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

WP2

Digital Senior Learning Feasibility Report

Polish National Report

Project Partners

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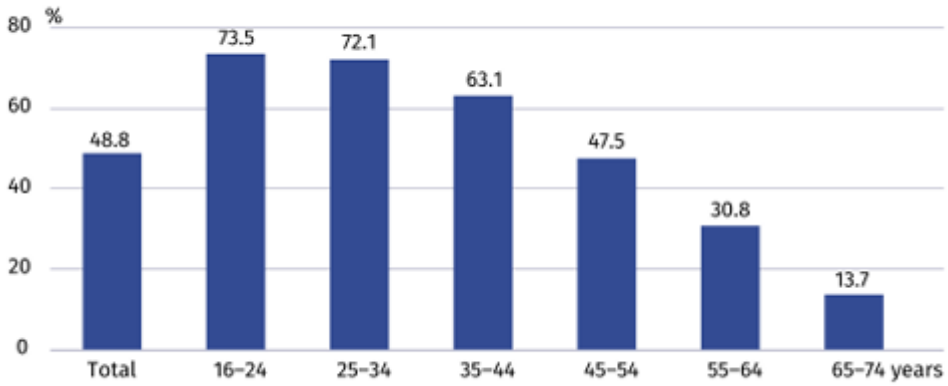
Polish research findings

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

Poland continues to face significant challenges in improving digital readiness and skills among its senior population. According to data from Statistics Poland, as of 2021, only around **10% of adults aged 65–74** possessed basic or above-basic digital skills—well below the EU average of 16% for this age group. Although general internet use among Polish seniors is gradually increasing, the gap remains substantial: in 2020, only about **43% of seniors** were internet users. Recent statistics show that across the broader adult population (aged 16–74), only **48.8% have at least basic digital skills**, still below the EU average of 55.6%. While digital literacy is increasing — as evidenced by the rise in basic digital skills among individuals aged 65–74 to 13.7% in 2024 — this also highlights a broader national issue in digital competency, which is exacerbated by age and rural-urban divides (Statistics Poland).

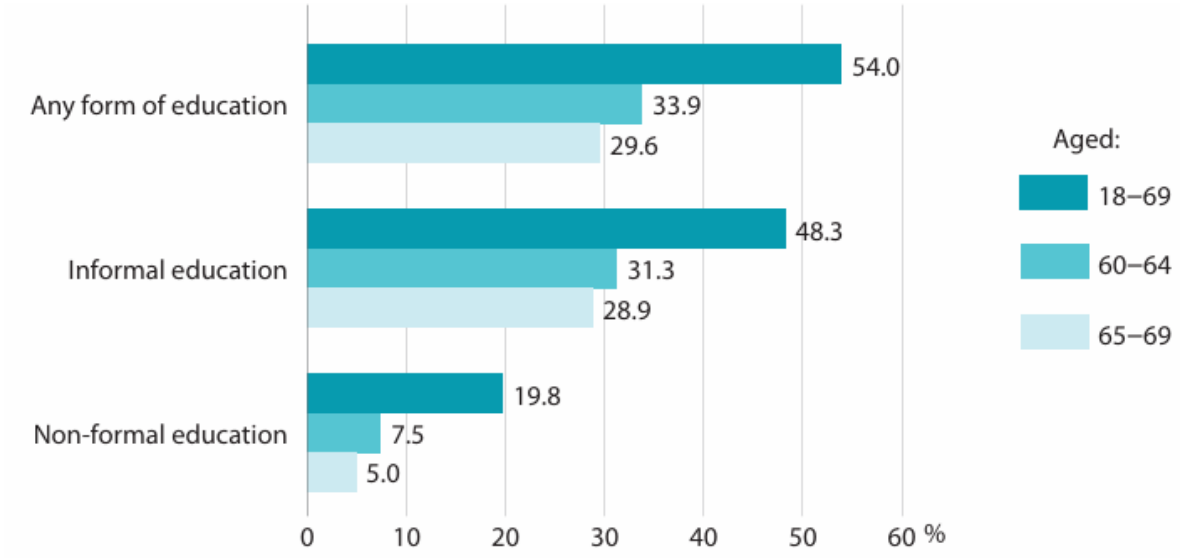
Individuals with basic or above basic digital skills (2024, Statistics Poland)

Chart 4. Individuals with basic or above basic digital skills



Access to digital infrastructure also differs significantly depending on region. While around **90% of urban households** have internet access, this drops to about **71% in rural areas**. Among the elderly—especially those aged 75 and above in small towns and villages—digital exclusion remains extremely high, with between **70% and 98% having no digital engagement** at all, according to a study in the journal MDPI. Such disparities underscore a deepening digital divide, where older adults living in rural areas experience a compounded lack of skills, infrastructure, and tailored educational programs.

The share of persons participating in various forms of education in the total population of a given age group by forms of educationa in 2022 (Statistics Poland)



a One person may be recorded more than once if this person declared participation in various forms of education.

Despite these challenges, Poland has begun implementing national frameworks aimed at promoting digital inclusion. The Digital Competence Development Programme 2020-2030 outlines strategic goals to improve digital skills across all life stages, including older adults. The importance of online safety and awareness for vulnerable populations, including seniors is further emphasized by the Polish Digitization Strategy 2025–2026, which outlines major investments in cybersecurity and digital infrastructure, emphasizing cloud adoption, AI use, and digital skills for 85% of the population. These priorities align with the European Digital Competence Framework (DigComp) and support broader goals under the EU's Digital Decade. These strategies align with the European Digital Competence Framework (DigComp) and form part of broader efforts under the EU's Digital Decade.

At the community level, numerous initiatives and organizations are working to address digital exclusion among older citizens. The widespread network of **Universities of the Third Age (U3A)** in Poland plays a crucial role in providing lifelong learning

opportunities, with many centers—including in Wrocław and Kraków—offering courses on digital skills, online communication, and cybersecurity. The city of Wrocław has also implemented age-friendly services, including a **Senior Council** and digital training workshops (The Guardian, 2024).

Recent targeted interventions have further supported senior digital inclusion. For example, the REMEDIS project, conducted in 2024, piloted digital and media literacy workshops for seniors and caregivers, highlighting the lack of structured digital education within existing senior education frameworks. Another notable effort, the EEA Grants-funded project "E-inclusion of Senior Citizens" (2018–2020), delivered tailored digital skills training to seniors in rural municipalities and created networks of volunteer mentors to assist with digital learning. This project also involved adapting local public services to be more accessible for older adults.

Despite the existence of national strategies and localized programs, a large portion of Poland's elderly population remains digitally excluded. There is a pressing need to scale successful pilot initiatives and ensure they reach rural areas and the most vulnerable age groups. Continued coordination between national authorities, municipalities, NGOs, and EU-supported projects will be essential to closing the digital gap for seniors in Poland.

2. Main Challenges

The main challenges faced by seniors in Poland regarding digital education and capabilities are well documented across national and EU reports, as well as supported by findings from surveys, focus groups, and expert observations. Seniors struggle with both access and skills, particularly in rural areas, and often lack the support systems

needed for effective digital learning. Psychological barriers such as fear of technology, low confidence, and anxiety about online risks further contribute to digital exclusion. Common technical tasks—like setting up devices or using e-services—can be overwhelming without hands-on guidance. These issues are compounded by affordability concerns and limited access to tailored, ongoing education programs.

Key challenges include:

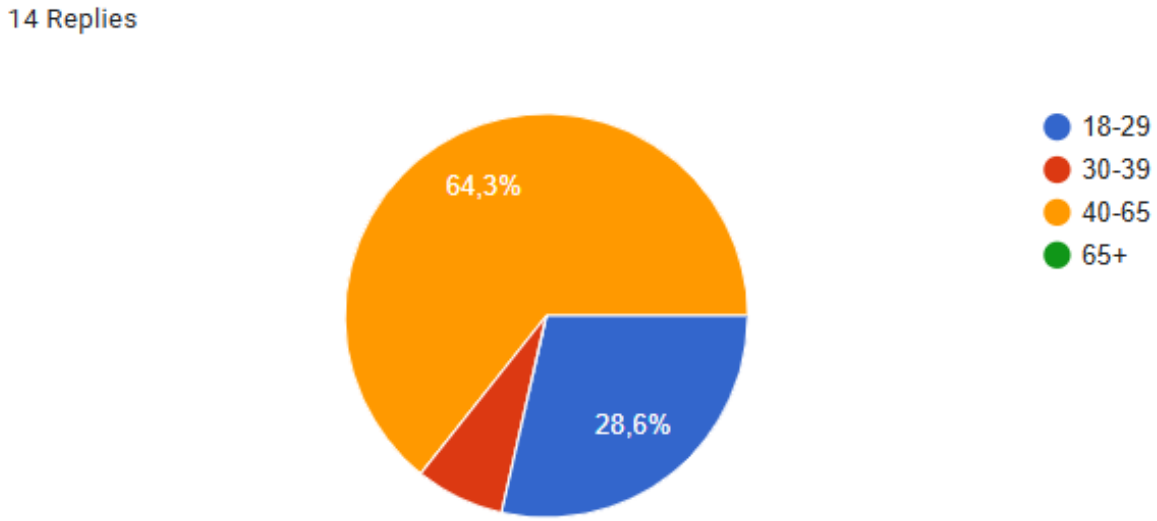
- **Low or very limited digital skills** among older adults, especially 65+
- **Lack of awareness and confidence regarding online safety**, scams, and cyber hygiene
- **Limited exposure to technology**, leading to struggles with basic devices and interfaces
- **Fear of making mistakes** or damaging devices, causing avoidance behavior
- **Overwhelming design of digital tools** (pop-ups, small fonts, unclear layouts)
- **Lack of access to personalized training**, especially in rural and small-town areas
- **Dependence on family support** instead of formal, structured learning options
- **Physical and cognitive barriers** (e.g., vision issues, dexterity, fatigue)
- **High cost of devices and internet**, limiting ownership and motivation
- **Need for repetitive, slow-paced learning** not always available in current programs
- **Low motivation among some seniors**, often due to the belief that digital skills are unnecessary

3. Trainers' Findings

General Information

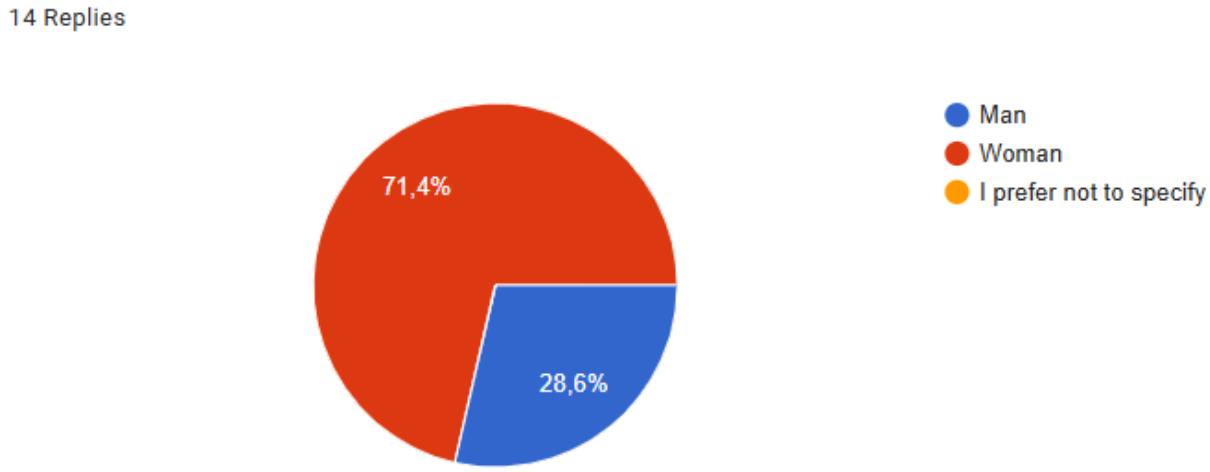
A total of 14 trainers participated in the questionnaire. The summaries of their answers can be found below:

- **Age**



The majority of participants fell within the 40–65 age group (9, 64%), followed by younger adults aged 18–29 (4, 29%). Only one respondent (7%) was in the 30–39 range, and none were aged 65 or older.

