Needs

The Circ4Inc Needs Analysis Survey was conducted to assess the digital literacy, online engagement habits and social inclusion experiences of respondents. The survey aimed to identify key challenges and opportunities related to internet usage, social media interaction, online safety awareness and participation in collaborative learning initiatives such as Learning Circles among older adults, aged 65+, and among adult who are considered digitally illiterate. This first part of our summary report presents key findings from the survey and discusses their implications for the Circ4Inc project.

## Key Findings

The following section presents a summary of the key findings from the survey conducted with older adults, and digitally illiterate adults across Italy, France and Ireland.

### Internet Usage and Devices

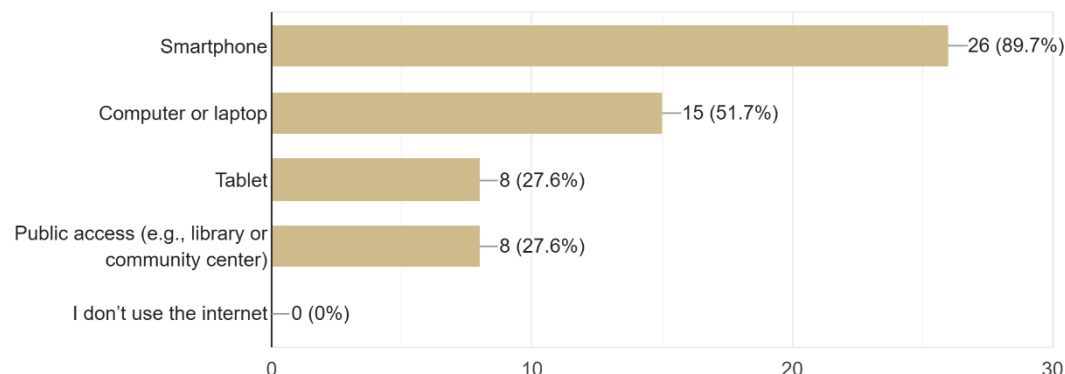
Most respondents (85.5%) reported using the internet daily, while 10% indicated occasional use. The most used devices for internet access were smartphones (90.7%), followed by laptops (71.7%) and tablets (34.7%); and 20.7% of respondents also reported accessing computers through public access points, such as through libraries or through community centres.

The following graph presents the findings from the surveys conducted in Italy and Ireland:



2. What device(s) do you typically use to access the internet? (Select all that apply)

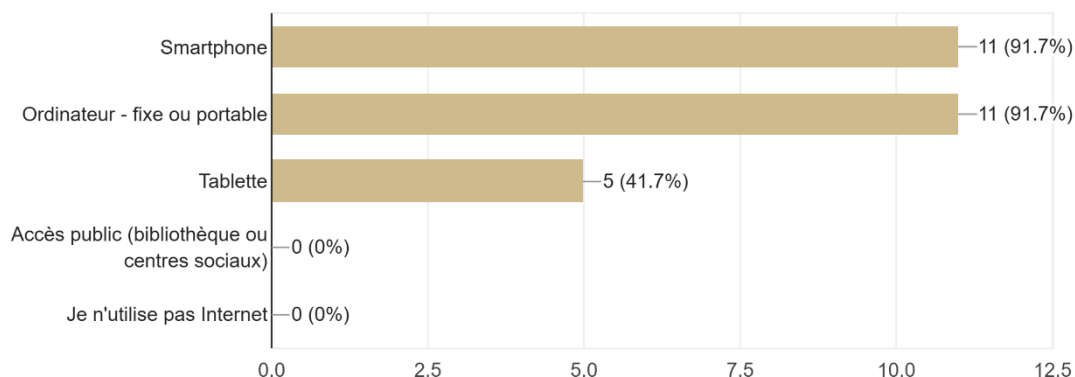
29 responses



And this graph represents the responses from older people in France:

2. What device(s) do you usually use to access the internet (select all that apply)?

12 responses



Based on the prevalent use of smartphones and tablets in all countries, we would suggest focussing on mobile-friendly learning approaches as these will be most effective for digital literacy programmes piloted through learning circles.

