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GenerationInfinity

The Generation Infinity Project: Enhancing digital skills, competencies and safety in European older adults and seniors!

WP2

Digital Senior Learning Feasibility Report

Bulgarian National Report

Project Partners

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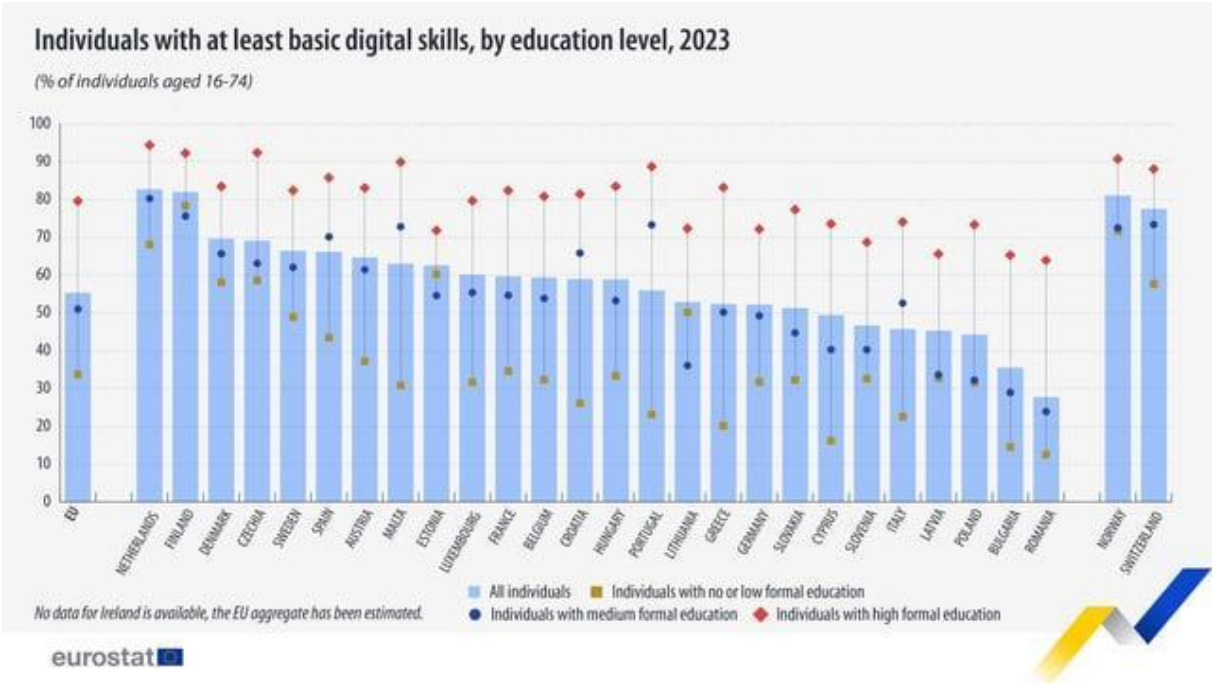
BULGARIA'S RESEARCH FINDINGS

1. Current situation of seniors regarding digital readiness, digital safety and digital skills of seniors

According to the variety of surveys and national reports seniors in Bulgaria face significant digital exclusion: lack or limited access to of equipment, low basic skills, and limited understanding of online safety.

In the 2024 edition of the Digital Decade report, Bulgaria has achieved 35.5% basic digital skills coverage, compared to the EU average of 55.6%. (2030 national target 52%). This puts Bulgaria at 44.4% of the overall target for the EU 2030. In 2023 Bulgaria ranks at the bottom of the EU in digital skills: only about 35–36% of the overall population (age 16 to 74) has at least basic digital skills—well below the EU average ~55%. Only Romania is behind Bulgaria.



Main report notice:

Living Areas: In rural areas the digital skills gap is wider, a mere 20.93% of residents have basic skills, starkly below the EU average of 47.50%. The rural- urban digital divide in Bulgaria is substantial, with a 14.59pp difference from the national average, which is much greater than the EU average gap of 8.06pp.

The elderly (65 to 74 years) are at the lowest end of the spectrum, with only 7.30% having basic digital skills, which is significantly lower than the EU average of 28.19% for the same age group.

Gender Gap: Interestingly, Bulgaria defies the common trend with 36.19% of females having basic

digital skills compared to 34.83% of males, resulting in a negative gender gap of -1.36 percentage

points. This is not only below the EU average gender gap of 2.23pp but also indicates an unusual

situation where women are more digitally skilled than men.

A 2023 Cedefop report emphasizes a widening urban–rural gap and poorer skills among older age groups. 41% of them lack any device.

In Bulgaria, **less than 15%** of seniors aged 55–64 took part in any education/training in 2022—vastly lower than the EU average (~35%) op.europa.eu.

Overall adult learning in Bulgaria is low: just **9.5%** engaged in 2022, vs. 39.5% across the EU (https://op.europa.eu/webpub/eac/education-and-training-monitor/en/country-reports/bulgaria.html?utm_source=chatgpt.com)

The Bulgarian strategic document about digital transformation vision, policy and objectives is **The national strategic document "Digital Transformation of Bulgaria for the period 2020-2030".** It includes the National Program "Digital Bulgaria 2025", the priorities of the "National Development Program BULGARIA 2030", as well as a number of other national strategic documents with a technological component, covering the period up to 2030.

The Bulgarian strategic roadmap for the Digital Decade developed by the Council of Ministers of the Republic of Bulgaria sets out the strategic goals to be achieved by 2030, monitoring their achievement, and the target paths and key measures have been developed.

Key challenges to overcome in the strategic documents:

- Large gaps in digital skills and literacy and internet use among the population, especially in rural areas and among the elderly.

- Lack of awareness about online safety and cyber security.
- Shortage of skilled IT workforce at all management and business levels.\
- Lack of ICT training and skill enhancement in organizations sector, especially at the regional level.

National innervations planned:

The EU-funded National Recovery and Resilience Plan is tackling the challenges: its pilot phase equipped 1,188 seniors with tablets and trained them, aiming to reach 170,000 seniors by 2026, with a budget of ~€70 million allocated to the "Improving digital skills for seniors and distribution of Senior tablets" initiative. Seniors (65+) can apply for beginner and advanced training, comprising four modules: technology basics, internet search, online communication, and cybersecurity.

The Ministry of Labour and Social Policy is providing a tailored approach to address the specific needs and challenges identified for each vulnerable group on the Bulgarian job market, such as elderly people, people living in remote areas, and minorities in Bulgaria. For example, older people may need training in basic digital literacy, while people living in remote areas may require access to the necessary infrastructure.

Two outcomes of the Ministry's approach are:

- The Minister's approval in 2023 of the curricula for acquiring general digital competences for basic, intermediate, advanced, and highly specialised levels; and
- The adoption of a unified certificate for acquired basic, intermediate, advanced, or highly specialised levels of digital skills for adult learners. A forthcoming contribution planned by the Ministry of Labour and Social Policy is the setting up of 'Digital Clubs', planned for 2025, in locations throughout the country. The creation of these clubs is part of a project to develop a national virtual platform for online training financed with support from the EU as an investment under the national RRP. The 'Digital Clubs' will be equipped with broadband internet access and modern computer equipment adapted to work with Bulgaria's virtual platform for e-training. Where necessary, the clients of these Clubs will be supported by mentors to ease up their access to the virtual platform and learning materials, and to facilitate their participation in the online training courses.

National recovery plans and EU initiatives are in place, but need greater focus on reaching seniors, especially in rural areas.

2. Main Challenges

The main challenges are identified in national and EU annual reports, the questionnaires and focus groups as well as the expertise of the partner.

- Lack or very limited digital skills among old adults and senior
- Lack of awareness about online safety and cyber security.
- Limited technological knowledge
- Lack of current national programs to deliver basic digital training for seniors, in particular in rural areas
- Limited permanent support to seniors to learn new technology and digitals and appropriate environment to learn
- High price of digital devices

3. Trainers' Findings

General Information

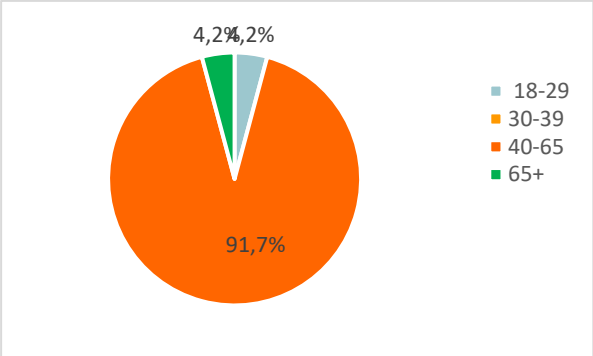
The experts of the Gotse Delchev municipality invited more than 30 educators to fill the questionnaire and share their experience and findings on Digital Trainings for adults and seniors. 24 respondents provided they answers.