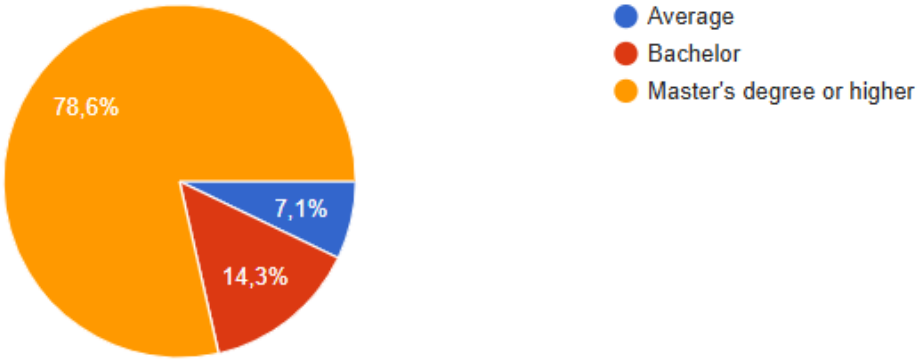
- **Gender**



In terms of gender, most respondents identified as female (10, 71%), while 4 participants (29%) identified as male. No respondents chose to withhold their gender.

- **Education**

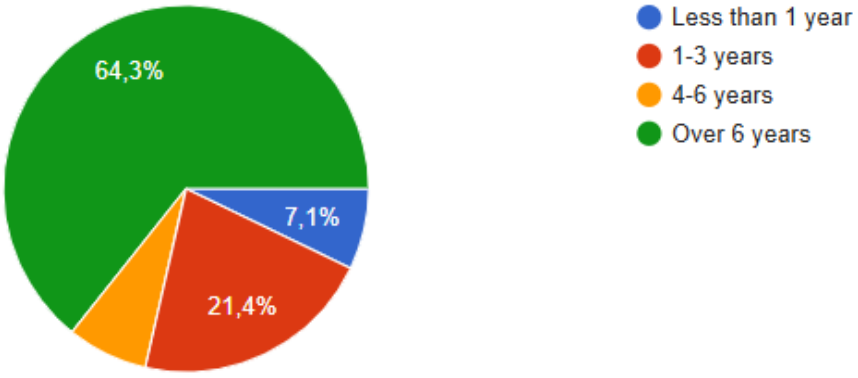
14 Replies



When asked about their educational background, the vast majority of respondents (11, 79%) reported having a master's degree or higher. Two participants (14%) held a bachelor's degree, while only one respondent (7%) had a high school diploma.

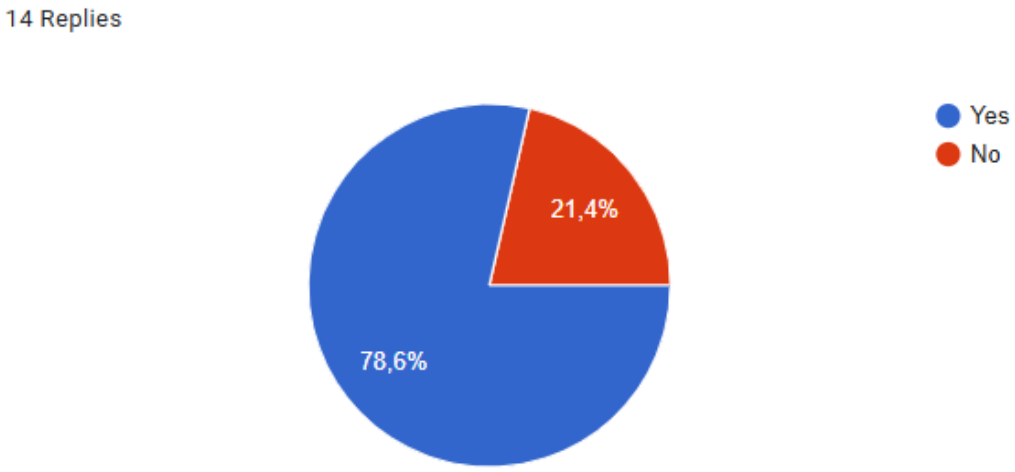
- **How many years of experience do you have in training or teaching?**

14 Replies



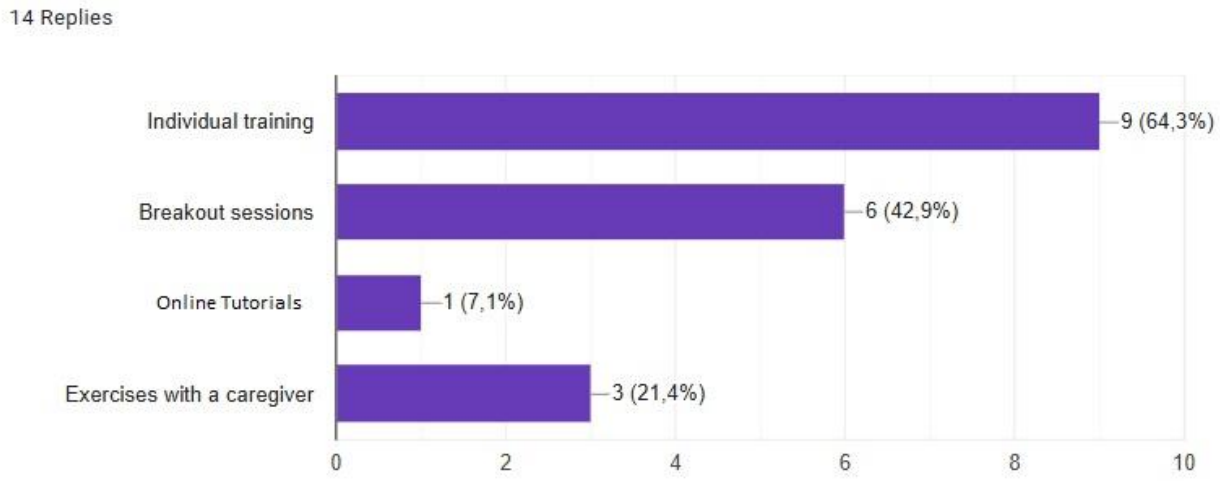
Regarding their experience in training or teaching, most respondents (9, 64%) reported having more than 6 years of experience. A smaller number had between 1 and 3 years (3, 21%), with one respondent each indicating less than 1 year and 4–6 years of experience (7% each).

- **Have you ever provided training specifically on digital skills for older adults?**



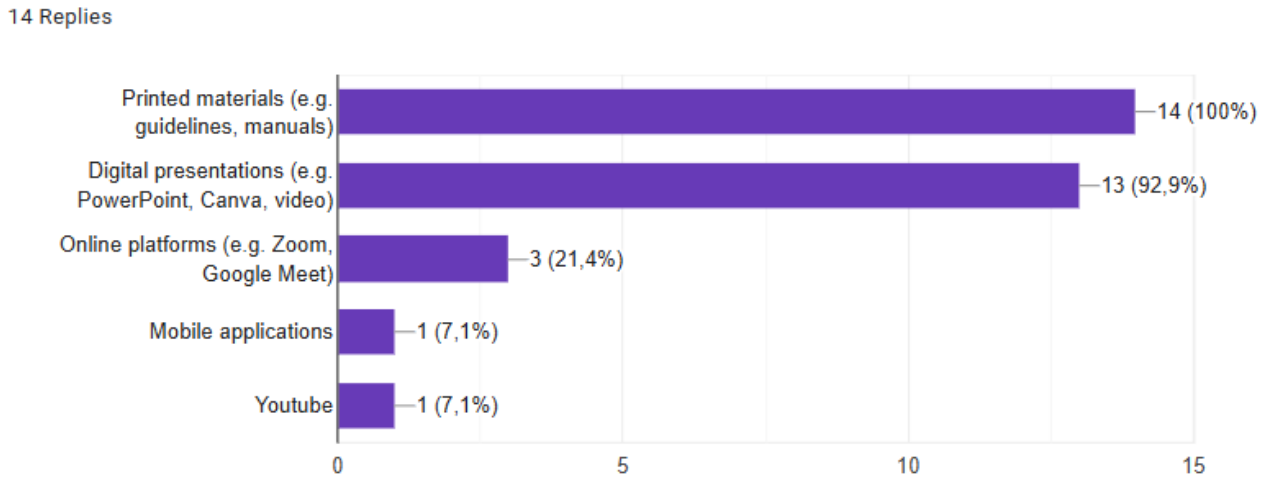
When asked about their experience providing digital skills training specifically for older adults, most respondents (11, 79%) confirmed they have done so, while 3 participants (21%) have not.

- **What teaching methods do you currently use for digital skills training? (Select all that apply):**



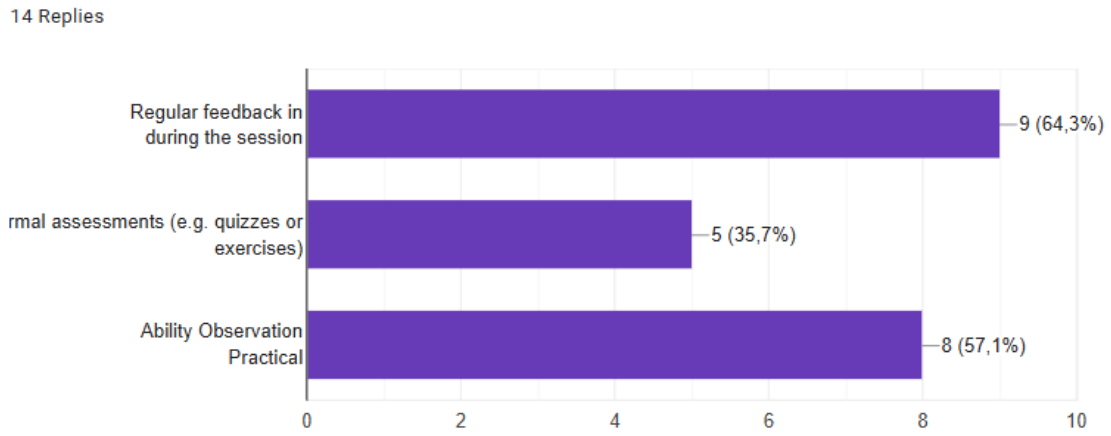
Regarding teaching methods used in digital skills training, individual training was the most common approach, reported by 9 respondents (64%). Group sessions were also popular, with 6 participants (43%) using this method. Guided practice was employed by 3 respondents (21%), while only 1 person (7%) used online tutorials. No other methods were reported.