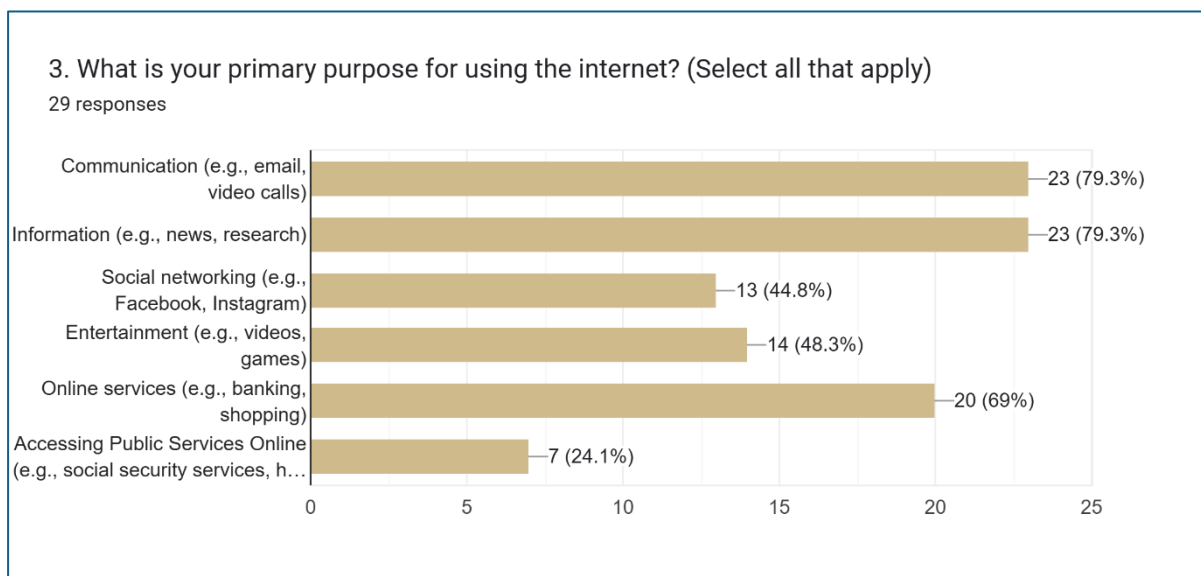
## Purpose of Internet Use

The internet is primarily used for communication and for searching online for information, (85.5%), followed by accessing services online (67.9%) and entertainment (61.65%). This highlights the need for programmes that incorporate digital literacy training into real-life activities, such as healthcare access, connecting with family and friends online or joining

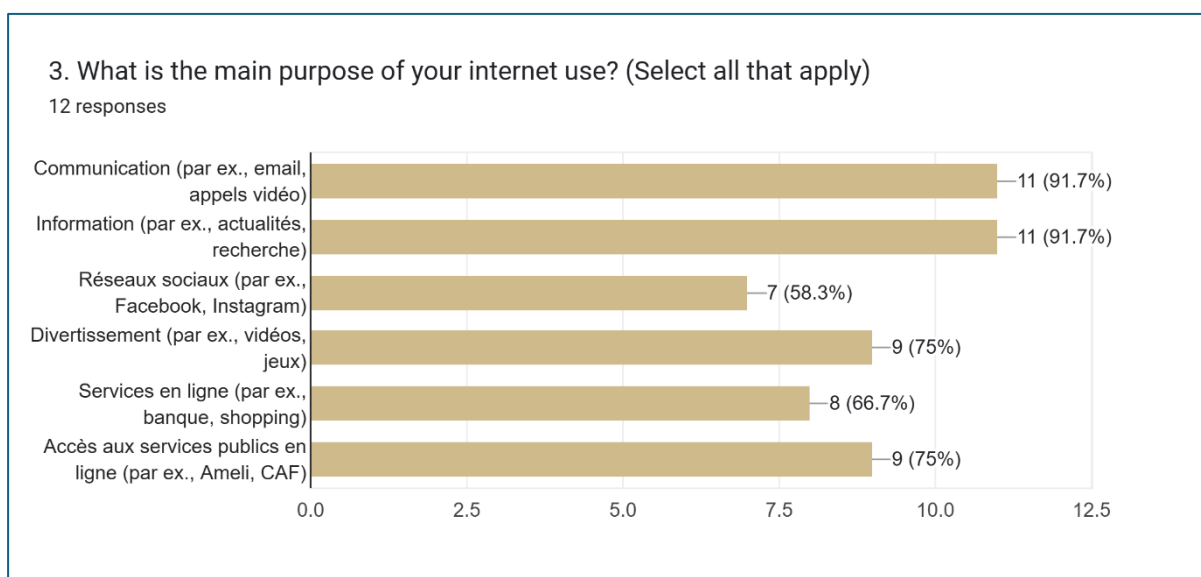


online groups, and also incorporating elements of accessing videos and playing online games.

The following graph presents the findings from the surveys conducted in Italy and Ireland:



And this graph represents the responses from older people in France:

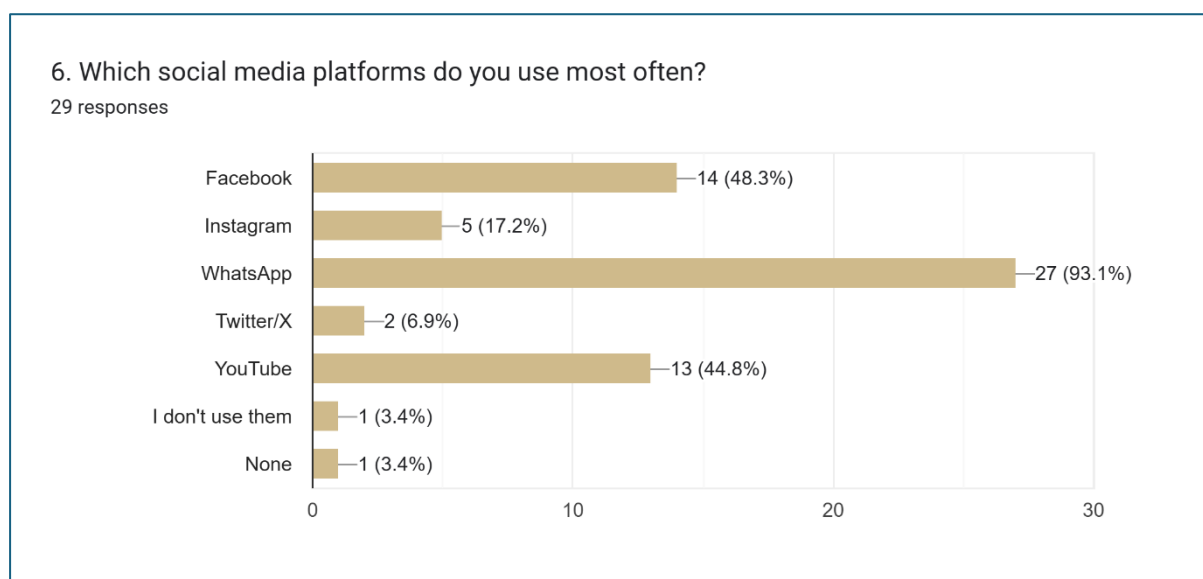


## Social Media Engagement

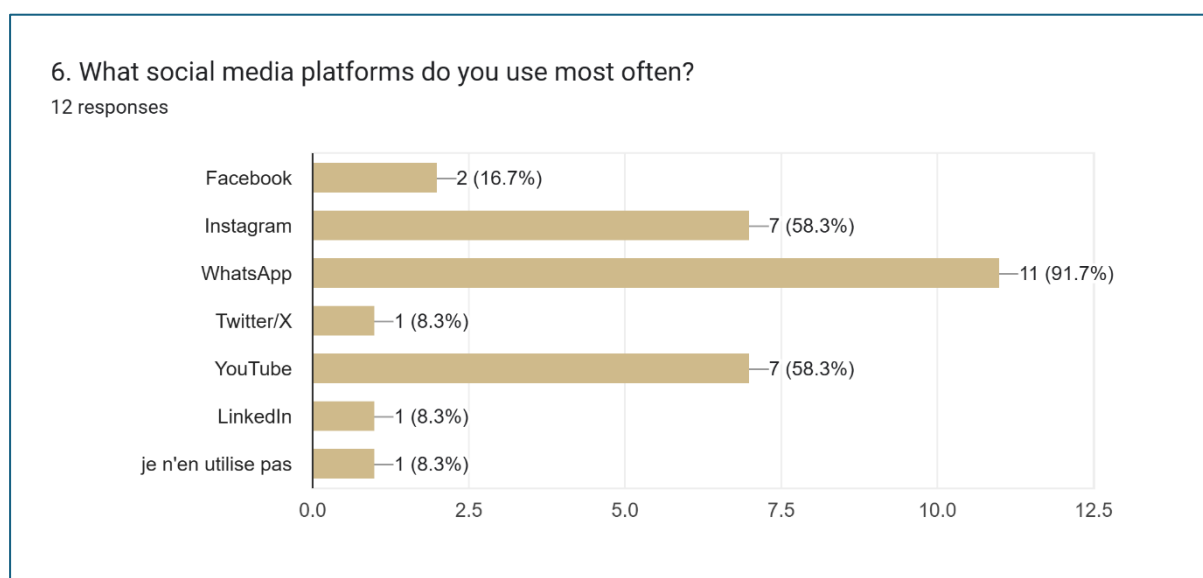
Regular or occasional use of social media was reported by 87.2% of respondents, with WhatsApp (92.4%), YouTube (51.6%), Instagram (37.8%) and Facebook (32.5%), emerging as the most preferred platforms. Interestingly Instagram is more popular among French respondents than among those from Ireland and Italy, where Facebook is the more preferred platform, as shown in the following graphs:



The following graph presents the findings from the surveys conducted in Italy and Ireland:



And this graph represents the responses from older people in France:



However, in Ireland and Italy, only 17.2% of participants expressed that they were confident in recognising trustworthy information online, compared to 50% of the respondents from France. This shows that there are concerns about trusting information online among our target group, and this is compounded when we consider that in Italy and Ireland, only 24.1% of respondents confirmed that they check the source of information online before re-posting or sharing content on social media; again, this shows a disparity when compared to the 41.7% of respondents from France who check the source of information before re-sharing. This highlights the need for learning circle activities focused on digital responsibility and media literacy.



## Confidence in Online Safety

Confidence in managing online privacy settings was low to moderate, with only 13 out of all 43 respondents feeling very confident. Similarly, awareness about the dangers of false information was uneven, with 28 out of 43 respondents rating their confidence level as low to moderate. Training on privacy management and misinformation detection would be beneficial for promoting digital resilience among this target group.

## Collaboration and Social Inclusion

Responses indicated a strong inclination towards social engagement, with 72.5% of respondents stating that they often or occasionally engage in activities to collaborate with others in either online or in-person activities. However, only 26% of respondents indicated that they are 'very comfortable' when expressing their thoughts and opinions in a group (online or offline); and only 13.5% are 'very confident' in their ability to solve problems or conflicts in social situations. However, despite this low level of confidence in conflict resolution, 45.7% of participants reported actively listening in group settings, which is one of the key methods of preventing conflict in group learning sessions. This is further supported by the 89.7% of respondents who stated that they would be 'very' or 'somewhat confident' in managing their emotions during challenging social situations. A majority of respondents (64%) were also used to engaging in events and activities with people from different social or cultural backgrounds; and only 28.9% of respondents had never participated in a community initiative or volunteer activity to help others. As such, these responses demonstrate an openness to group-based learning models; and also help to capture that the respondents to this survey already possess many of the social and soft skills required to be able to successfully engage in learning circles sessions.

## Interest in Learning Circles

A key insight was that less than half (46.4%) of respondents expressed interest in participating in learning circles. This suggests the need for further awareness-raising about the benefits of peer-led digital inclusion programmes. Encouraging social interaction through digital tools can play a key role in improving engagement and partners need to ensure that we promote this message widely in order to engage our target groups in our learning circle activities.

## Implications for Circ4Inc

The survey results highlight the following key priorities for the Circ4Inc project:

- Programme should focus on practical, real-life applications such as online safety, privacy settings and digital communication.
- Given that most users access the internet via smartphones, mobile-friendly training approaches should be prioritised during the activities that we will develop for the learning circles.