Age and gender of the educators

The majority of respondents, more than 90%, are in the active age of 40 to 65 years. It reflexes the current situation in education in Bulgaria.

The age of the educators is as follows:

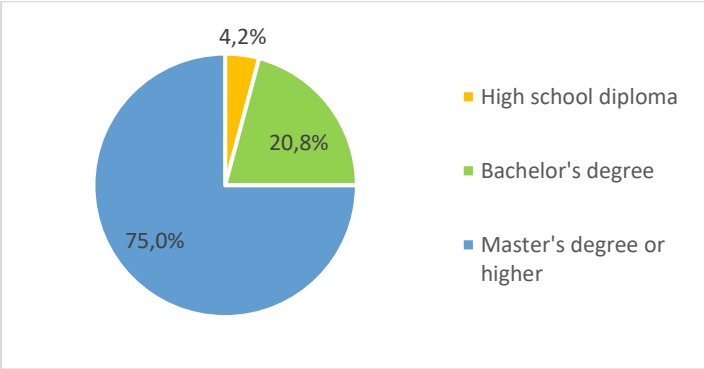
- 4.2 % of respondents are seniors 65+
- 91.1 % between 40 and 65-year-old
- 4.2 % are young people, 18-29 years



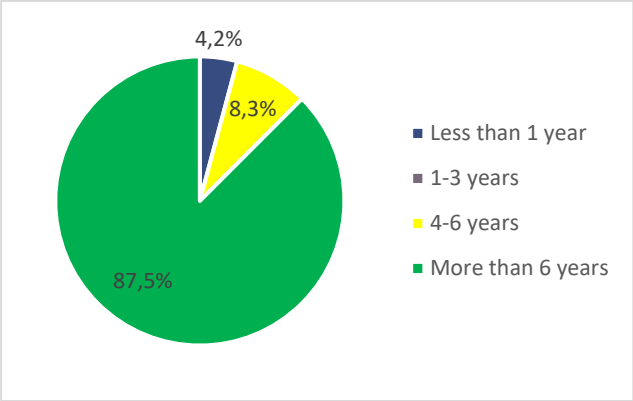
The female educators are 58.3% and male educators are 41.7 % of respondents.

Education background and experience of educators

The Trainers involved in the survey are well educated. 75 % of the respondents have Master degree of the university, 20.8% possess Bachelor degree and only 4.2 % have a high school diploma (only one of respondents)



The educators are experienced as 87.5% of them have more than 6 years in training adults and seniors. 8.3% have experience between 4-6 years and only one (4.2%) has less than one year. 95.8% have delivered digital trainings to older adults and only one participant in the survey (4.2%) have not.



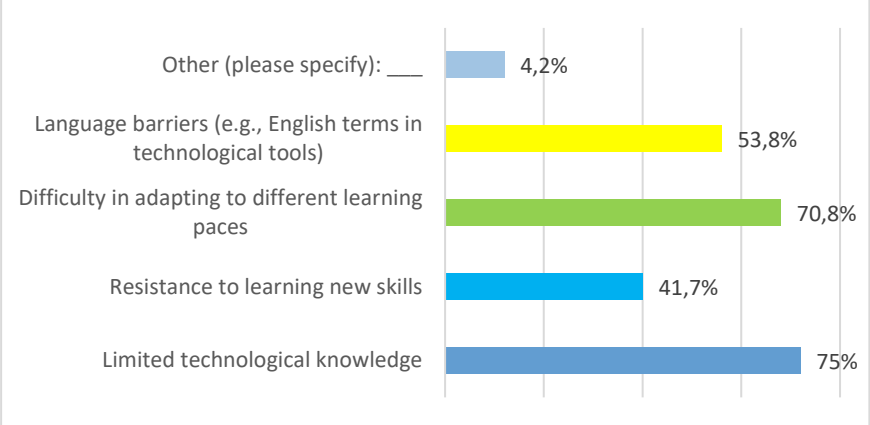
Trainers' Questionnaires & Focus Groups Findings

Findings through the questionnaires

In this section only main challenges and findings are shown. The full report on Questionnaires are applied in the annexes.

The main challenges pointed by the educators in their answers are as follows:

- Limited technological knowledge 75%
- Difficulty in adapting to different learning paces 70.8%
- Language barriers (e.g., English terms in technological tools) 53.8%
- Resistance to learning new skills - 41.7%
- Other –problem to remember 4.2% Ione response)



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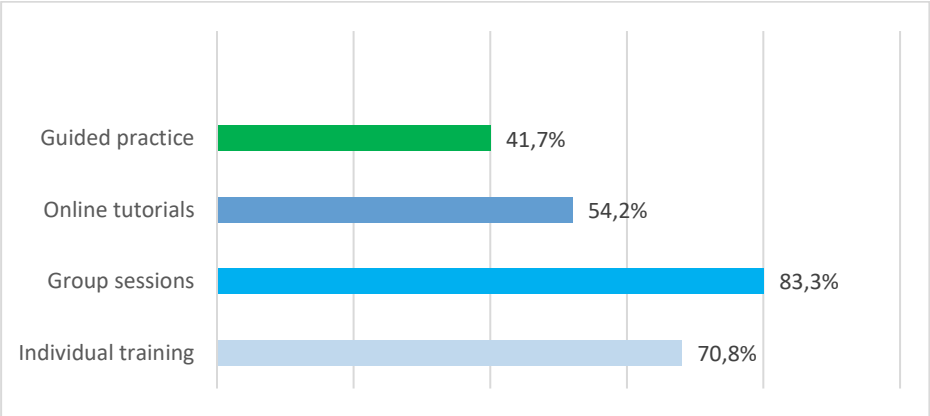
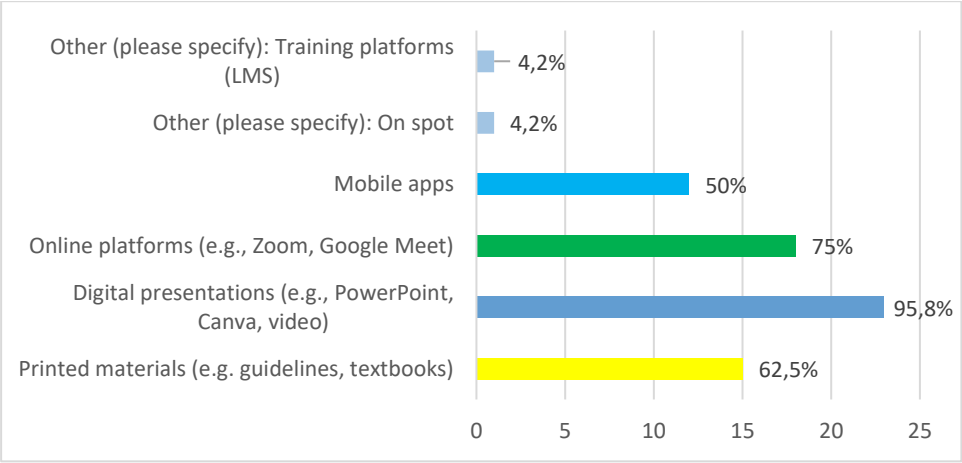
Text (example: regarding the question “What teaching methods do you currently use for digital skills training?” XX of trainers answered that they prefer “Group sessions” and provide the infographic from the Google Form)

Teaching methods, tools and format for digital skills training used by educators

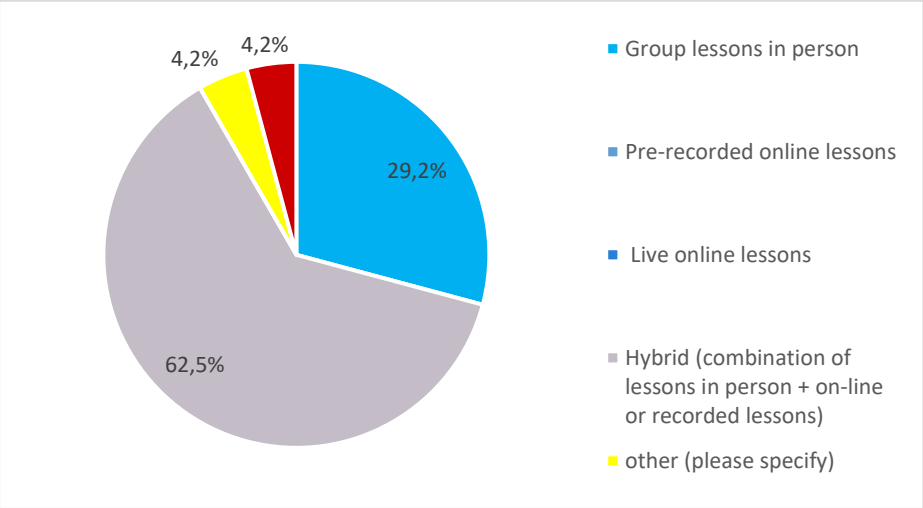
The respondent educators have had experience in all the **methods** as the group sessions are predominate with 83.3%, followed by individual training – 70.8%. on-line is also popular as 54.2% of educators have delivered it.