- **What resources or tools do you use during your training sessions? (Select all that apply):**



When asked about the resources and tools used during training sessions, printed materials like guidelines and textbooks were the most common, utilized by 14 respondents (100%). Digital presentations such as PowerPoint, Canva, and videos were nearly as popular, with 13 participants (93%) using them. Online platforms like Zoom or Google Meet were used by 3 respondents (21%), while mobile apps and other resources like YouTube were each mentioned by 1 person (7%).

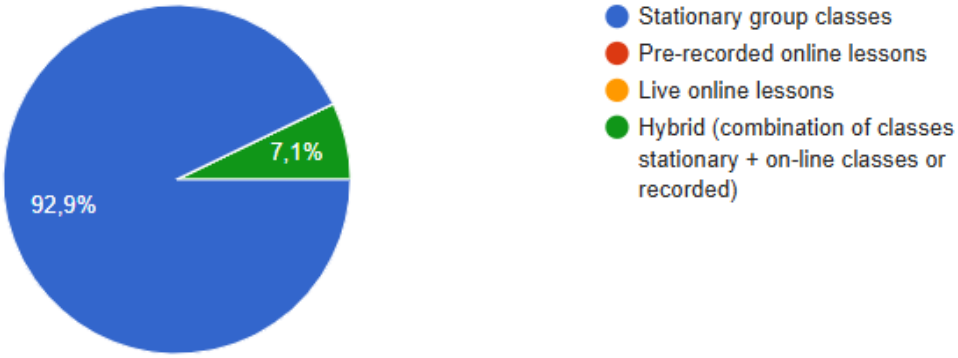
- **How do you evaluate the progress of older adults in learning digital skills?**



When it comes to evaluating the progress of older adults learning digital skills, the most common method was providing regular feedback during sessions, used by 9 respondents (64%). Observation of practical skills was also frequently employed by 8 participants (57%), while formal evaluations like quizzes or exercises were used by 5 respondents (36%).

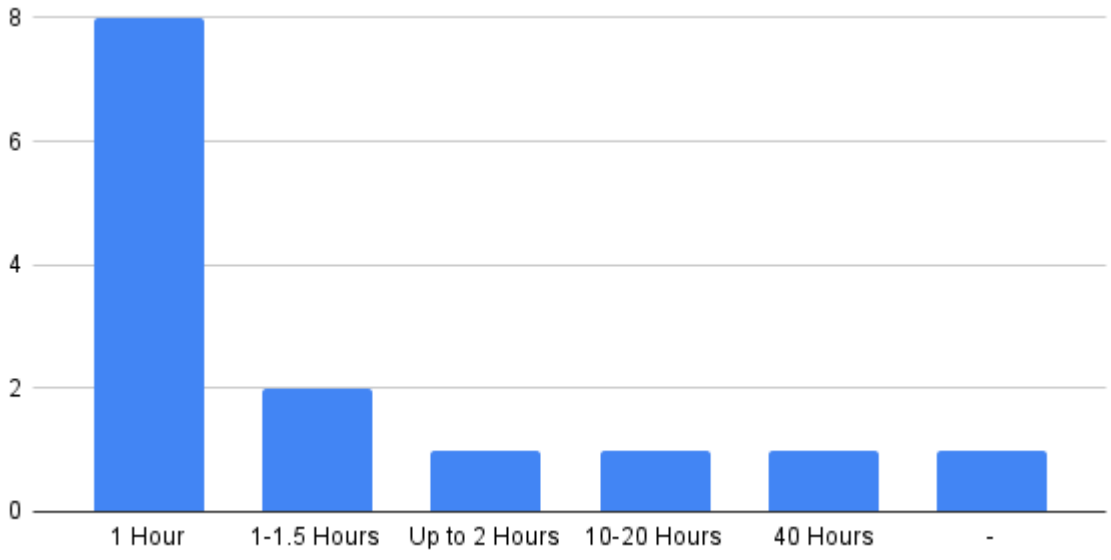
- **From your experience which is the most appropriate format for the adults and seniors:**

14 Replies



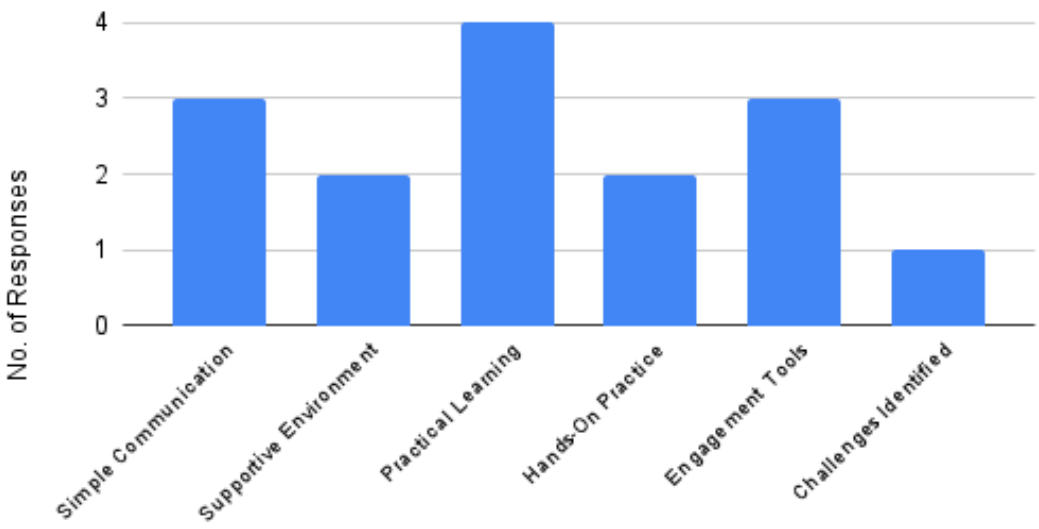
Based on their experience, most respondents (13, 93%) believe that group lessons held in person are the most appropriate format for adults and seniors. Live online lessons were favored by just one participant (7%), while none selected pre-recorded online lessons. Hybrid formats combining in-person and online elements were not chosen by anyone.

- **Could you recommend the duration of training? (how many hours).**



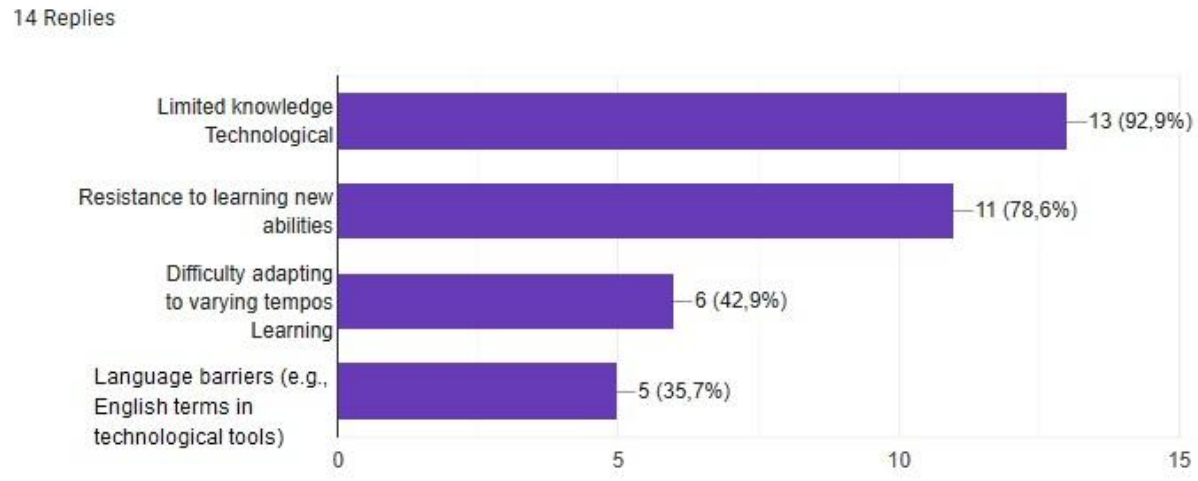
When asked about the recommended duration for digital skills training, most respondents suggested shorter sessions, with 8 recommending 1-hour lessons and 2 preferring 1 to 1.5 hours. One participant suggested sessions up to 2 hours. A few recommended much longer durations, including 1 respondent each suggesting 10–20 hours and even 40 hours of training.

- **Do you have any recommendations concerning needs, methodology or tools?**



In terms of additional recommendations related to needs, methodology, and tools, respondents emphasized several key themes. Practical learning was highlighted by 4 participants, while simple communication and engagement tools were each mentioned by 3 respondents. A supportive environment and hands-on practice were noted by 2 participants each. One respondent pointed out the importance of addressing challenges directly.

- **What are the main challenges you encounter when teaching digital skills to older adults? (Select all that apply):**



When describing the main challenges faced while teaching digital skills to older adults, limited technological knowledge was the most frequently mentioned issue, reported by 13 respondents. Resistance to learning new skills was also a significant challenge, noted by 11 participants. Additionally, difficulty adapting to different learning paces and language barriers, such as English terms in tech tools, were reported by 6 and 5 respondents respectively.

Findings by the Focus groups

Three focus groups were conducted with digital skills educators and trainers between March and April 2025. Each group consisted of 3 trainers/educators. Trainers shared their experiences, methods, and challenges in teaching older adults, based on both group and individual training settings.

Main challenges when teaching seniors:

- Wide variation in skill levels, from highly proficient to complete beginners.

- Strong fear of technology—especially fear of doing something wrong or harmful.
- Seniors often lack early exposure to technology and struggle with basic tools (e.g., mouse, keyboard).
- Some participants are resistant to learning due to low motivation or external dependence (e.g., help from family).
- Anxiety about cybersecurity risks and scams.
- Physical limitations (vision, dexterity) and cognitive fatigue during long sessions.

Effective strategies and methods:

- **Individual approach** is essential – small groups or 1-on-1 training preferred.
- **Hands-on practice** is critical; theory alone is insufficient.
- **Real-life, practical tasks** increase engagement (e.g., paying bills, sending emails).
- Use of **step-by-step instructions**, **visuals**, and **printed guides** for recall.
- **Repetition** and **slow pacing** tailored to the learner's capabilities.
- Incorporating **games**, **quizzes**, and **story-based learning** to reduce stress.
- Encouragement and building confidence are key to participation and progress.

Tools and resources:

- **Simulated environments** (e.g., bank demo sites) for safe practice.
- **Customized materials** using large fonts, simple layouts, and clear instructions.
- **Personal devices** (rather than borrowed ones) to build familiarity.
- **Short manuals**, **task guides**, and **visual aids** during and after training.
- Proposals for a simplified "senior mode" in apps to make them more accessible.

Summary

The main difficulties and challenges include:

- Limited or lack of technological knowledge
- Fear of making mistakes or damaging the device
- Resistance to learning or relying on others for tech tasks
- Difficulty adapting to varied skill levels and learning paces
- Language barriers (e.g., English in apps/tools)
- Low motivation and anxiety about cybersecurity and scams
- Physical limitations (vision, dexterity) and cognitive fatigue
- Only online training is not effective for beginners

Effective teaching methods and strategies include:

- Individual approach or small groups preferred
- Learning by practical, real-life tasks (e.g., sending emails)
- Step-by-step instructions and repetition are essential
- Printed guides and visual materials help with memory
- Slow pacing, personal attention, and building confidence
- Games and storytelling reduce stress and support learning
- Learners take handwritten notes for home practice

Resources used:

All trainers use printed materials (100%) and digital presentations (93%) such as PowerPoint, Canva, and videos. Online platforms (e.g., Zoom, Google Meet) are used by 21%, while mobile apps and YouTube are used less frequently (7%).