- Educational efforts on identifying misinformation and verifying online sources should be integrated into Learning Circles.
- More outreach efforts are needed to promote the benefits of Learning Circles and encourage participation among hesitant respondents.
- 

## Summary from Needs Analysis Survey

The findings provide valuable insights into the digital engagement and social inclusion challenges faced by older adults (aged 65+) and adult with low levels of digital literacy. Through our activities, Circ4Inc partners will work to address the identified gaps in digital literacy, online safety and social participation, so that Circ4Inc can effectively support and empower people in our communities to navigate the digital landscape with confidence and contribute to a more inclusive online community.

This concludes the short report on the needs analysis survey. The next section of the report presents an overview and analysis of the best practices that all partners researched and collected. These best practices will help to inform and shape the types of activities and approaches that we will use in our learning circles in each country.

## Report on the Selection of Best Practices for Circ4Inc

The Circ4Inc project is focused on promoting social inclusion through digital tools, particularly targeting people over 65 and those who are considered digitally illiterate. The project aims to establish learning circles that facilitate digital literacy and engagement with online services to mitigate social isolation. Given these objectives, an analysis of the collected best practices was conducted to identify those most relevant to Circ4Inc. The selected practices emphasise digital inclusion, intergenerational learning and non-formal education methodologies that can be used and replicated to directly meet our project's objectives.

## Selected Best Practices

The following best practices have been selected for their relevance to the Circ4Inc project, and because they contain elements and approaches which we can adapt and embed into our project to achieve quality results in our communities. The selected best practices are not provided in any order, and they are not ranked in terms of their applicability to Circ4Inc, but rather they are presented for partners to review and to ensure that they can build upon these best practices when developing the Circ4Inc methodology.





## 1. Halaye: Digital Empowerment Circles

Halaye was chosen for its strong alignment with the core goals of Circ4Inc. This practice focuses on teaching parents, students, and local communities how to effectively use digital tools. Through implementing a peer-learning model in face-to-face workshops and small-group discussions, Halaye supports participants to navigate digital platforms for administrative services, communication and educational purposes. This approach is directly relevant to Circ4Inc's aim of empowering over-65s and people who are digitally illiterate to engage in a digitalised society. Its intergenerational engagement model ensures a collaborative learning environment.

## 2. Konexio: Digital Inclusion Learning Circle

Konexio's practice of providing digital training for socially excluded people, including migrants and adults distant from employment, is highly relevant. The initiative's focus on digital autonomy, job-seeking skills and social integration is complementary to Circ4Inc's goal of using digital tools as a bridge to inclusion. Konexio's methodology, which combines peer learning and practical, interactive training, offers a scalable approach that can be adapted for Circ4Inc's target demographic.

## 3. Age Action's Getting Started Programme

This initiative provides one-on-one mentoring and small group workshops for older adults learning digital skills. The programme's emphasis on individualised, learner-led training makes it particularly suitable for Circ4Inc's objective of engaging digitally illiterate older people. The structured, personalised approach of this programme ensures accessible and effective learning.

## 4. Circolo Informatico Torino

This initiative focuses on teaching digital skills to older adults in a fun and engaging way. The approach ensures that complex digital concepts, such as using computers, tablets, and smartphones, are broken down into relatable, real-life examples. Through incorporating multimedia resources, role-plays and group discussions, Circolo Informatico Torino promotes a social learning environment that helps participants gain digital confidence and independence.

## 5. Un Laboratorio per la Conoscenza delle Nuove Tecnologie

This practice is centred on overcoming fear and anxiety around new technology. The methodology involves open dialogue, collaborative knowledge-building and structured interactions to help low-skilled people to become more comfortable with digital tools. Through pair and group dialogue, project-based learning and structured interactions, this practice helps to make sure that participants develop digital literacy in a supportive and non-intimidating environment.



## 6. Men's Shed Ireland

Men's Shed Ireland was included due to its peer-learning model that promotes social inclusion and skill-sharing among older adults. While not strictly focused on digital literacy, its success in engaging older men through hands-on activities, mentorship and informal education provides valuable insights for Circ4Inc's learning circles. The initiative has been effective in reducing social isolation and promoting lifelong learning, making it a relevant model for community-based digital education.

## Rationale for Excluding Other Best Practices

Other best practices were also researched and profiled by partners, and they are listed in Annex I of this report for your review. While effective in their respective areas, these best practices were not prioritised due to differences in methodology or target audience:

- Language learning programmes (e.g., Conversational Workshops in English and French), while beneficial for cultural inclusion, these practices do not directly address digital literacy, which is the primary focus of Circ4Inc.
- Grow Mental Health, while mental health support is so important, its methodologies do not incorporate the digital empowerment aspect central to Circ4Inc's objectives.
- Learning a Language as an Adult, this practice is valuable in education but does not align with the digital inclusion focus.

## Summary from Best Practices

The selected best practices offer the most relevant methodologies and approaches for Circ4Inc, emphasising digital literacy, peer-learning environments and social inclusion strategies. These practices provide a steady foundation for developing effective learning circles tailored to over-65s and digitally illiterate people. Through integrating elements of these initiatives, Circ4Inc partners can ensure that we are building on existing best practices, enhancing the quality and reach of our project activities.

## Conclusion

The combined insights from the survey and best practices analysis reveal a pressing need for targeted digital literacy programs that not only teach technical skills but also promote critical thinking, online safety, and meaningful social engagement. The best practices identified provide a strong foundation for structuring Learning Circles that are interactive, accessible, and responsive to the needs of participants. By leveraging these strategies, Circ4Inc can create inclusive learning environments that empower individuals to navigate the digital world with confidence and independence. Moving forward, a key focus should be on encouraging participation, reducing barriers to access, and demonstrating the real-life benefits of digital inclusion to maximize impact and sustainability.




## Annex I – Collection of Best Practices

The following section presents the best practices that partners from Italy, France and Ireland have collected and profiled to inform the development of this report.