Concerning the resources and tools almost all the educators use **Digital presentations** (e.g., PowerPoint, Canva, video) – 95.8%. Online platforms (e.g., Zoom, Google Meet) are used by 75% of trainers. On the third place are Printed materials (e.g. guidelines, textbooks) with 62.5%, followed by mobile apps – 50%.



The responded educators pointed that the **Hybrid format** (combination of lessons in person + on-line or recorded lessons) is the most appropriate with 62.5% followed by Group lessons in person with 29.2%. Individual lessons are on the third place with 4.2%



Some valuable recommendations:

Prioritization of **needs, individual approach, simplified** terminology

To be **tailored to the goals and profile of the learners**, more **practical tasks**

Practical **examples from real life**

In case of an unsuccessful attempt to perform, **repeating the task** until it leads to a successful outcome.

The content should be presented in understandable way and be useful for the everyday life of older people. Emphasis on their security on the network.

Applying **a flexible format such as combining in-person classes with online resources** (videos, quizzes, forums) for greater flexibility.

Incorporating real tasks such as creating documents, online communication or working with data. Adults learn better by applying knowledge, as well as the possibility of **short lessons of 15–30 minutes for specific skills**.

Taking into account the **individuality of the learners** and **adapting t**he learning material to the group.

Findings by the Focus groups

The experts of the Gotse Delchev municipality organized and facilitated **3 Focus groups** each of them with 3 experienced educators/trainers. The total number of the participants is **9.**

The first Focus group consisted of 3 very experienced educators on digital skills with university degree. They are high school's teachers now and have had experience in delivering training to adults'/seniors' digital skills. The focus group was held on 9 May 2025 in Gotse Delchev.

The second Focus group consisted of 3 very experienced educators on digital skills with university degree. They are high school teachers and VET trainers and have had experience in delivering training to adults'/seniors' digital skills and technology. The focus group was held on 20 May 2025 in Gotse Delchev.

The third Focus group consisted of 3 very experienced educators on digital skills with university degree. They are high school teachers and a VET trainer and have had experience in delivering training to adults'/seniors' digital skills and technology. The focus group was held on 23 June 2025 in Gotse Delchev.

The main difficulties and challenges pointed by the educators are:

- **Limited or no** knowledge on digital skills
- **Protect personal data** and how to avoid **scam, fishing and frauds**.
- Believe **they are not capable to learn new** complicated things
- The **slow pace of learning, difficulty to remember**, their reflation is slow.
- The new technology is scaring for old adults. Seniors are afraid **they cannot tackle the technology and they will fail in digitals**
- The **fair** if they do something wrong, they will **damage the device**.
- Lost the ability to **concentrate** on new information and knowledge

Most effective strategies and methods applied by educators in their trainings:

- The **learning process is step by step and easy steps**. And to pay **attention to everybody**.
- We as trainers should consider that the senior's brain has lost some of the ability to learn fast so in 30 minutes they need a break.
- Usually **15 minute to new knowledge – theory, them 15 minutes to repeat with support by the trainer and then 15 minutes to practice themselves independently**.
- For basic training the group could go more or less in **equal pace** for the advanced it deepens on the needs.
- **The dialog supports learning**.
- The adults **write notes** about the steps which must follow
- **Learning by practical tasks**. Each step is explaining clearly by examples; visualization is a must. Enough time to practice the new knowledge and skills
- **Individual approach applied in- presence trainings**
- Learning **practical things** which **make seniors' life easier**
- Adults need **to write notes**. When they go home they open the notes to know how to proceed. They forget quickly and to repeat again they need their own notes.
- The training should be in **small groups**. **The trainer must be very patient. No rush**
- **Playing games** in training to learn easily and make confident. The game is with clear instructions and step-by-step to click and learn without any pressure

Resources:

- The digital training for seniors need time, attitude, respect and encouragement. I use variety of resource available in Internet however I try to connect knowledge with seniors' life experience.
- Any resources available, including exchange of experience among educators.
- The best resource is the availability of the trainer to answer the adults' questions immediately
- Public resources such as banks, tax offices, social security institutions, ready programmes

Summary of the questionnaires and focus groups of educators

The main difficulties and challenges:

- Limited or lack of technological knowledge and skills
- Difficulty in adapting to different learning paces
- Language barriers (e.g., English terms in technological tools) 53.8%
- Fair and Resistance to learning new skills
- Fair of fail and damage the device
- Limited concentration to learn new things and difficult to remember
- Cybersecurity
- Only on-line training is not effective for seniors, in particular when they have no digital experience.

Effective Teaching methods and strategies:

Resources used

All the educators use Digital presentations (e.g., PowerPoint, Canva, video) – 95.8%. Online platforms (e.g., Zoom, Google Meet) are used by 75% of trainers. On the third place are Printed materials (e.g. guidelines, textbooks) with 62.5%, followed by mobile apps – 50%.

The **learning process is step by step and easy steps**. And individual approach and to pay **attention to everybody**.

Usually **15 minute to new knowledge – theory, them 15 minutes to repeat with support by the trainer and then 15 minutes to practice themselves independently**.

Playing games in training to learn easily and make them confident.

The dialog supports learning.

The adults **write notes** about the steps which must follow at home

- **Learning by practical tasks**.
- The training should be in **small groups**. **The trainer must be very patient. No rush**

Recommendations:

The optimum for the training is 2 hours per day, twice or three times a week as they should be room for human communication to make them relax to learn.

The duration of the training is better to be 8 weeks /2 months for advanced and about 4 weeks for basic.

The good trainer is crucial for the learning process.

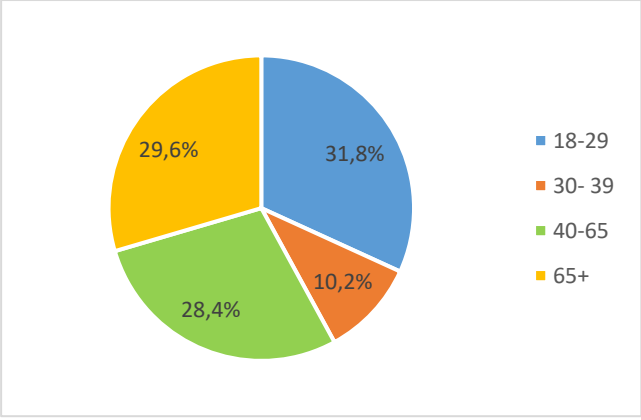
4. Seniors' Findings

General Information

The experts of Gotse Delchev municipality sent the questionnaire on Digital Skills and Technology Use to more than 100 representatives and try to keep the balance between all the age groups. 88 respondents provided they answers.