Focus group participants emphasized the **importance of customized materials**—large fonts, simple layouts, and visual aids—and using learners' personal devices to increase familiarity and confidence.

Simulated environments (e.g., demo banking sites) were seen as helpful for practicing safely.

Writing down instructions during training helps adults remember the steps at home.

Recommendations:

Training should be delivered in small, supportive groups or individually, with step-by-step guidance, repetition, and slow pacing tailored to each learner.

Short, structured sessions of around **1–1.5 hours are preferred** to avoid fatigue, ideally 2–3 times per week.

Activities should follow a clear structure: introduction of a task, guided repetition with the trainer, and individual practice.

Trainers recommend using practical tasks and **relatable examples** to keep seniors engaged. Encouragement, dialogue, and patient instruction help build trust and motivation.

The ideal program length is 4 weeks for beginners and up to 8 weeks for more advanced learners. A patient, empathetic trainer is considered essential to success.

4. Seniors' Findings

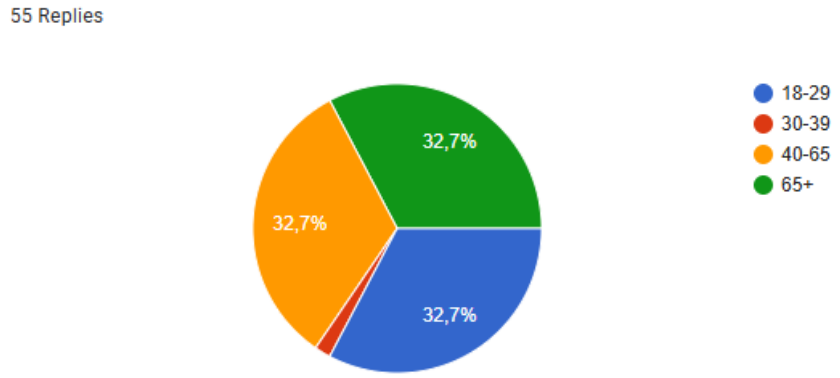
General Information

A total of 55 participants answered the questionnaire:

Seniors' Questionnaires & Focus Groups Findings

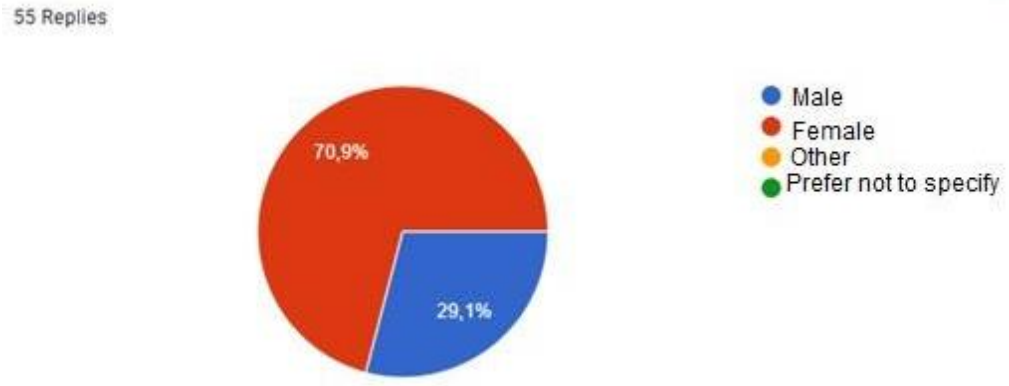
55 responses

- **Age**



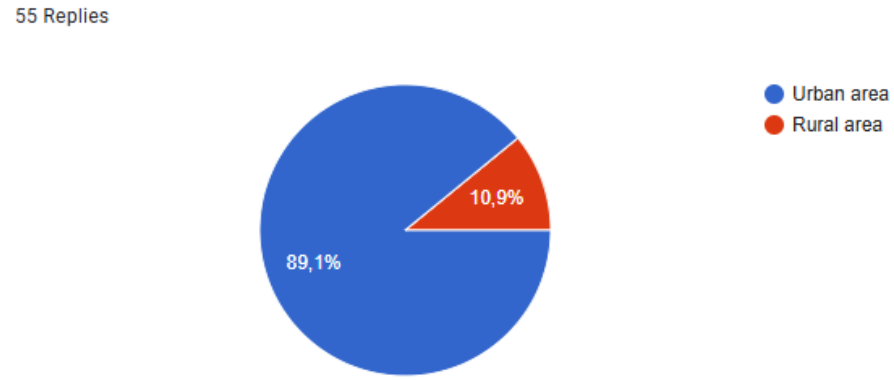
The respondents' ages are distributed as follows: 18-29 (18, 33%), 30-39 (1, 2%), 40-65 (18, 33%), and 65+ (18, 33%). Most participants fall evenly into the youngest, middle, and oldest age groups, while the 30-39 group is much smaller.

- **Gender**



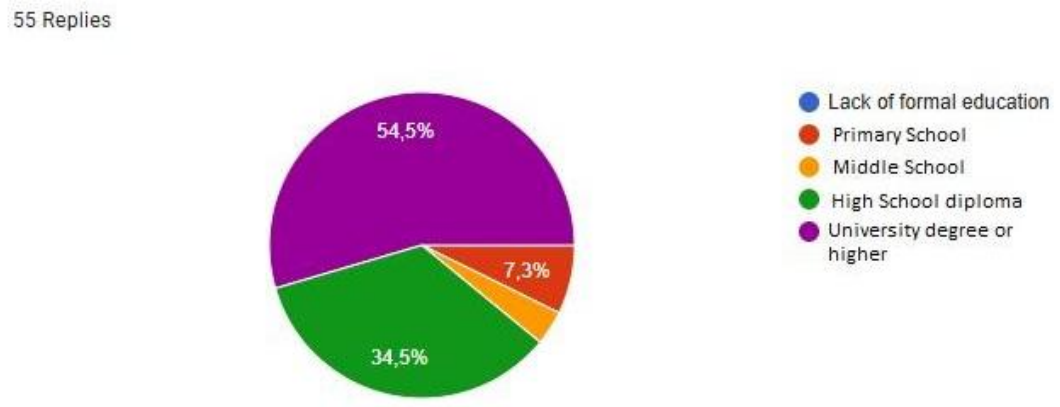
The gender breakdown of respondents is: Male (16, 29%), Female (39, 71%), Other (0, 0%), and Prefer not to specify (0, 0%). The majority of participants are female, with males making up less than a third of respondents.

- **Place of residence**



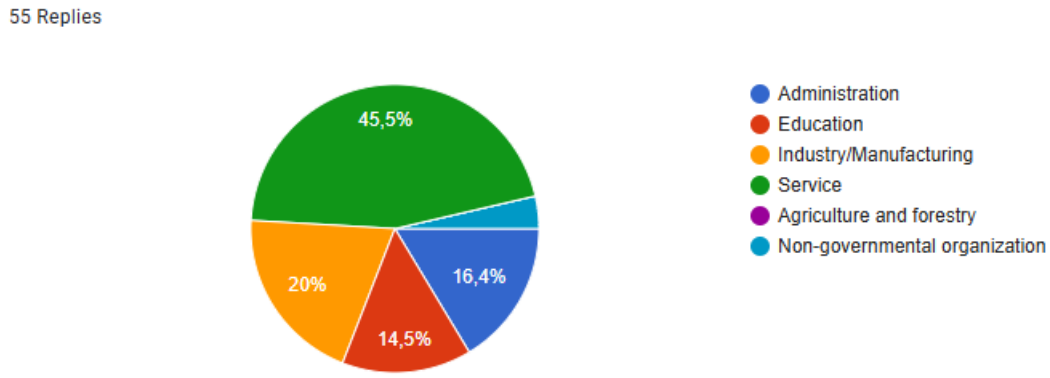
Most respondents live in urban areas (49, 89%), while a smaller portion reside in rural areas (6, 11%).

- **Level of education:**



The education levels of respondents are distributed as follows: No formal education (0, 0%), Primary school (4, 7%), Middle school (2, 4%), High school diploma (19, 35%), and University degree or higher (30, 55%). Most participants have a university degree or higher, followed by those with a high school diploma.

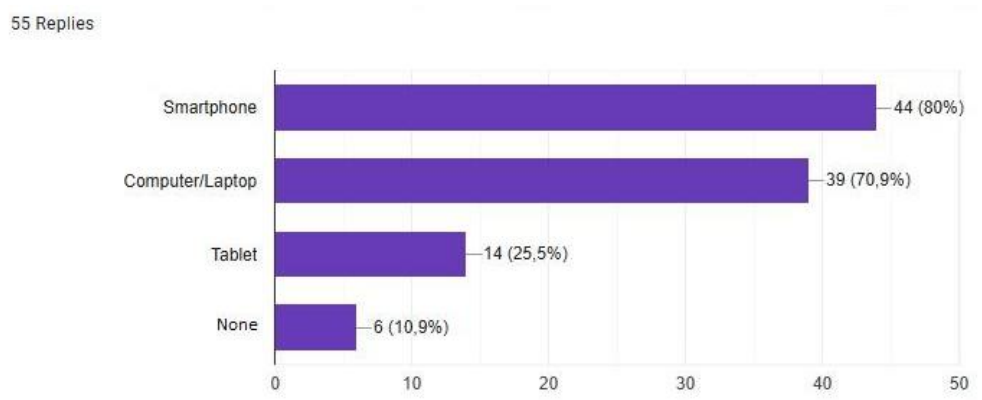
- **Previous work area**



Respondents' previous occupations are varied: Administration (9, 16%), Education (8, 15%), Industry/Manufacturing (11, 20%), Services (25, 45%), Agriculture and forestry (0,

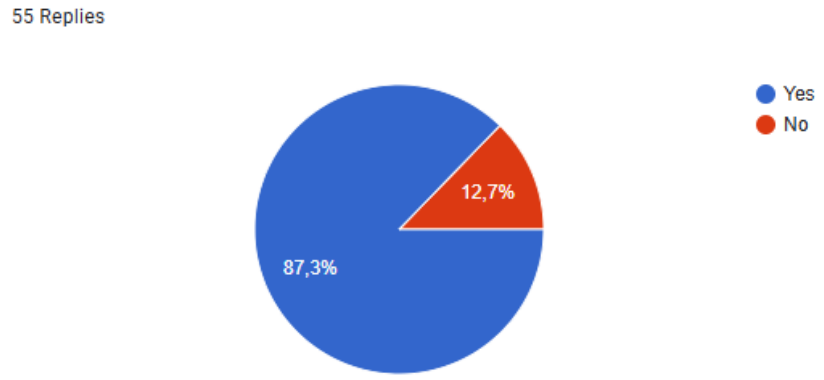
0%), and NGO (2, 4%). The majority have worked in the Services sector, with Industry and Administration also well represented.