### Best Practices from Italy

#### Good Practice 1

<b>Name of Good Practice</b>	Circolo Informativo Torino
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	Good practice consists of teaching subjects that are often considered 'difficult', especially by older people, in a simple and above all fun way.
<b>Learning Circle or Non-formal Approach Used</b>	The courses pay special attention to the teaching method: topics such as using computers, tablets, smartphones, e-mail, are explained with <b>examples that can be found</b> in everyday life and make the explanation fun, as well as useful.
<b>Target Audience</b>	People over 50
<b>Key Activities or Tools Used</b>	Multimedia resources, Role-plays, Brain storming, Group discussions
<b>Outcomes Achieved</b>	Acquired skills in the use of multimedia tools Desire to continue training Social interaction
<b>Link for further information</b>	<a href="https://www.circoloinformativo.it/">https://www.circoloinformativo.it/</a>




### Good Practice 2

Name of Good Practice	Fondazione Mondo Digitale ETS,
Logo/Cover Image of Good Practice	
Description of the Practice	Good Practice consists of the implementation of pathways with an approach that combines formal and informal learning and contaminates content, modes of participation, methodologies, languages, environments and contexts.
Learning Circle or Non-formal Approach Used	Mondo digitale develops a methodology that is mainly based on short modules to enable intensive learning experiences, and on tools to design changes in personal and professional life.
Target Audience	Citizens of all ages
Key Activities or Tools Used	It refers to the <b>Education for Life model</b> using various approaches to learning such as: project/problem-based method, intergenerational method, experience-based method.
Outcomes Achieved	Targeted responses to training needs from digital literacy to digital business transformation; Tools for designing changes in personal and professional life also in relation to social inclusion.
Link for further information	<a href="https://www.mondodigitale.org/">https://www.mondodigitale.org/</a>

### Good Practice 3

Name of Good Practice	Learning a language as an adult
Logo/Cover Image of Good Practice	




	
<b>Description of the Practice</b>	It is good practice because it is based on the idea that, just as children learn their mother tongue, adults can improve their language skills simply by being exposed to content that they can understand, even if not perfectly.
<b>Learning Circle or Non-formal Approach Used</b>	<p>Learning a language as an adult is based on the <b>Comprehensible Input Method</b>, i.e. on the idea that we can only learn a language effectively when the material we hear or read is comprehensible, or at least largely understandable. In other words, it involves exposing the learner to language content that is slightly more advanced than his or her current level, but contains enough familiar elements to be understood without too much difficulty.</p> <p>This concept is fundamental to language acquisition: if the input is too complex, it risks being frustrating; if it is too simple, it does not stimulate growth. The key is to find a balance that allows the learner to understand and learn new vocabulary and structures without feeling overwhelmed.</p>
<b>Target Audience</b>	Adult learners
<b>Key Activities or Tools Used</b>	<ul style="list-style-type: none"><li>• <b>Active listening exercises:</b> While listening to a podcast or watching a video, try to stop every now and then and repeat a few sentences to improve pronunciation and comprehension.</li><li>• <b>Reading with focus:</b> While reading, note down new words or expressions that you do not know and try to understand their meaning from the context. This will help enrich your vocabulary naturally.</li><li>• <b>Shadowing:</b> Repeat immediately after listening to a sentence spoken by a native speaker. This technique helps improve pronunciation and fluency and is perfect for those who want to work on oral production.</li></ul>
<b>Outcomes Achieved</b>	<ul style="list-style-type: none"><li>- Creating a virtuous learning circle</li><li>- Social interaction:</li><li>- Acceptance of mistakes</li><li>- Creating an inclusive learning environment</li></ul>




<b>Link for further information</b>	<a href="https://centroleonardo.eu/">https://centroleonardo.eu/</a>
-------------------------------------	---

#### **Good Practice 4**

<b>Name of Good Practice</b>	Un Laboratorio per la conoscenza delle nuove tecnologie
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	Use of a new methodology that can help to fill the 'not knowing' and overcome the 'anxieties and fears' related to new technologies for non-digital natives.
<b>Learning Circle or Non-formal Approach Used</b>	Build, share and express knowledge through a process of open dialogue and deep reflection on topics or problems that lead to shared results.
<b>Target Audience</b>	Low- skilled people, non-digital natives
<b>Key Activities or Tools Used</b>	<ul style="list-style-type: none"><li>- Possibility of pair or group dialogue for knowledge building</li><li>- centrality of project-based work</li><li>- presence of a procedure to regulate interaction</li><li>- shared final product</li></ul>
<b>Outcomes Achieved</b>	<ul style="list-style-type: none"><li>- knowledge of one's own attitudes and desire to learn about new technologies without worry;</li><li>- awareness of the possibility of rediscovering and developing one's existing skills</li><li>- greater social inclusion in relation to the skills acquired</li></ul>
<b>Link for further information</b>	



### Good Practice 5


<b>Name of Good Practice</b>	Area linguistica ConTeSto
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	It's good practice because ConTeSto courses all have a natural and contextual approach. All activities are carried out in an engaging, fun and interactive way, including through participation in film forums and convivial moments such as aperitifs , all strictly in the language
<b>Learning Circle or Non-formal Approach Used</b>	Deductive learning (learning by doing) Structural and functional approach to the language based on conversation Multimedia environment Language tandems with students from foreign partner schools Good speaker and native speaker teachers
<b>Target Audience</b>	Adult people
<b>Key Activities or Tools Used</b>	<ul style="list-style-type: none"><li>- Promote lexical skills;</li><li>- Improve listening, reading, writing and conversation skills;</li><li>- Increase familiarity with the culture to which the language studied belongs;</li><li>- Strengthen the grammatical structure underlying a language</li></ul> The topics covered will be common subjects such as food, clothing, home, work, society, family, friends, culture, etc.
<b>Outcomes Achieved</b>	Improvement of foreign language conversation skills Improvement of vocabulary knowledge and understanding of the use of the foreign language in different situations Reduction of the linguistic isolation of the participants
<b>Link for further information</b>	<a href="https://www.con-te-sto.it/">https://www.con-te-sto.it/</a>