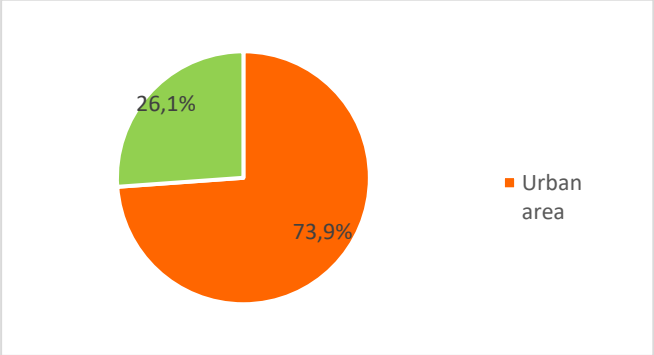
Majority of respondents are adults and seniors. According to their age the answers split as follows:

- 29.6% of respondent are seniors 65+
- 28.4% between 40 and 55-year-old
- 31.8 % are young people, 18-29 years
- 10.2 % between 30 and 39-year-old



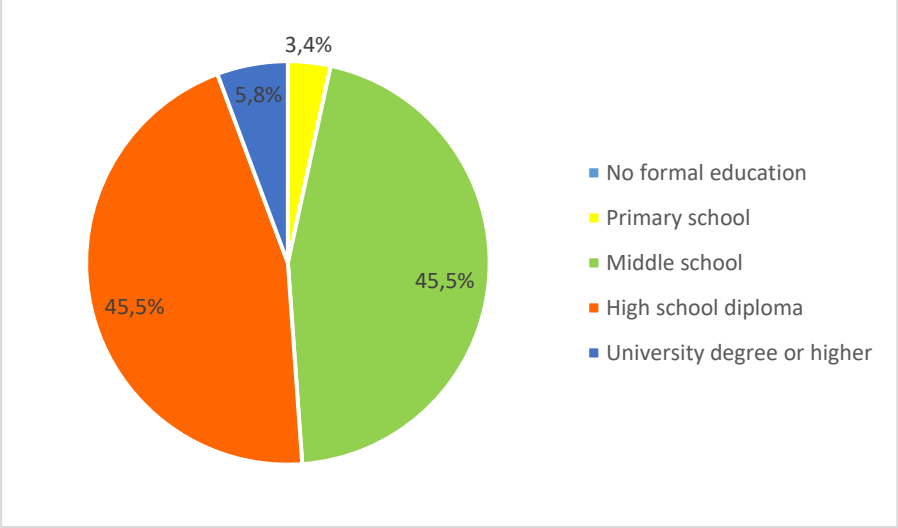
Women took more active participation in questionnaire as **69.3% of respondents are female**. Men have almost one third representation with 30.7%.

As according to the national and EU reports the senior digital skills in rural areas are very low, to have the idea about the current digital skills the experts sent the questionnaire to rural areas as well and received the answers from these areas a slightly over **one forth 26.1% answers while the respondents of the urban area are 73.9%**

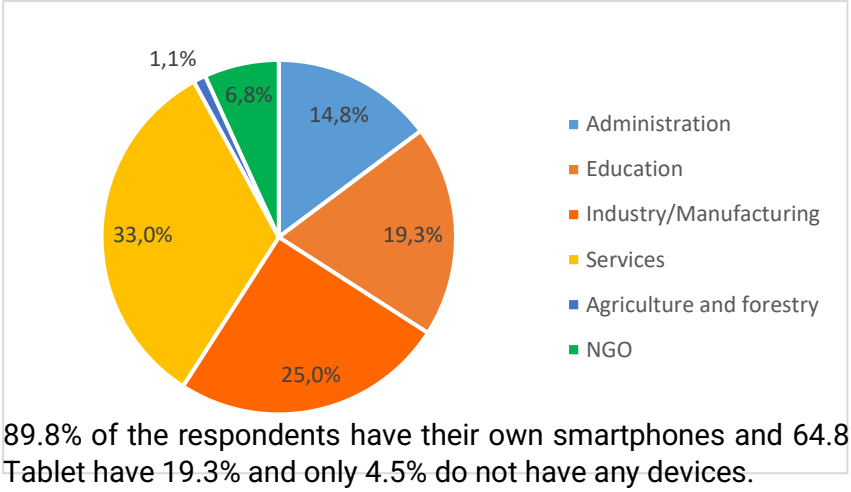


More than 90% of the respondent have **university or high school degrees** while only 9% are with just middle or primary school education.

- University degree or higher 45.5%
- High school diploma 45.5%
- Primary school - 3.4%
- Middle school - 5.8%



Concerning previous occupation, one third of the respondents used to work in Services providing, 25 % of the respondents in industry, 19.3% in Education, 14.8% in Administration , in NGO - 6,8% and Agriculture and forestry 1.1%.



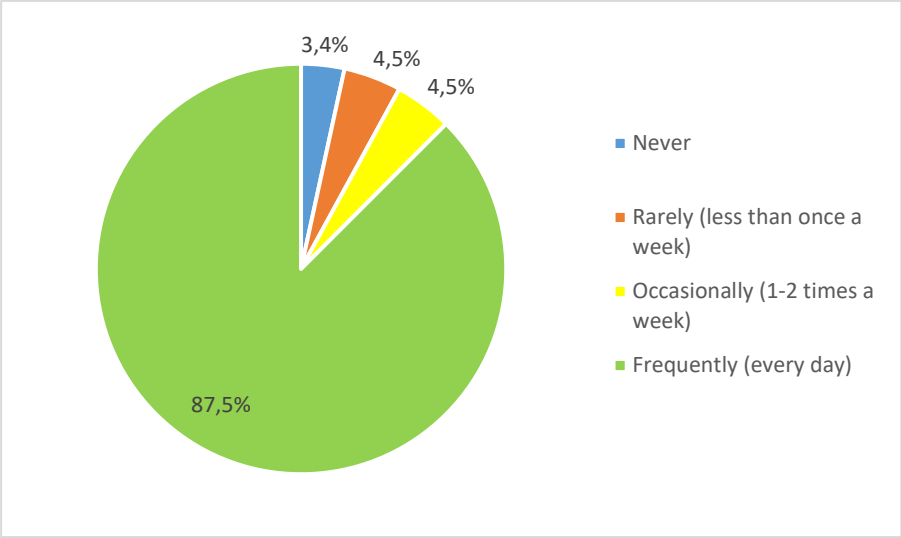
89.8% of the respondents have their own smartphones and 64.8% have computer or laptop. Tablet have 19.3% and only 4.5% do not have any devices.

Seniors' Questionnaires & Focus Groups Findings

Access to Internet at home have 88.8% of the respondents while 10.2% do not have such access at home.

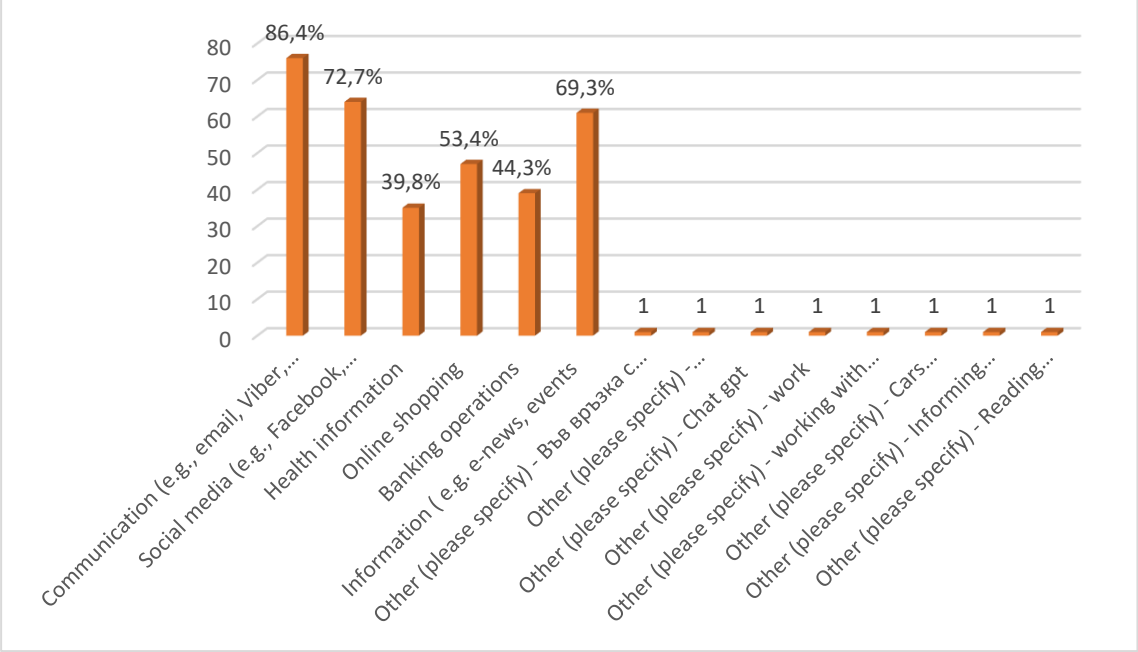
87.5% of the respondent use Internet every day, Occasionally (1-2 times a week) – 4.5%

Rarely (less than once a week) - 4.5% and never – 3.4% of the respondents



42% of the respondents use Internet more than 4 hours per day. 1-2 hour usage was reported by 29.5% of the answers, 3-4 hours use 17% of the respondents and 11,4% use less than one hour.