- **Which digital devices do you own? (multiple answers possible)**



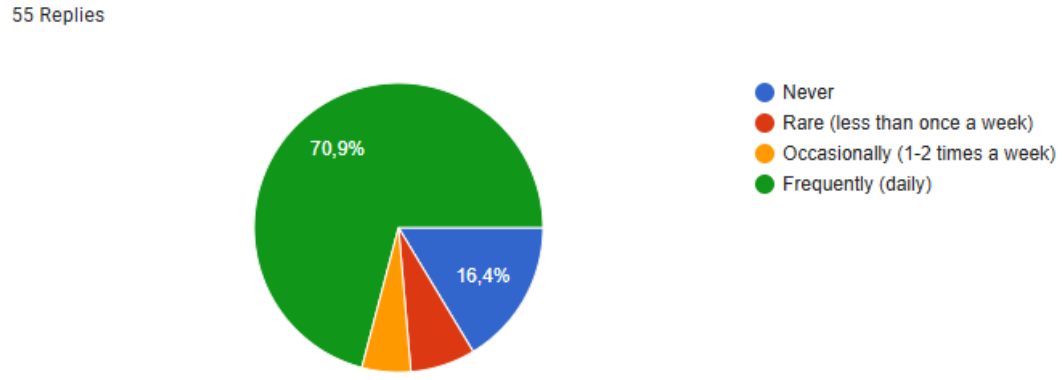
When asked about digital device ownership, most respondents reported having a smartphone (44, 80%) and a computer or laptop (39, 71%). Tablets were less common, with 14 people (25%) owning one, while a small group of 6 respondents (11%) indicated they do not own any digital devices.

- **Do you have access to the internet at home?**



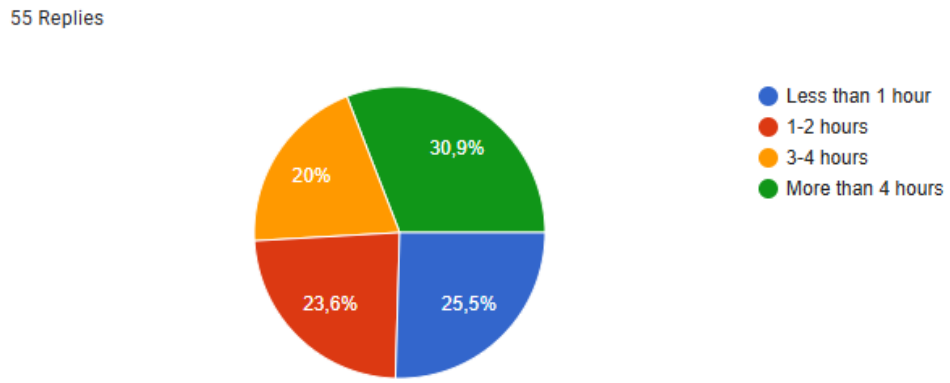
When asked about internet access at home, the vast majority of respondents (48, 87%) confirmed they have access, while a smaller portion (7, 13%) do not.

- **How often do you use the internet? (Internet refers to any activity that requires a connection, such as browsing websites, sending emails, using social media, or sending messages via WhatsApp.)**



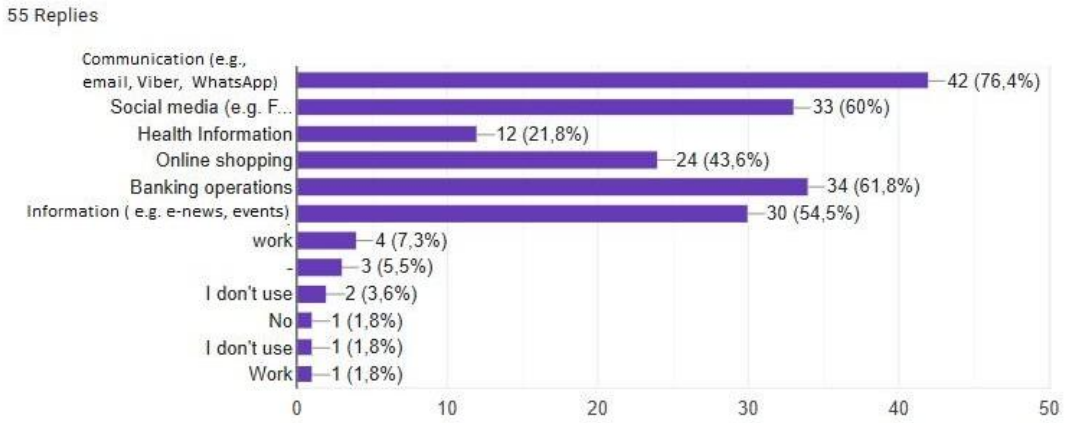
When asked about internet usage frequency, most respondents (39, 71%) reported using the internet frequently, meaning every day. A smaller number use it occasionally (3, 5%), or rarely (4, 7%), while 9 respondents (16%) said they never use the internet.

- **How many hours a day do you use digital communication tools?**



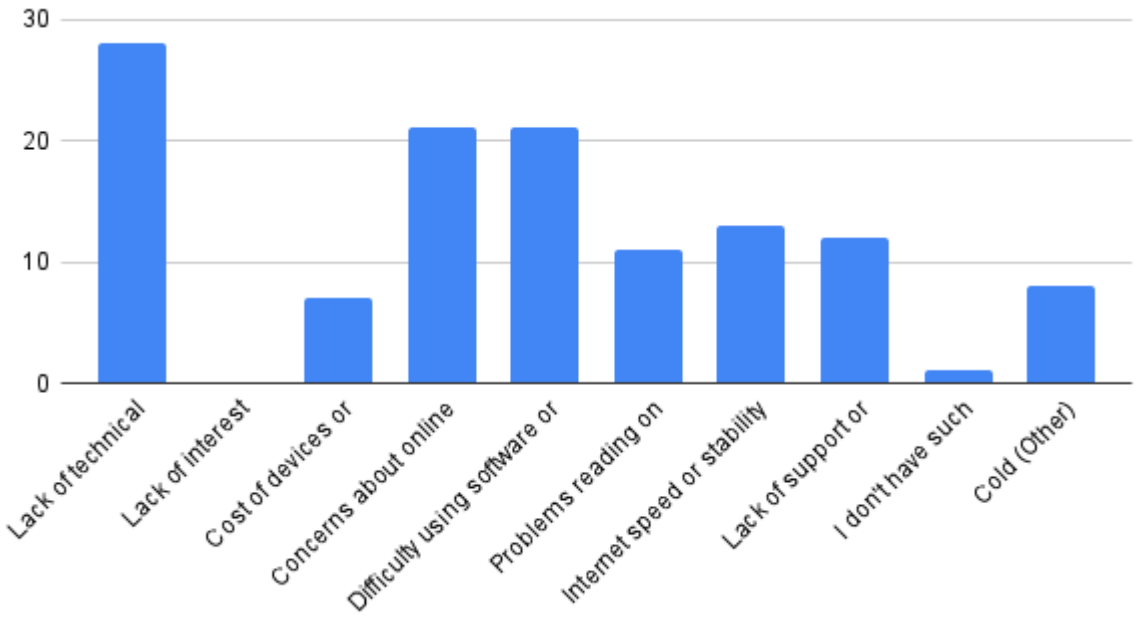
When asked about daily use of digital communication tools, responses were fairly spread out. Seventeen respondents (31%) use these tools for more than 4 hours a day, while 14 (25%) use them less than an hour. Those using them for 1-2 hours (13, 24%) and 3-4 hours (11, 20%) also make up significant portions of the group.

- **For what purposes do you use technology? (Select all applicable options):**



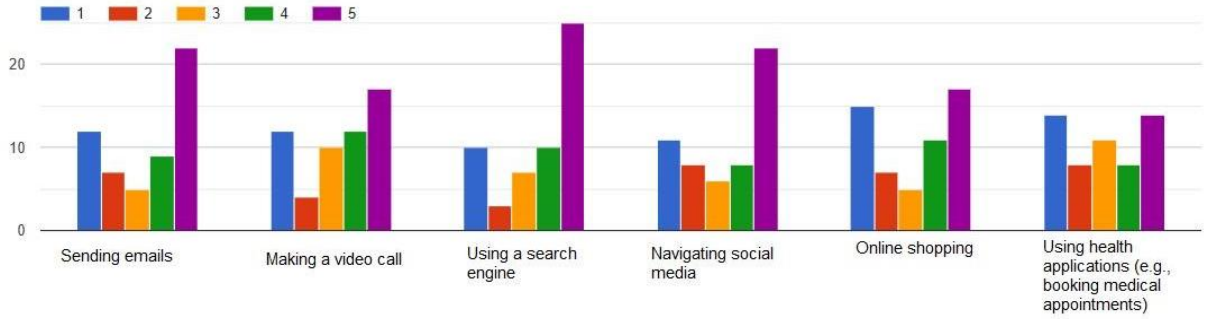
When asked about the purposes for which they use technology, communication apps like email, Viber, and WhatsApp topped the list, with 42 respondents (76%) using them. Banking operations (34, 62%) and social media platforms such as Facebook and Instagram (33, 60%) were also popular. Many people use technology for accessing information like e-news and events (30, 55%) and online shopping (24, 44%). Health information was a purpose for 12 respondents (22%), while a small number mentioned work-related uses (5, 9%) or said they don't use technology at all (7, 13%).

- **What are the main difficulties you face when using technology? (Select all applicable options):**



When asked about the main difficulties faced in using technology, a lack of technical knowledge was the most common challenge, reported by 28 respondents (51%). Concerns about online security and difficulty using software or applications were also significant issues, each mentioned by 21 people (38%). Other notable difficulties included internet speed or stability issues (13, 24%) and problems reading on small screens like smartphones (11, 20%). Cost of devices or internet access affected 7 respondents (13%), while a few mentioned other challenges like cold weather (8, 15%) or lack of support from others (2, 4%). Only one respondent (2%) reported having no difficulties.

- **How competent do you feel in these activities? (Scale: 1 = Not at all, 5 = Very)**

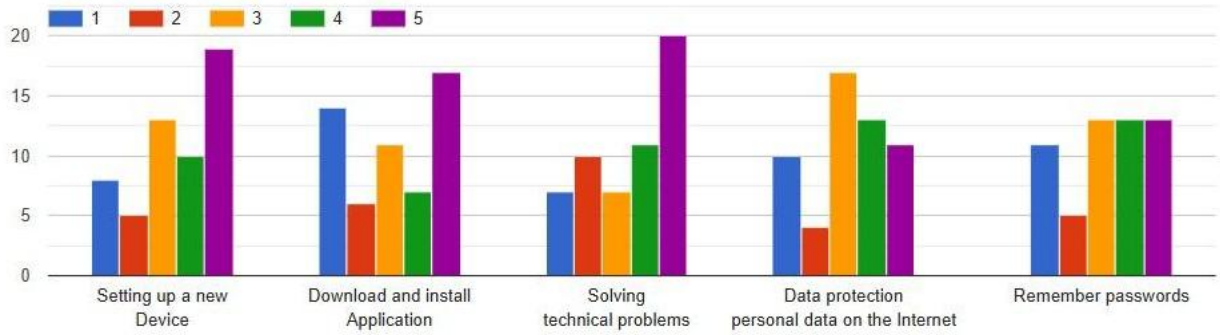


Most respondents felt reasonably confident in sending emails, with 31 people (56%) rating themselves high (4 or 5), while 19 (34%) felt less confident (1 or 2). Similarly, for making video calls, 29 respondents (53%) reported high competence, and 16 (29%) low competence.

Using search engines was an area of strong confidence, with 35 people (63%) rating themselves high, and only 13 (23%) feeling less skilled. Navigating social media showed a similar trend, with 30 respondents (54%) feeling competent and 19 (35%) less so.

Online shopping saw a slightly lower confidence level, with 28 respondents (51%) rating themselves high, while 22 (40%) felt less confident. Using health applications had the most mixed results: only 22 people (40%) felt highly competent, while 22 (40%) rated their skills lower.