## Best Practices from France

### Good Practice 1

<b>Name of Good Practice</b>	Conversational workshop in English
------------------------------	------------------------------------




<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	<p>This practice consists of organizing conversational workshops where participants improve their English language skills through informal discussions. The sessions aim to build confidence, fluency, and practical communication skills, particularly for adults who wish to use English in professional or everyday settings.</p>
<b>Learning Circle or Non-formal Approach Used</b>	<p>The approach involves peer learning and facilitated group discussions. Participants are encouraged to engage in role-plays, debates, and collaborative activities to reinforce their learning. No formal grading is used, emphasizing a safe, supportive learning environment.</p>
<b>Target Audience</b>	<p>Adults with a basic to intermediate level of English, including professionals, students, or community members seeking language improvement.</p>
<b>Key Activities or Tools Used</b>	<ul style="list-style-type: none"> <li>Role-playing real-life scenarios (e.g., ordering food, job interviews)</li> <li>Group discussions on chosen topics (e.g., travel, culture)</li> <li>Multimedia resources such as videos and audio clips for listening exercises</li> <li>Games and flashcards to build vocabulary</li> <li>Facilitated feedback from peers and instructors</li> </ul>
<b>Outcomes Achieved</b>	<ul style="list-style-type: none"> <li>Improved conversational English skills and confidence</li> <li>Enhanced vocabulary and understanding of practical English usage</li> <li>Reduced language-related isolation for participants</li> </ul>
<b>Link for further information</b>	<p><a href="https://www.eslfast.com/">https://www.eslfast.com/</a></p>






## Good Practice 2

<b>Name of Good Practice</b>	Conversational Workshop in French
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	<p>This French Language Learning Circle is a collaborative and informal learning initiative where participants improve their French skills through peer-to-peer conversations and structured group activities. The approach focuses on creating a relaxed and supportive environment for practicing listening, speaking, and comprehension skills. The goal is to enable learners to gain fluency and confidence while interacting in French.</p>
<b>Learning Circle or Non-formal Approach Used</b>	<p>The practice uses a <b>learning circle methodology</b>, where participants work together as equals, sharing experiences and knowledge. Sessions include small group discussions, facilitated by a non-content expert, and practical exercises tailored to learners' levels. The focus is on peer support, collaborative learning, and active participation rather than formal instruction.</p>
<b>Target Audience</b>	<p>Adults and learners of all levels interested in improving their French language skills.</p> <p>Particularly suitable for individuals looking to gain practical conversational fluency in a relaxed setting.</p>
<b>Key Activities or Tools Used</b>	<ul style="list-style-type: none"><li>- Conversational practice on real-life topics (e.g., travel, culture, daily situations).</li><li>- Role-playing exercises to simulate scenarios like ordering food or discussing hobbies.</li><li>- Listening comprehension exercises using audio clips and videos.</li><li>- Group games and vocabulary-building activities.</li><li>- Encouragement of collaborative problem-solving and sharing learning tips.</li></ul>
<b>Outcomes Achieved</b>	<ul style="list-style-type: none"><li>- Improved confidence and fluency in speaking French.</li></ul>



	<ul style="list-style-type: none"> <li>- Better listening and comprehension skills through interactive exercises.</li> <li>- Strengthened community bonds through peer interaction and shared learning.</li> <li>- Enhanced vocabulary and conversational abilities applicable to real-life contexts.</li> </ul>
<b>Link for further information</b>	<a href="https://www.learningcircle.co.nz/languages/french">https://www.learningcircle.co.nz/languages/french</a>


### Good Practice 3

<b>Name of Good Practice</b>	Halaye: Digital Empowerment Circles
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	Halaye organizes learning circles to support parents, students, and local communities in discovering and effectively using digital tools. The initiative aims to bridge the digital divide by improving access to digital resources and online public services.
<b>Learning Circle or Non-formal Approach Used</b>	The learning circles combine face-to-face workshops and small group discussions, emphasizing peer learning and experience sharing. Participants learn in a collaborative and supportive environment.
<b>Target Audience</b>	<ul style="list-style-type: none"> <li>- Parents and families unfamiliar with technology</li> <li>- Students and young people struggling with digital tools</li> <li>- Local communities seeking improved digital inclusion</li> </ul>
<b>Key Activities or Tools Used</b>	<ul style="list-style-type: none"> <li>- Workshops on online administrative processes (CAF, tax services, etc.)</li> <li>- Training sessions on basic software and social media use</li> </ul>



	<ul style="list-style-type: none"><li>- Interactive activities introducing educational and collaborative applications</li></ul>
<b>Outcomes Achieved</b>	<ul style="list-style-type: none"><li>- Participants become familiar with essential digital tools</li><li>- Improved access to online public services</li><li>- Enhanced intergenerational digital skills and inclusion</li></ul>
<b>Link for further information</b>	<a href="https://halaye.com/?utm_source=chatgpt.com">https://halaye.com/?utm_source=chatgpt.com</a>