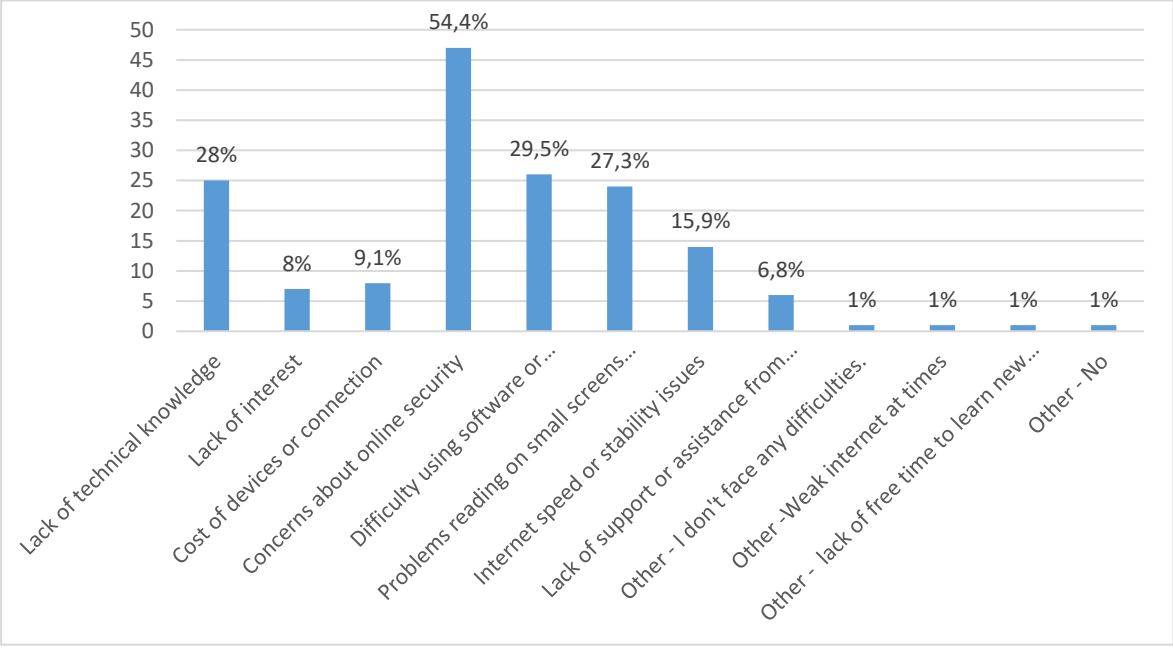
The respondents use Internet for the Communication (e.g., email, Viber, WhatsUp) 86.4%; Social media (e.g., Facebook, Instagram) - 72.7% and Information (e.g. e-news, events) 69.3%, Online shopping 53.4%,Banking operations 44.3%, Health information 39.8%



The main difficulties pointed by the respondents are concern about the **security**, usage of **apps and software and lack of technical knowledge**.

The answers split as follows:

- Concerns about online security - 51.4%
- Difficulty using software or applications - 29.5%
- Lack of technical knowledge 28% of the respondents
- Problems reading on small screens (e.g., smartphones) - 27.3%
- Internet speed or stability issues 15.9%
- Cost of devices or connection/ Access to Internet 9.1%
- Lack of interest 8%
- Lack of support or assistance from others 6.8%



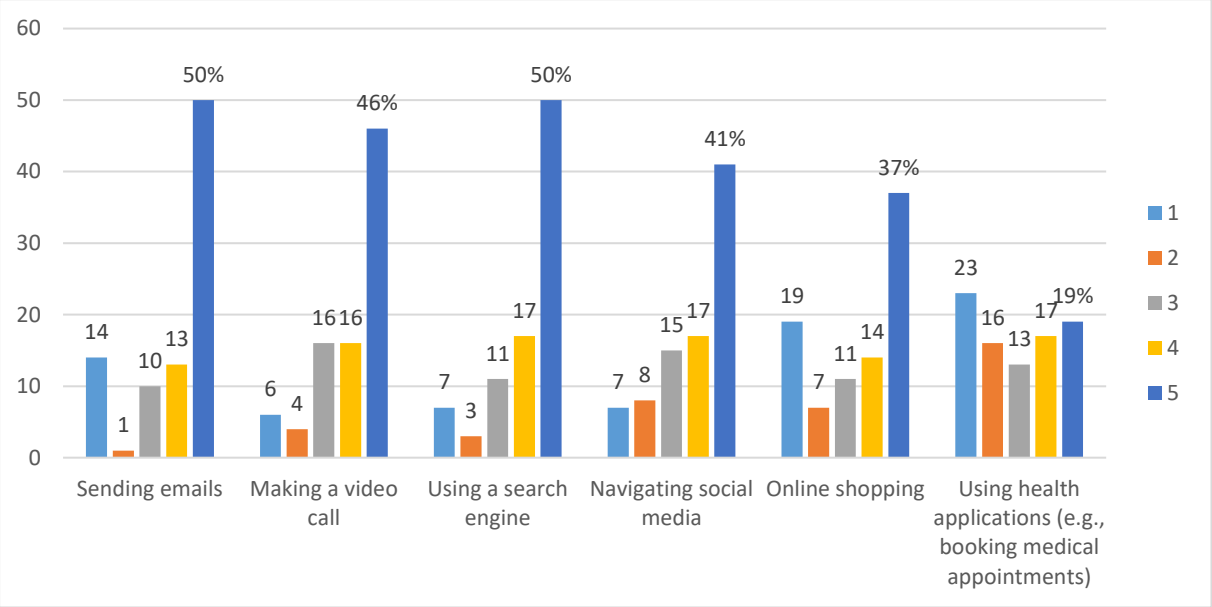
The respondents feel themselves more competent in the following activities:

Sending e-mails and **Using a search engine** - 50% of the respondents

Making a video call 46%

Social media 41%

The less competent the respondents feel in health app usage. Only 19% feel confident in their competence and 23% are not competent at all and Slightly competent are 17 %.



Concerning difficulties with technology 33% of the respondents do not have any difficulty to set up a new devise. However, 21% said they have many difficulties to do that. And together with “some difficulty” and middle position the percentage is 45 %.

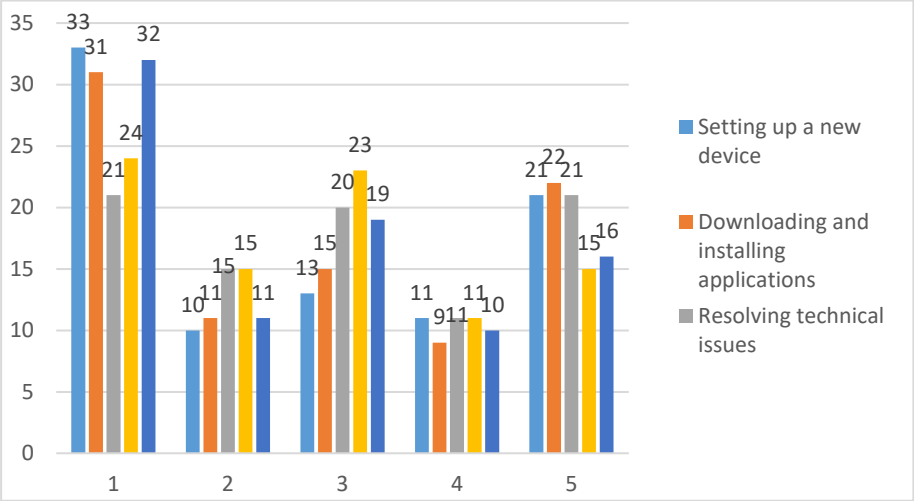
Applications are problematic for adults and seniors. Less than one third of respondents do not have difficulties -31%. Usually they are young people. Many difficulties answer was selected by 22% of the respondents and if we count some difficulty and middle position the percentage increases to 46 %

To resolve technical issues 21% of the respondents, face no difficulty. The same percentage 21% have many difficulties and here there are 52% of the respondents (many, some difficulties and middle) who have problem to tackle the technical issues.

Protecting personal data online has serious concerns by the respondents. 24% have no difficulties however the percentage of many difficulties, some difficulties and middle is 49%.