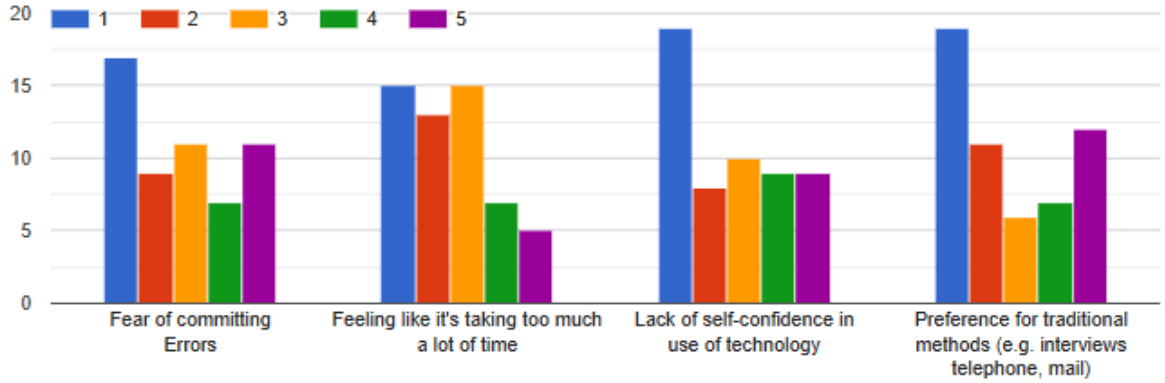
- **Have you ever faced difficulties with the following aspects of technology? (Scale: 1 = No difficulty, 5 = Many difficulties)**



Setting up new devices posed a major challenge for many, with 28 respondents (51%) rating their difficulty as high (4 or 5). Downloading and installing applications was also difficult for 24 people (44%), while resolving technical issues was similarly challenging for 31 respondents (56%).

Protecting personal data online showed a more mixed picture, with 24 respondents (44%) reporting high difficulty, but a larger group (14, 25%) experiencing little to no trouble. Remembering passwords also divided respondents evenly, with 26 people (47%) facing notable difficulties and 16 (29%) reporting minimal issues.

- **How often do you avoid using technology due to the following reasons? (Scale: 1 = Never, 5 = Very often)**



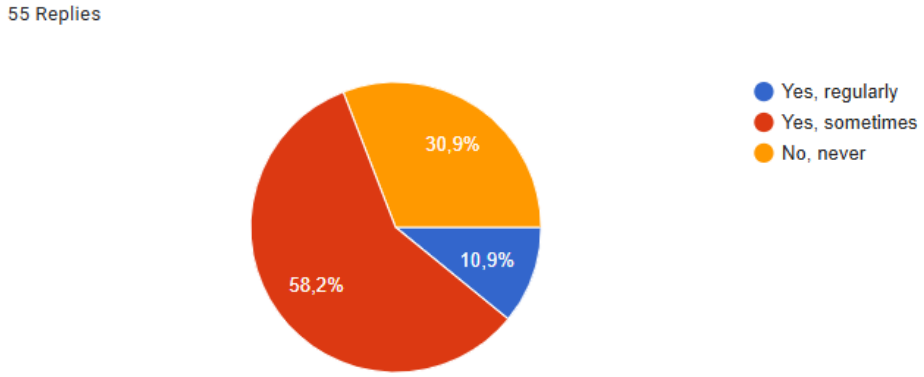
Fear of making mistakes was a common barrier—18 respondents (33%) said they avoid technology often or very often (ratings 4 or 5), while 26 (47%) said they rarely or never do.

Feeling that technology takes too much time led to avoidance for 12 people (22%), but 28 respondents (51%) reported it rarely or never affects their usage.

Lack of confidence was a factor for 18 respondents (33%) who avoid technology often or very often, while 27 (49%) said it rarely or never stops them.

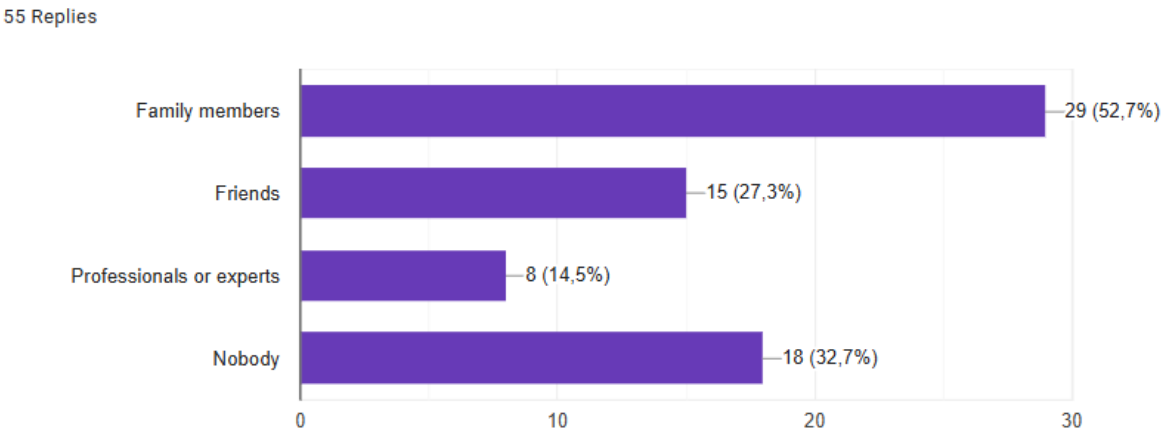
Preference for traditional methods like phone calls or mail was the most evenly split, with 19 respondents (35%) avoiding technology frequently due to this, and another 30 (55%) saying it seldom influences them.

- **Do you receive support when using technology?**



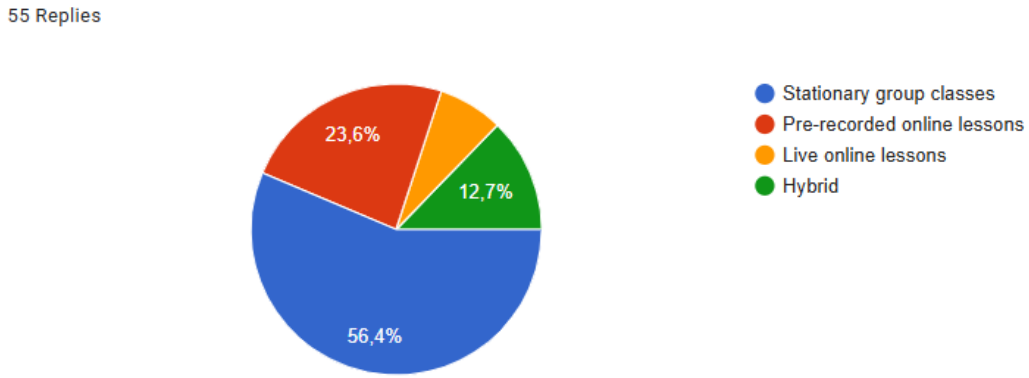
When asked about receiving support while using technology, most respondents said they do get help—32 (58%) receive support regularly, and 17 (31%) receive it occasionally. Only 6 respondents (11%) said they never receive any support.

- **Who do you receive support from? (Select all applicable options):**



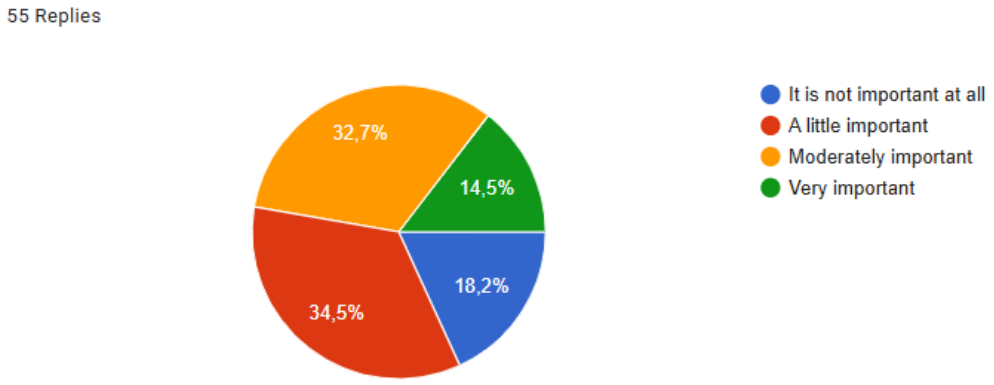
When asked who provides them with support in using technology, most respondents pointed to family members (29, 53%), followed by friends (15, 27%) and professionals or experts (8, 15%). Notably, 18 participants (33%) said they don't receive support from anyone.

- **If you had the opportunity to attend a course to improve your digital skills, what format would you prefer?**



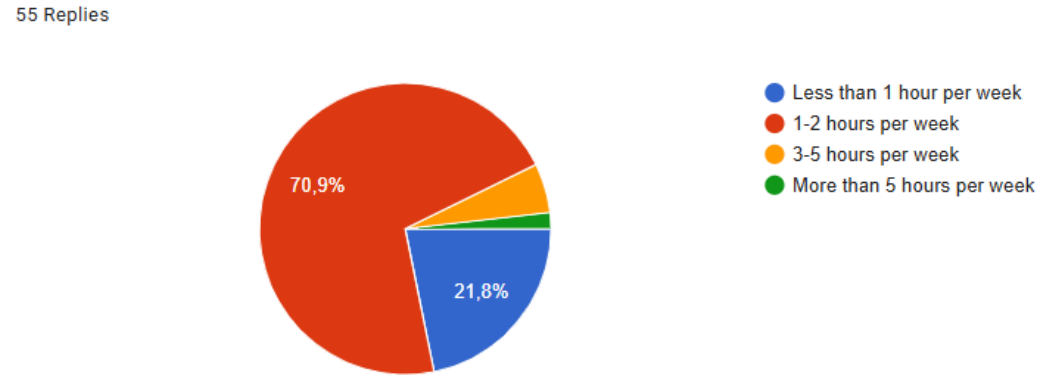
When asked about their preferred format for a digital skills course, most respondents (31, 56%) favored group lessons in person. Pre-recorded online lessons were the next most popular option (13, 24%), followed by hybrid formats combining in-person and online learning (7, 13%). Only a few respondents (4, 7%) preferred live online lessons.

- **How important do you find improving your digital skills?**



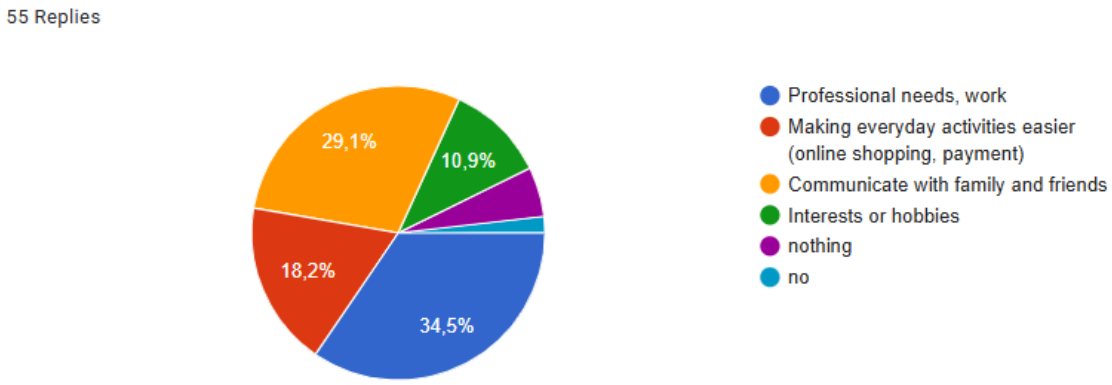
When asked about the importance of improving digital skills, opinions varied. While 18 respondents (33%) considered it moderately important, a larger group of 19 (35%) saw it as only slightly important. Ten respondents (18%) felt it was not important at all, and just 8 (15%) viewed it as very important.