#### **Good Practice 4**

<b>Name of Good Practice</b>	Konexio: Digital Inclusion Learning Circle
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	Konexio offers training programs to help individuals excluded from employment or facing social exclusion acquire essential digital skills. These learning circles empower participants with foundational knowledge in IT, enabling them to use digital tools for job searches, social integration, and achieving digital autonomy.
<b>Learning Circle or Non-formal Approach Used</b>	The workshops employ a collaborative, peer-learning approach. Facilitators guide participants through practical modules, group activities, and interactive exercises to strengthen digital skills.
<b>Target Audience</b>	<ul style="list-style-type: none"><li>- Adults distant from employment opportunities</li><li>- Migrants and refugees</li><li>- Individuals facing digital precarity</li></ul>
<b>Key Activities or Tools Used</b>	<ul style="list-style-type: none"><li>- Training on the use of computers and smartphones</li><li>- Modules covering office tools and job-search platforms</li><li>- Interactive sessions on digital security and administrative platforms</li></ul>
<b>Outcomes Achieved</b>	<ul style="list-style-type: none"><li>- Increased digital autonomy for participants</li></ul>



	<ul style="list-style-type: none"><li>- Improved access to job opportunities</li><li>- Reduced social exclusion through enhanced digital literacy</li></ul>
<b>Link for further information</b>	<a href="https://www.konexio.eu/">https://www.konexio.eu/</a>

### Good Practice 5

<b>Name of Good Practice</b>	La Dynamo: Digital and Social Inclusion Hub
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	La Dynamo is a digital hub located in the Hauts-de-Chambéry neighborhood. It promotes social and digital inclusion by providing local residents with access to technology, digital skills training, and workshops. The initiative aims to reduce the digital divide and foster community engagement through collaborative learning.
<b>Learning Circle or Non-formal Approach Used</b>	The approach is based on community learning circles and participatory workshops. Residents work in small groups or one-on-one sessions with facilitators, learning at their own pace while sharing experiences and knowledge in a supportive environment.
<b>Target Audience</b>	Residents of Hauts-de-Chambéry, particularly those in socially or economically vulnerable situations Seniors, unemployed individuals, and young people without access to digital resources Community members aiming to gain practical digital skills
<b>Key Activities or Tools Used</b>	<ul style="list-style-type: none"><li>- Workshops on basic digital literacy, including using computers, smartphones, and navigating the internet</li><li>- Training sessions on creating résumés, applying for jobs online, and accessing public services</li><li>- Collaborative projects, such as learning to use creative digital tools (e.g., photo editing, presentations)</li><li>- Peer-learning sessions to foster a sense of community and mutual support</li></ul>



<b>Outcomes Achieved</b>	<ul style="list-style-type: none"> <li>- Improved digital literacy and confidence among participants</li> <li>- Increased access to employment opportunities and administrative services</li> <li>- Strengthened community connections and reduced social isolation</li> <li>- Empowerment of residents to use digital tools in their daily lives</li> </ul>
<b>Link for further information</b>	<a href="https://ladynamo.chambery.fr/">https://ladynamo.chambery.fr/</a>

## Best Practices from Ireland

### Good Practice 1

<b>Name of Good Practice</b>	Men's Shed Ireland
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	<p>The Irish Men's Shed Association provides community-based spaces where men can come together to engage in meaningful activities, reducing isolation and promoting well-being. The initiative was inspired by similar movements in Australia and has grown significantly across Ireland. Men's Sheds are non-judgmental spaces where participants can work on personal projects, group activities, or community initiatives. The core idea is to provide an environment where men can share knowledge, learn new skills, and build friendships. The sheds operate independently but follow guiding principles of inclusivity, volunteerism, and self-sustainability.</p>
<b>Learning Circle or Non-formal Approach Used</b>	<p>Men's Sheds use peer learning and informal skill-sharing as their primary approach. Activities are participant-led, allowing members to determine what skills they want to learn or develop. This self-directed learning process creates a strong sense of ownership and</p>



	engagement. The environment fosters intergenerational learning, mentorship, and mutual support among members. Through hands-on activities and discussions, participants benefit from practical learning experiences while simultaneously receiving emotional and social support.
<b>Target Audience</b>	Primarily older men, but open to men of all ages.
<b>Key Activities or Tools Used</b>	<b><i>Workshops, skill-sharing sessions, social events, and community projects.</i></b>  The sheds facilitate activities such as woodworking, gardening, DIY projects, and artistic activities. Some sheds also run mental health and well-being workshops, first aid training, and community outreach projects. Tools and equipment are provided to support these activities, and some sheds partner with local businesses or organisations to offer additional resources.
<b>Outcomes Achieved</b>	Improved mental health, reduced loneliness, increased skills and confidence.
<b>Link for further information</b>	<a href="https://menssheds.ie">https://menssheds.ie</a>

### **Good Practice 2**

<b>Name of Good Practice</b>	Fáilte Isteach
<b>Logo/Cover Image of Good Practice</b>	
<b>Description of the Practice</b>	Fáilte Isteach is a community-led initiative that supports migrants by providing free conversational English classes. The programme is volunteer driven, with older members of the community offering language support in a friendly, informal setting. The goal is to break down language barriers and promote a welcoming environment for newcomers. The programme not only helps participants improve their language skills but also strengthens community ties and enhances social cohesion. The classes emphasise practical,



	everyday language use, helping migrants integrate more smoothly into Irish society.
<b>Learning Circle or Non-formal Approach Used</b>	The approach focuses on non-formal education through peer learning and mentoring. Classes are interactive, allowing participants to practice English in real-life scenarios. Volunteers engage students in discussions, role-plays and storytelling, making learning accessible and engaging. The emphasis is on creating a relaxed, supportive environment where participants gain confidence in speaking English without the pressure of formal assessments.
<b>Target Audience</b>	Migrants, refugees, and asylum seekers.
<b>Key Activities or Tools Used</b>	<b><i>Weekly conversational English classes, cultural exchange activities.</i></b>  The programme uses conversation-based learning, role-playing exercises, and storytelling techniques. Classes take place in community centres, libraries and other accessible venues. Volunteers tailor sessions to the needs of learners, covering topics such as shopping, job applications and healthcare visits. Digital resources and learning materials are also provided to supplement in-person interactions.
<b>Outcomes Achieved</b>	Improved language skills are the main outcomes, but migrants and refugees also experience increased social integration and stronger community bonds.
<b>Link for further information</b>	<a href="https://www.thirdageireland.ie/failte-isteach">https://www.thirdageireland.ie/failte-isteach</a>