Only 16% of the respondents said they have many difficulties with remembering their password. And 32% do not have any difficulties. However, many + some difficulties + middle position counts 45%.

To summaries the main difficulties are “Resolving technical issues” with 52%; “Protecting personal data online” with 49% and “Downloading and installing applications” 46%. But the other reasons are very close with 45%



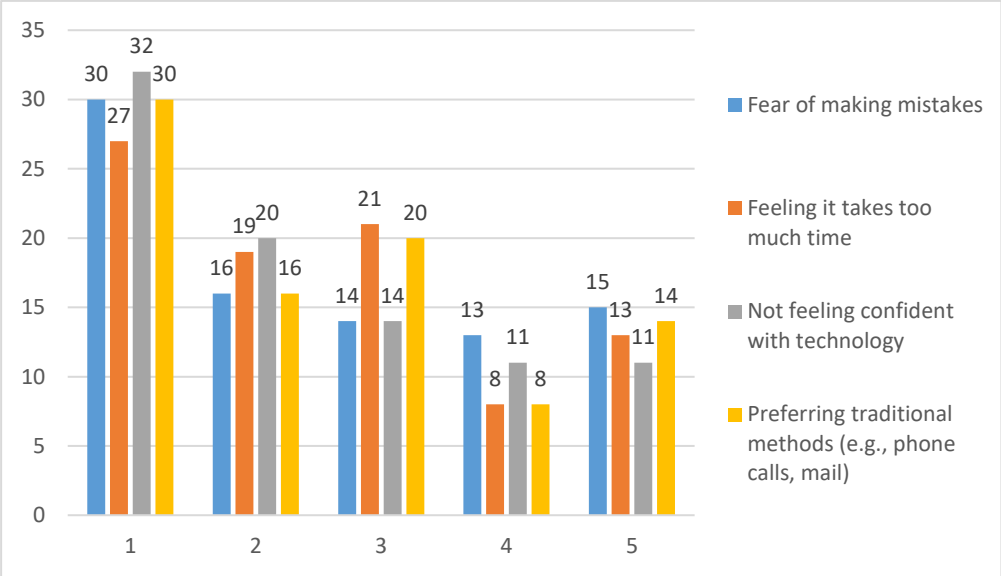
The reasons seniors avoid technologies are “Fear of not making mistakes” is the main reason to avoid using technologies. It is pointed by 28% of respondents (often and very often avoiding). The other reasons take 22%. If we count the middle position, then the percentage is as follows:

“Fear of not making mistakes” - 42%

“Preferring traditional methods (e.g., phone calls, mail) -”42%

“Feeling it takes too much time”- 42%

“Not feeling confident with technology” - 36%



Almost 60% of the respondents receive support occasionally (%9.1% of the respondents), followed by "No, never" with 27.3%. On regular support rely 12.5 % of the respondents.

Friends are the most supportive group as 48.9%, almost of the answers, selected it. Family members take the second place with 38.6% while support by professionals or experts receive 33%. Quite big percentage 20.5 do not have any support.

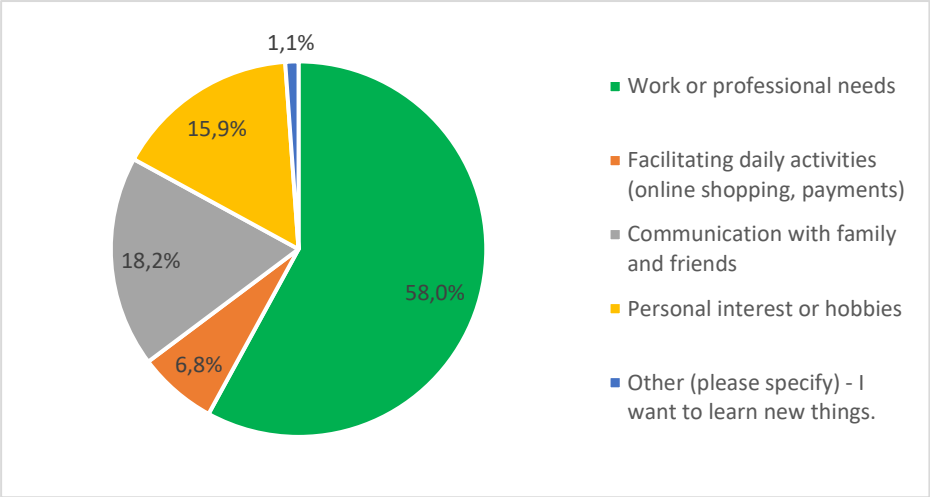
The preferable format of the training is **the group lessons in person. 37.5% confirmed it**. Next is **hybrid format for 28.4%** and the less preferable is on-line training. Only 14.8% of respondents prefer it.
Close to the half of the answers 43.2% of the respondents pointed that the digital skills are very important. The other 43.2 % think they are moderate important. Slightly important is for 8% and only 5.6% pointed they are not important at all.

The majority of the respondents 63.6% pointed they prefer 1-2-hour training per week.

- 3-5 hours per week 15.9%
- Less than 1 hour per week – 15.9%
- More than 5 hours per week only 4,6% prefer longer training

58% of the respondents pointed "Work or professional needs" as the main motivation for digital skills improvement. Communication with family and friends follows with 18.2% then is "personal interest and hobby" with 15.9%.

Facilitating daily activities (online shopping, payments) – 6.8%



Focus Groups Seniors findings

The first Adult/senior Focus group was in Gotse Delchev on 27 March 2025. 4 people participated: 3 females and one male. Seniors 65+, average age 67.5, higher educational level, pensioners, active, some of them continue to deliver services part time, using daily digital devices. They use PC and smartphone, some of them tablets. FB is preferable social media and communication is with Viber, Messenger, Video calls.

The second Adult/senior Focus group was in Gotse Delchev on 28 March 2025. 4 female participants, the average age was 67. Seniors 65+, pensioners, education - secondary school, some of them active in work yet part time, they use daily at least one digital device. Communication is with Viber, Messenger to contact relatives abroad and friends, FB –social media.

The third Adult/senior Focus group was in the village of Banichan, Gotse Delchev municipality on 14 April 2025. 4 female participants, the average age was 72. Seniors 65+, pensioners, active, some of them with lower education, they use daily digital devices only phone for communication. In the rural area the skills are very low. The fair of digitals is high, some of them think they are too old to deal with new technologies. However, even old people use technology when there is a strong support.

The forth Adult/senior Focus group was Gotse Delchev on 16 April 2025. 5 female participants, the average age was 71. Seniors 65+, pensioners, active, all of them with

smartphones and they use daily digital devices. One of them do e-payment and on-line shopping but yet does feel quite confident. All of them communicate actively by e-devices and use social media a lot not only Facebook but also WhatsUp, Tik Tok. Capable of making video, sharing information.

The supports are mainly by children and friends. All the participants have positive attitude to the digitals despite some negative experience.

Main difficulties and concerns:

- English terminology, some computer programmes such as Excel
- Technical aspects of using software, e.g. actualizations of bank software and difficulty to get the logic of some new apps/platforms, e.g. Canva for graphic design
- Not make by mistake a registration or subscription when surfing, or using some Internet service
- Registration with face recognition and additional security for health status app
- Fear to not do something wrong, when using new technologies and PC programmes
- online shopping through a site with not good reputation
- on-line banking
- Fair to use digitals
- Health problems – difficult to see on small screen and to write, to remember what to do and how, lack of concentration.
- Registrations in apps
- Hacked profiles of social media and stolen personal data
- High price of devices

The easiest activity:

- Searching for information in Internet
- Simple communication
- surfing and communication
- video and music playing, news reading
- social media

The most challenging activity:

- better knowledge of digital security (e.g. to recognize if a site is secure or e-shop is credible)
- Canva and e-design
- the steps to buy online securely, incl. to know better my rights as a customer
- e-banking and e-shopping

Improvement of skills:

- apps for planning and organizing activities ,
- Excel for specific mathematical functions to help for tutoring students
- simple video recording and to share it with family
- Cybersecurity
- edit and post texts, images, video in Facebook; to find music and videos;
- some basic security and safety skills; to learn some basic e-banking, e.g. to pay regular bills,
- to book a medical appointment;
- to take notes, or reminding for tasks, or medicine taking, etc.
- corrections and saving the texts
- to process videos;
- how to identify false news and scam web-sites, how to recognize reliable sites and use web-site safely.