- **How much time are you willing to dedicate to improving your digital skills?**



When asked how much time they would be willing to dedicate to improving their digital skills, the vast majority of respondents (39, 71%) said 1–2 hours per week. Twelve participants (22%) were willing to spend less than an hour, while only a small number were open to committing more time—3 respondents (5%) chose 3–5 hours, and just 1 person (2%) was willing to dedicate more than 5 hours per week.

- **What is the main motivation driving you to improve your digital skills?**



When asked about their main motivation for improving digital skills, most respondents pointed to work or professional needs (19, 35%) and communication with family and friends (16, 29%). Facilitating daily activities like online shopping and payments motivated 10 respondents (18%), while 6 (11%) were driven by personal interests or hobbies. A small group of 4 participants (7%) indicated no particular motivation.

Summary of the questionnaires and focus groups of seniors

Fundacja "Fundusz Inicjatyw" organized four focus groups with seniors between February and April 2025. Each group consisted of 6-8 participants aged 65+. Participants varied in

digital literacy and motivation. The sessions revealed key insights into seniors' experiences with technology, their emotions, confidence levels, and training preferences.

Main difficulties and challenges:

- *Difficulty remembering how to use devices or apps; frequent relearning needed.*
- *Fear of making irreversible mistakes or breaking the device.*
- *Distrust toward online safety (scams, phishing, spam, viruses).*
- *Overwhelming interfaces (pop-ups, notifications, small fonts).*
- *Lack of motivation or belief that technology is necessary.*
- *Avoidance behavior: some seniors prefer not to use technology at all.*
- *Gaps in basic usage, like sending messages or browsing the internet.*

Feelings and concerns:

- *Common emotions include frustration, fear, anxiety, and helplessness.*
- *Some participants feel proud when they successfully use technology.*
- *Several emphasized that their use is limited to what's absolutely necessary.*
- *Many rely on family members instead of formal learning.*
- *A few expressed contentment with what they already know and manage.*

Confident vs. challenging tasks:

- *Confident with: phone calls, messaging (for some), browsing familiar websites, receiving invoices.*
- *Challenging: sending photos, handling official matters online, using unfamiliar apps (e.g., mObywatel).*
- *Confidence is often tied to frequency of use and simplicity of interface.*

Training preferences and needs:

- Preference for **individual sessions**, **step-by-step explanations**, and **patient guidance**.
- Interest in learning practical, everyday tasks (e.g., online payments, photo sharing).
- Desire for **printed manuals**, **notes**, or **visual aids** to refer back to.
- Many seniors stressed that training must be personalized and non-intimidating.
- Some do not see the need for any training, especially those who are content with minimal digital involvement.

Summary of findings

General observations

When seniors already have some digital familiarity, they are open to learning more and often eager to attend trainings. However, for many others—especially older seniors or those in rural areas—trainings should start with the basics.

Most seniors use technology for simple activities like browsing news, looking up recipes, using Facebook, or sending messages through apps like WhatsApp. Seniors close to age 65 are generally more open and motivated to learn, while interest and confidence decline with age.

Seniors with children abroad often develop some basic digital skills to stay in touch, but still feel insecure when it comes to online banking, shopping, or filling in forms—especially if they're alone. Even though most agree that smartphones can make life easier, they often doubt their ability to learn how to use advanced functions.

Despite varied skill levels and motivations, it's clear that seniors need access to learning opportunities that focus on **useful, daily tasks** and **build digital confidence**.

Main difficulties

- Fear of making mistakes or damaging the device
- Lack of basic digital knowledge and confidence
- Seniors cannot manage new apps without direct support
- Difficulty with e-banking and e-shopping
- Cybersecurity concerns (scams, phishing, data privacy)
- Small or confusing user interfaces (e.g., tiny icons, too many notifications)
- Limited digital access in rural areas, especially for 70+
- Physical limitations like poor vision or hand dexterity

Priority Needs

- Practical training on real-life tasks (e.g., sending emails, using WhatsApp, making video calls)
- Clear guidance on how to download, install, and use apps
- Easy-to-follow instructions on how to protect personal data and surf safely
- Digital security awareness (recognizing scams, safe passwords, trusted sites)
- Social media use (messaging, sharing, saving photos/videos, managing contacts)
- Other daily functions: setting reminders, typing notes, using alarms, checking health apps

Conclusions and Recommendations

Training is most effective in **small, face-to-face groups** where each participant receives enough attention. In-person sessions also help participants learn from each

other and feel less alone in the learning process. If face-to-face is not possible, **hybrid models** can be considered—but not online-only formats for beginners.

Training should be **very practical**, **slow-paced**, and use **clear, simple language**. Seniors learn best with repetition, real examples, and printed handouts they can refer to at home.

In villages, seniors face greater digital exclusion due to lack of access, support, and equipment. They are more afraid to try new things, even when they see the value—such as making video calls or setting reminders for medicine. Often, they wait for family members to help, but such support isn't always available.

Many seniors are **reserved in using digital tools** due to fear of forgetting steps, not understanding updates, or lacking the money to purchase a computer or tablet. Despite this, they all recognize the usefulness of certain digital tools—and want to feel capable, safe, and independent when using them.

Training programs, especially in rural areas, must be **calm, patient, highly supportive**, and focused on **building confidence slowly**.

Suggestions for Interventions

- Provide face-to-face training in a friendly and non-intimidating environment
- Use simple, clear instructions supported by printed materials
- Include personalized support and time for questions
- Ensure content covers **digital safety**, safe browsing, and protection of personal data
- Show seniors how to safely use online shopping, e-services, and e-banking

- Promote useful smartphone features that support independence and well-being
- Repeat training where needed and encourage note-taking for at-home reference
- For motivated seniors, offer **advanced training** in e-services, e-government, or app-based tasks

5. Organisations' Findings

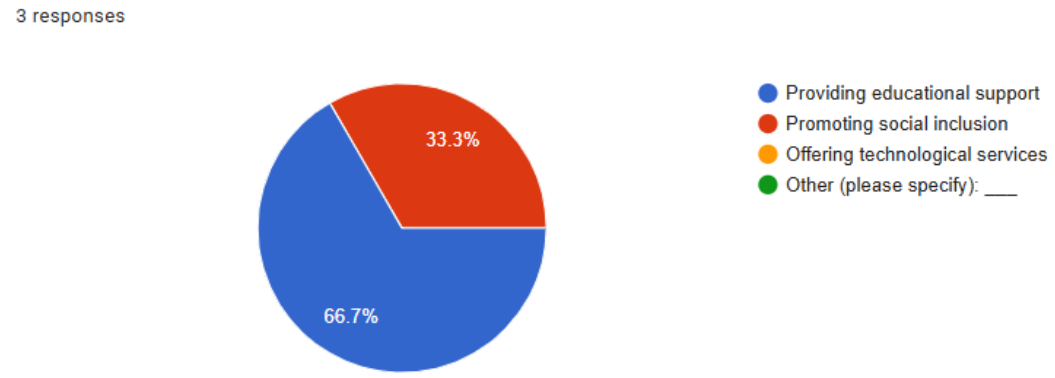
General Information

A total of 3 organisations answered the questionnaire regarding their background and work with seniors:

Organisations' Questionnaires & Focus Groups Findings

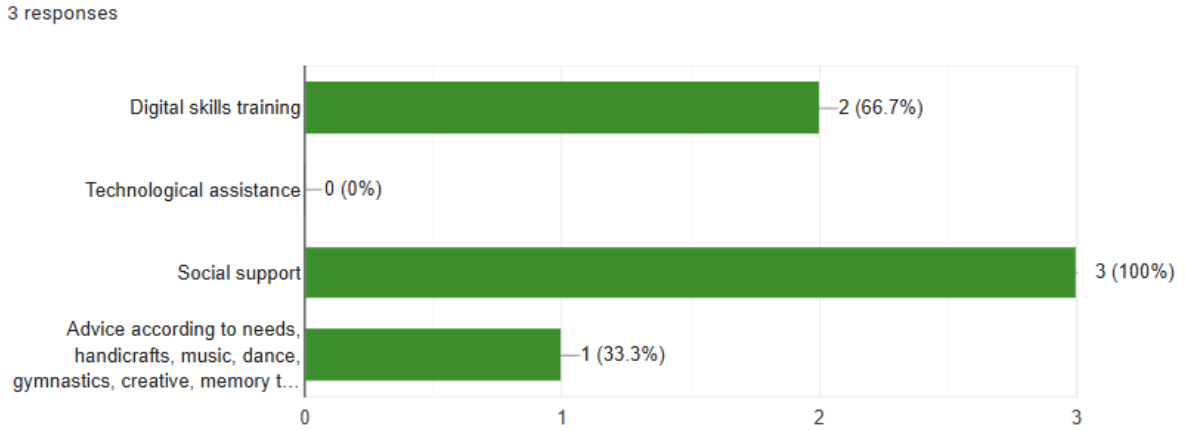
3 responses

- **What is the primary objective of your organization?**



The respondents were asked about the primary objective of their organization. Most reported providing educational support (2), followed by promoting social inclusion (1). No respondents indicated offering technological services or other objectives.

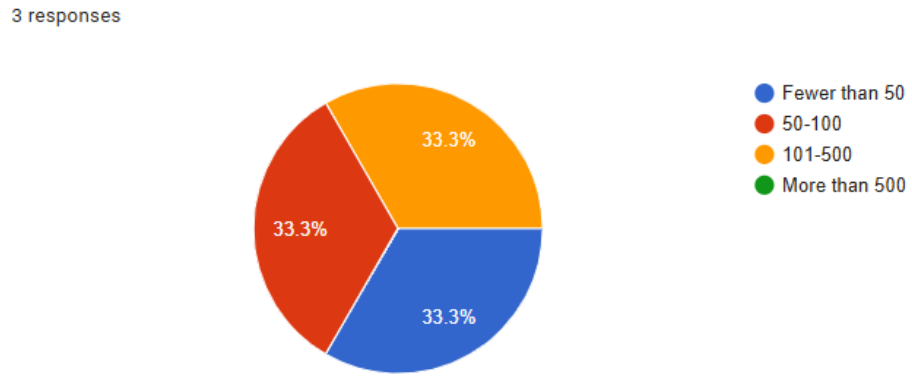
- **What types of services do you offer to adults and seniors? (please select all that apply)**



Regarding the types of services offered to adults and seniors, social support was the most common (3 respondents), followed by digital skills training (2). One participant

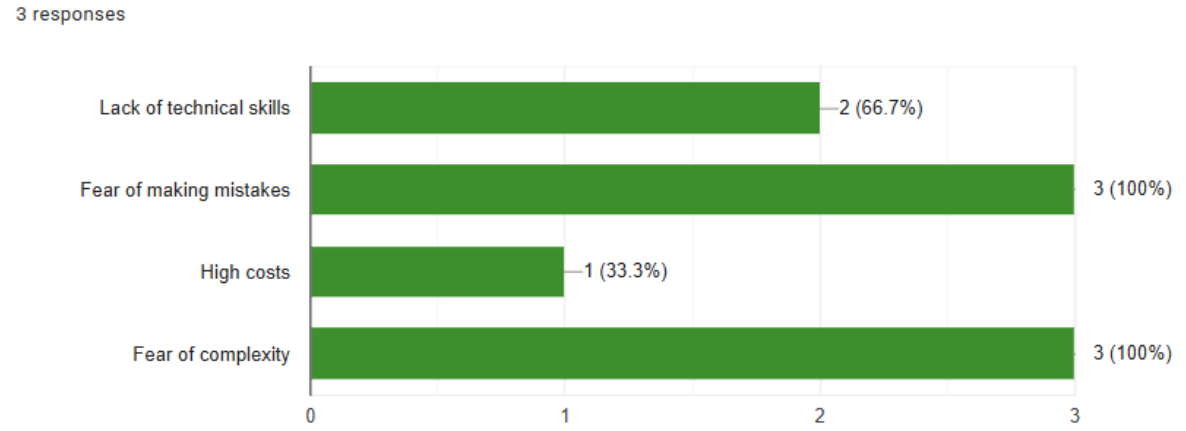
mentioned providing advice tailored to individual needs, while technological assistance was not reported.