### Good Practice 3

<b>Name of Good Practice</b>	Age Action's Getting Started Programme
<b>Logo/Cover Image of Good Practice</b>	



<b>Description of the Practice</b>	The Getting Started Programme by Age Action Ireland is designed to support older adults in developing essential digital skills. The programme aims to bridge the digital divide by providing participants with the knowledge needed to use modern technology confidently. Through learning how to navigate the internet, communicate via email, and use smartphones, older people can maintain social connections, access online services and stay informed.
<b>Learning Circle or Non-formal Approach Used</b>	The programme is structured around one-on-one mentoring and small group workshops. The learning approach is highly personalised, allowing participants to progress at their own pace. The use of volunteer tutors ensures a supportive and patient learning environment, where older adults can ask questions without hesitation. The informal, hands-on nature of the training makes learning more engaging and accessible.
<b>Target Audience</b>	Older adults, particularly those unfamiliar with technology.
<b>Key Activities or Tools Used</b>	<b><i>Training on using smartphones, social media, email, and online banking.</i></b>  The programme provides training on using smartphones, setting up and managing email accounts, online banking, and social media navigation. Interactive workshops focus on practical applications, such as booking medical appointments online and avoiding scams. Printed and digital guides are provided to reinforce learning.
<b>Outcomes Achieved</b>	Increased digital literacy, reduced social isolation, and improved confidence in using technology.
<b>Link for further information</b>	<a href="https://www.ageaction.ie/how-we-can-help/getting-started-computer-training">https://www.ageaction.ie/how-we-can-help/getting-started-computer-training</a>

#### Good Practice 4

<b>Name of Good Practice</b>	Hi Digital
<b>Logo/Cover Image of Good Practice</b>	





<b>Description of the Practice</b>	Hi Digital is a national initiative that aims to enhance the digital skills of older people across Ireland. The programme is designed to help participants navigate the internet safely and effectively, enabling them to engage with online banking, social media, and digital services. Hi Digital offers a blended learning approach with both online modules and in-person workshops, ensuring accessibility for all skill levels.
<b>Learning Circle or Non-formal Approach Used</b>	Hi Digital uses a mixed-method approach combining self-paced online learning with community-led workshops. Participants can access digital training at their own convenience, while facilitated workshops provide hands-on support. The programme also includes peer mentoring, where participants share knowledge and experiences with one another. This non-formal learning model promotes confidence and lifelong learning.
<b>Target Audience</b>	Older adults and those with limited digital skills.
<b>Key Activities or Tools Used</b>	<p><b><i>Online training modules, community-led digital literacy workshops.</i></b></p> <p>The programme provides online training modules covering key digital topics, including internet safety, communication tools, and government e-services. Community partners deliver in-person workshops for those who prefer guided instruction. A helpline and printed materials are available for additional support.</p>
<b>Outcomes Achieved</b>	Enhanced confidence in using digital services, improved social connectivity.
<b>Link for further information</b>	<a href="https://hidigital.ie/">https://hidigital.ie/</a>

### Good Practice 5

<b>Name of Good Practice</b>	Grow Mental Health
<b>Logo/Cover Image of Good Practice</b>	



<b>Description of the Practice</b>	Grow Mental Health is a peer-support network that provides weekly support groups for people experiencing mental health challenges. The organisation operates nationwide, offering a structured yet flexible approach to mental health recovery. Meetings are guided by a 12-step programme that encourages self-awareness, resilience and community support. Grow Mental Health fosters a culture of mutual aid, where participants share their experiences and learn from one another in a safe and supportive environment.
<b>Learning Circle or Non-formal Approach Used</b>	The programme is based on peer-led support groups, where members take turns facilitating discussions and offering insights. The meetings follow a structured framework but allow for open conversation and shared learning. The focus is on personal growth, empowerment, and recovery through lived experience. Educational workshops and training sessions complement the peer-learning approach.
<b>Target Audience</b>	People struggling with mental health challenges.
<b>Key Activities or Tools Used</b>	<b><i>Weekly support group meetings, resilience-building activities, self-empowerment programmes.</i></b>  Weekly support group meetings, personal development activities, and structured 12-step programmes. Some branches also provide public awareness campaigns, advocacy efforts, and community outreach programs to reduce stigma around mental health issues.
<b>Outcomes Achieved</b>	Increased resilience, reduced stigma, and greater self-awareness in managing mental health.
<b>Link for further information</b>	<a href="https://grow.ie">https://grow.ie</a>



**CIRC4INC**  
LEARNING CIRCLES  
FOR INCLUSION  
THROUGH DIGITAL  
TOOLS



Centro Internazionale Di Educazione Permanente  
Università delle  
**LIBERETÀ** DEL F.V.G.-ETS



**WeLearn**



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2024-1-IT02-KA210-ADU-000254602