Previous experience and Preferable format:

Some of the participants have had previous experience in digital trainings.

They prefer in presence trainings in small groups and do not think only on-line training could improve their skills. “When someone works individually with me, I will be more concentrated and could ask for exactly what I need. I think live training is better - trainees could ask questions, and trainer will see if everything is clear for them”

Training in a group to feel more secure, to learn from the experience of the others as well - e.g. when watching what works for them, or not.

Summary of findings

When seniors are educated and familiar with some digital technology they would like to learn

something new and are ready to joying a training. For the others the training should be basic.

Usually seniors use simple digital functions such as Facebook and Internet surfing for news, recipe, simple communication

Seniors close to age of 65 are ready to learn and improve their digital skills, the older they are the more reluctant they are.

Seniors with children abroad have some basic digital skills however they do not feel confident to do e-payment, e-shopping etc. without presence of skillful relatives or friends to confirm they do the right things

Although they all agree that new functions of smartphone are useful and could make their life easier, they are not sure they could learn how to do it

Nevertheless, it's important for seniors to have opportunities for learning some things and for interesting and daily tasks

Main difficulties:

- Fear of not making mistakes
- Seniors cannot tackle with new apps without support
- E-banking and e-shopping
- Cybersecurity
- risk of scam and fishing
- Lack of digital devices or limited access to Internet for many seniors in villages, in particular 70+

Priority Needs

- Practical training
- Practical training on apps' installing and work
- Digital Security
- Protection of personal data
- communication in social media, copy, past, saving, video making, alarm setting, taking notes.

Conclusions and recommendations

It's good to have training in small groups in order to get enough attention from the trainer and to have opportunity to discuss with the other trainees. That's way the trainees motive and inspire each other to learn faster, easier and more effective

It's good to be face-to-face present if possible. If it's not possible - hybrid is another option.

The training should be very practical, with slower pace, clear and easy to understand with easy pace of learning

In the villages seniors have more limited digital skills than those in the towns and cities. They usually face lack of support and afraid more to learn new things. Although they all agree that functions as setting alarm for medicines or making video calls with children and relatives living abroad are very useful for them, they are not sure they could learn how to do it

Seniors are more reserved in using digital technologies, due to fears of new, forgetting, not always their children are nearby to help, they don't have computer and resources for buying

Nevertheless, it's important for seniors to have opportunities for learning some things and for interesting and daily tasks. More efforts and patience by the trainings will need. The training for seniors in the villages should be with calm pace and a lot of repeat and in a very supportive environment

Suggestions for Interventions

- Some physical training with appropriate pace
- Easy and clear instruction and personal support
- Easy instructions for the digital security in surfing, banking,
- Personal data protection
- On-line shopping instructions
- Promotion of useful digital services
- On-line security should be a key issue in the training
- Face-to-face basic training in a very supportive environment, a lot of clear and useful examples for the trainings in rural areas.
- For some active and motivated seniors an advanced training could be organized: e-services, e-government

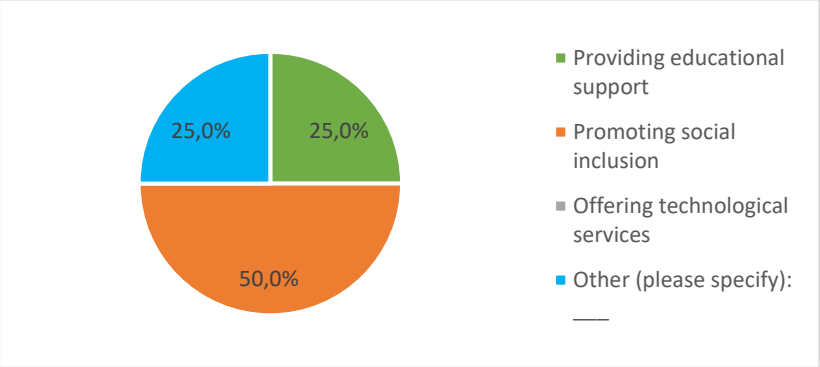
5. Organisations' Findings

General Information

4 organization working with adults and senior answered the questionnaire

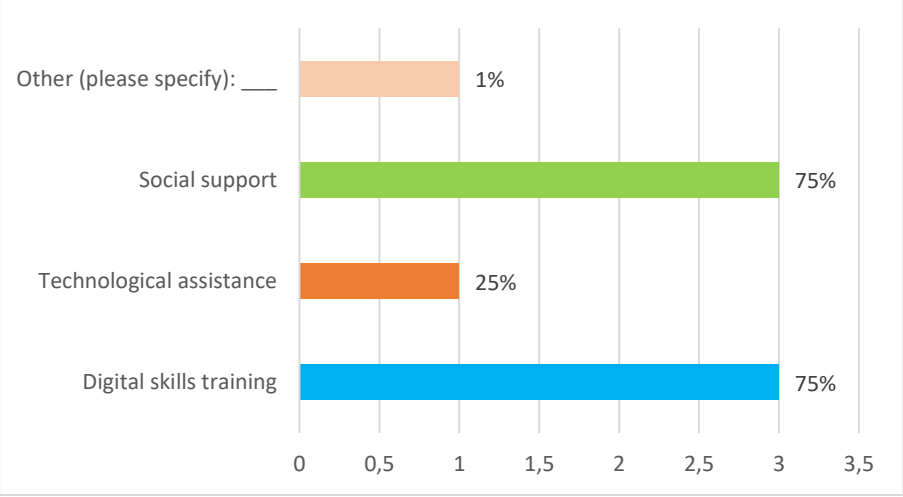
The objective of the participated organizations is as follows:

- Promoting social inclusion – 50%
- Providing educational support 25%
- Offering social service services 25%



The services delivered to the adults and seniors are

- Digital skills training – 75%
- Social support – 75%
- Technological assistance 25%



Project Partners

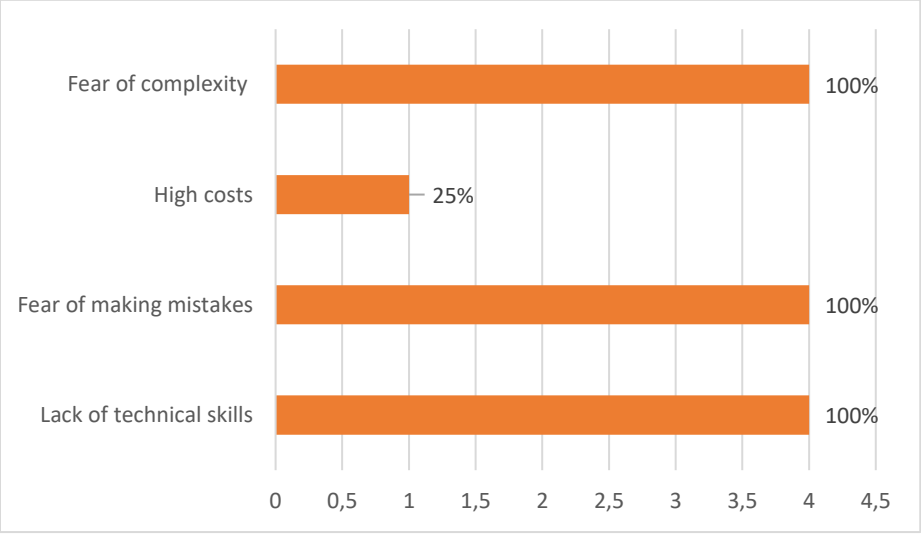
Concerning the number of the adults assisted by the organizations the answers split equally with 25 %.

- Fewer than 50 – 25%
- 50-100 – 25%
- 101-500 – 25%
- More than 500 – 25%

Finding from the Questionnaire for Organizations Working with Adults and Seniors

The main challenges seniors report when using technology are :

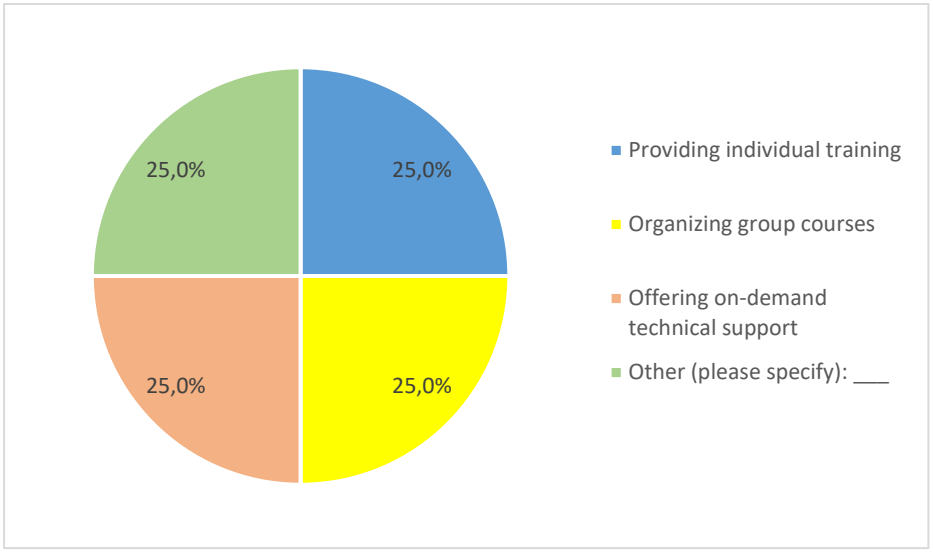
- Lack of technical skills – 100%
- Fear of making mistakes – 100%
- High costs - 25%
- Fear of complexity - 100%



The organizations address these challenges through

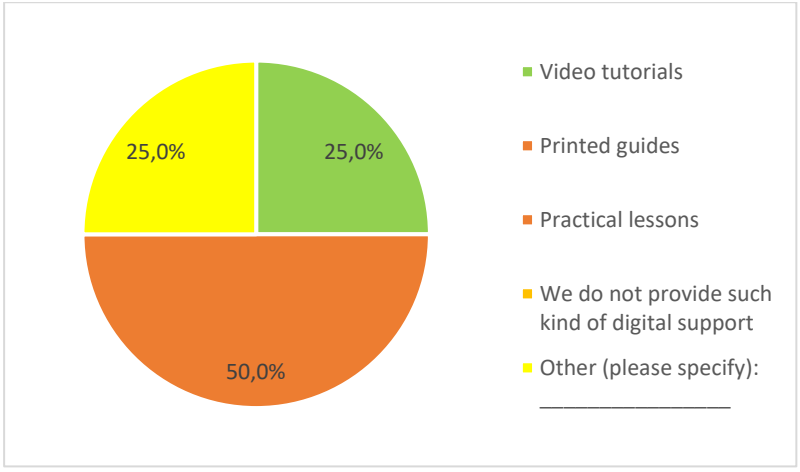
- Providing individual training 25%
- Organizing group courses -25%

- Offering on-demand technical support 25%
- Other (please specify): all the above mentioned - 25%

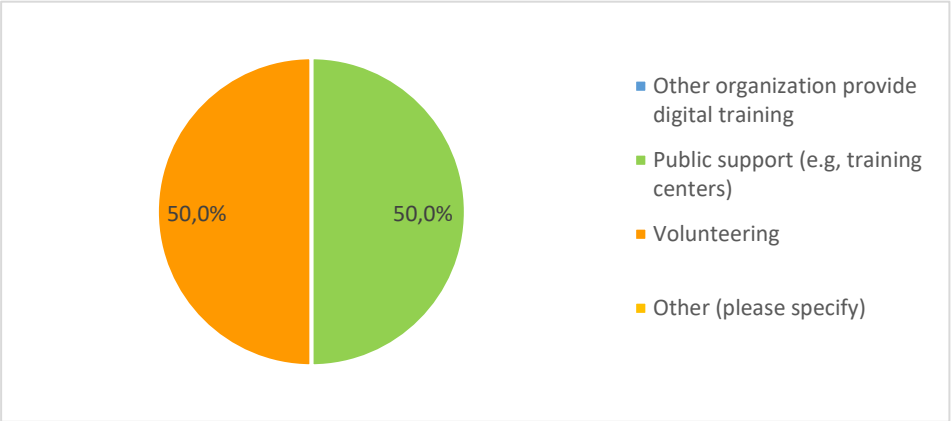


Resources used to support seniors in learning digital skills The useful resources are

- Practical lessons with 50%
- Video tutorials – 25%
- all mentioned: practical lessons, video and Printed guides -25 %



The collaborate with other organizations or entities to improve your services is in public support (e.g, training centers) with 50% and Volunteering other 50%.



Definitely there are gaps in the available resources – 100 % yes.

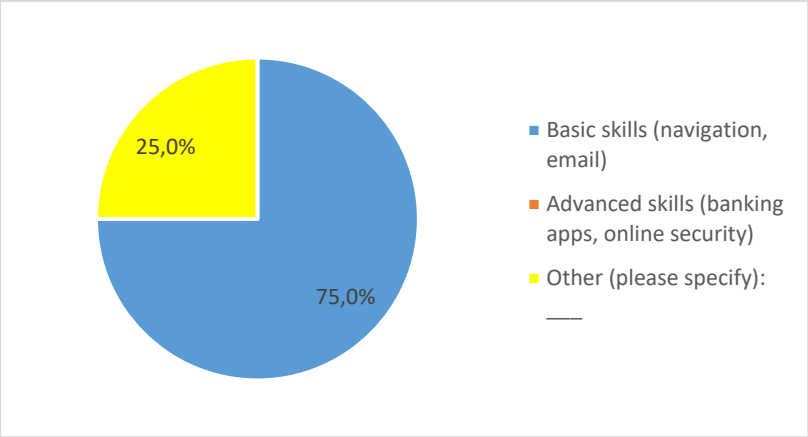
The gaps in the answers:

- Use of difficult terminology
- Lack of specialists who have an attitude to work with elderly people with disabilities, accessible educational programs in "easy-to-read" format,
- Limited financial resources, human resources and technical equipment
- Psychological advice

Main training needs observed by organizations

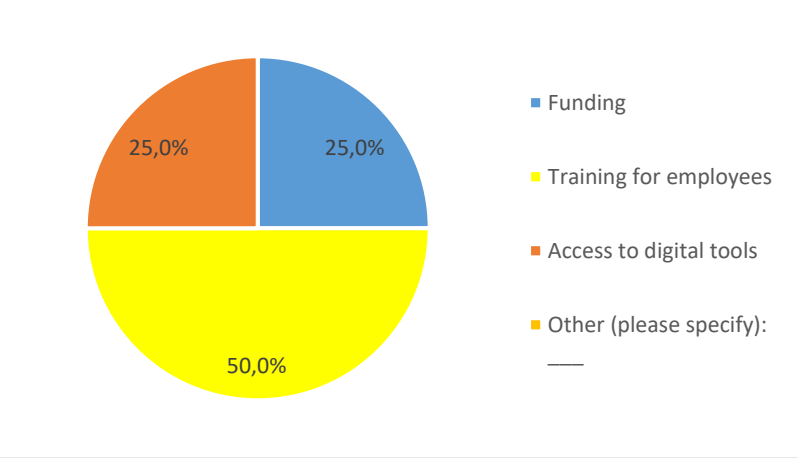
The organizations are sure that the needs are for Basic skills (navigation, email) – 75%

25% think that adults and seniors they work with need basic and after that advanced skills



Type of support to enhance organization's work with seniors

The training for employees is important according to 50% of organizations. Then is Funding with 25% and Access to digital tools – 25%



100 % of the participating organizations think the technology is moderately important for improving the quality of live for seniors.

All of the responding organizations are interested in collaborating on training programs specifically for seniors

Summary of findings

Suggestions of the participating organizations

- To provide training for seniors who do not work actively

- There is a lack of resources for subscription and use of software products free of charge
- To organize appropriate formats for training of elderly people in places where they gather together
- Training for adults should be tailored to the slower pace of learning, many exercises and time for communication. They prefer small groups in person

Changes or improvements to make digital services more accessible to seniors

- More technological service
- More donor programs for training and offering remote social services.
- Investing in the creation of so-called "internet clubs" that will be accessible spaces for social contacts for the elderly
- Affordable prices for devices and the internet, free personalized courses

Some Recommendations

- **Expand equipment access**: scale up tablet/laptop distribution beyond the €70 m NRRP pilot.
- **Intensify outreach in rural areas**: mobile training units, region-focused campaigns.
- **Sustain local training networks**: invest in libraries and clubs, adult educators, and Digital Ambassadors.
- **Integrate digital safety in mainstream services**: e-health, banking, public administration.
- **Track impact**: measure improvements among seniors (devices owned, skills, confidence).

6. References & Annexes

References

digital-skills-jobs.europa.eu

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Annexes

1. Questionnaires & Focus Groups reports (google drive link)