- **How many seniors or adults do you assist on average per year?**



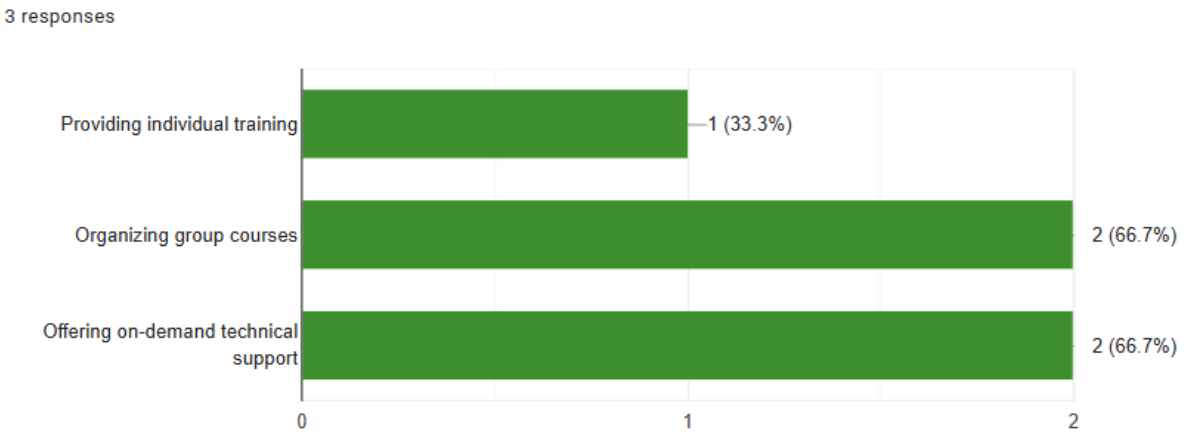
When asked about the number of seniors or adults they assist annually, respondents were evenly spread across the categories: one assists fewer than 50, one supports between 50 and 100, and one helps between 101 and 500 individuals per year.

- **What are the main challenges seniors report when using technology? (Select all that apply):**



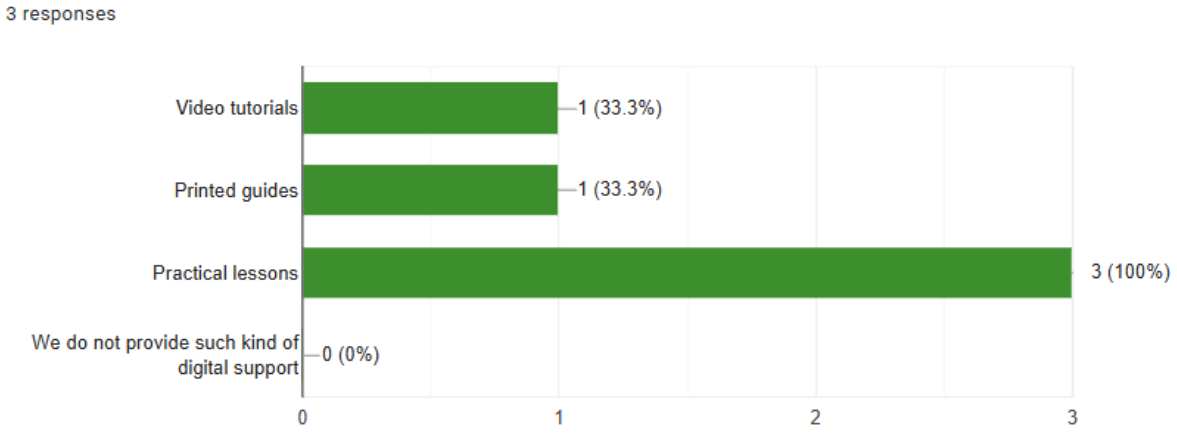
The main challenges seniors report with technology are fear of making mistakes and fear of complexity (3 respondents each). Lack of technical skills was noted by 2 participants, while high costs were mentioned by 1 respondent.

- **How does your organization address these challenges?**



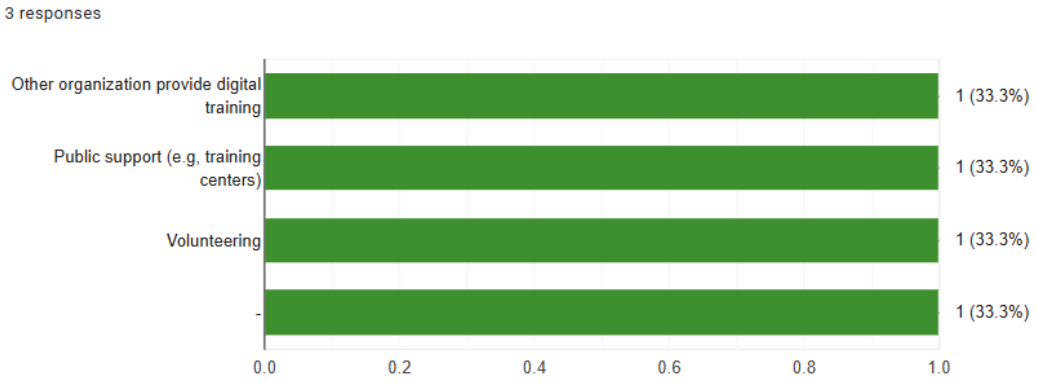
To address these challenges, organizations mainly rely on group courses (2 respondents) and on-demand technical support (2). Providing individual training was mentioned by one participant.

- **What resources do you use to support seniors in learning digital skills?**



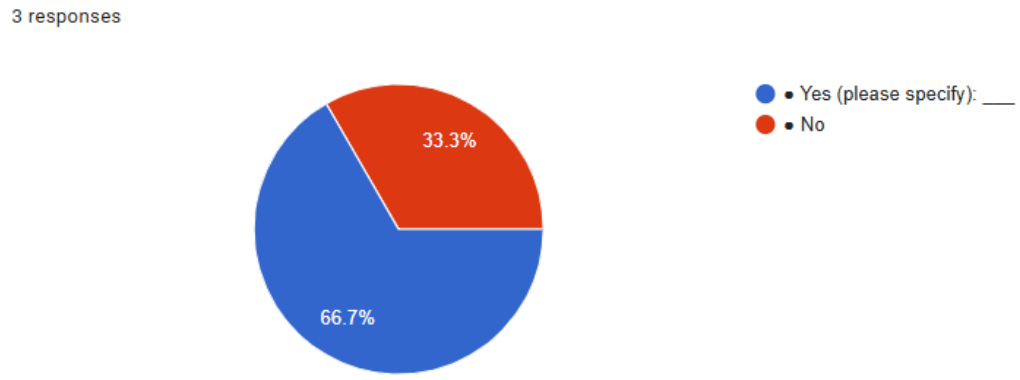
When asked about resources used to support seniors in learning digital skills, practical lessons were the most common (3 respondents). Video tutorials and printed guides were each mentioned by one participant, while none reported not providing digital support.

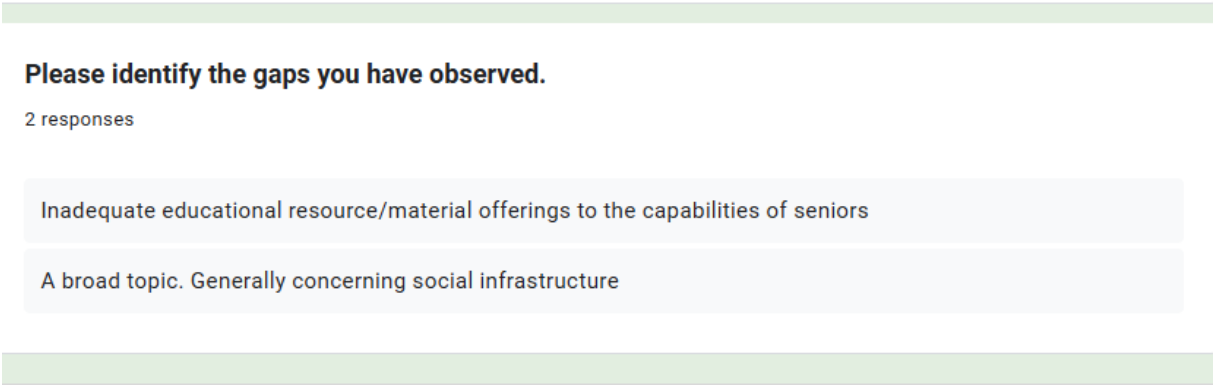
- **If you collaborate with other organizations or entities to improve your services, could you specify how?**



In terms of collaboration, each respondent mentioned a different form of partnership: one collaborates with other organizations that provide digital training, another receives public support such as access to training centers, and one relies on volunteers to enhance their services.

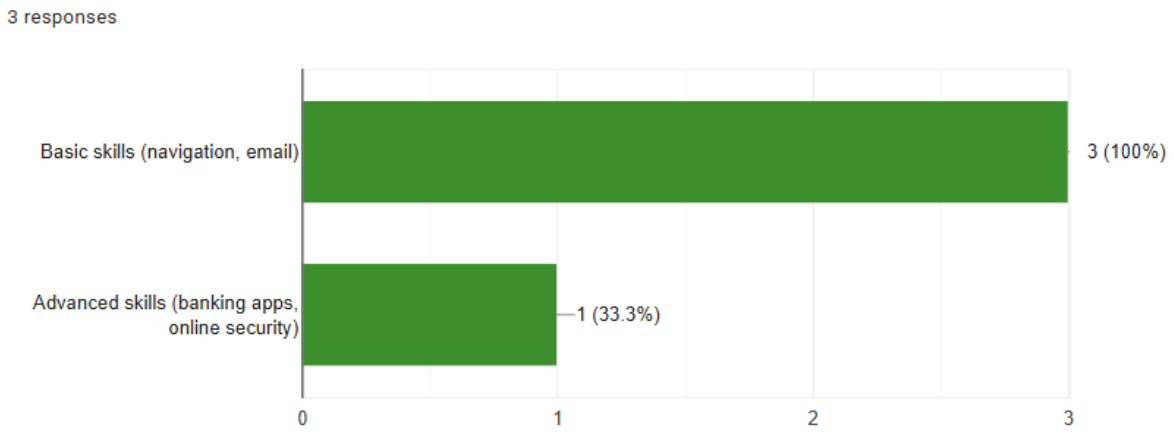
- **Do you believe there are gaps in the currently available resources to assist seniors?**





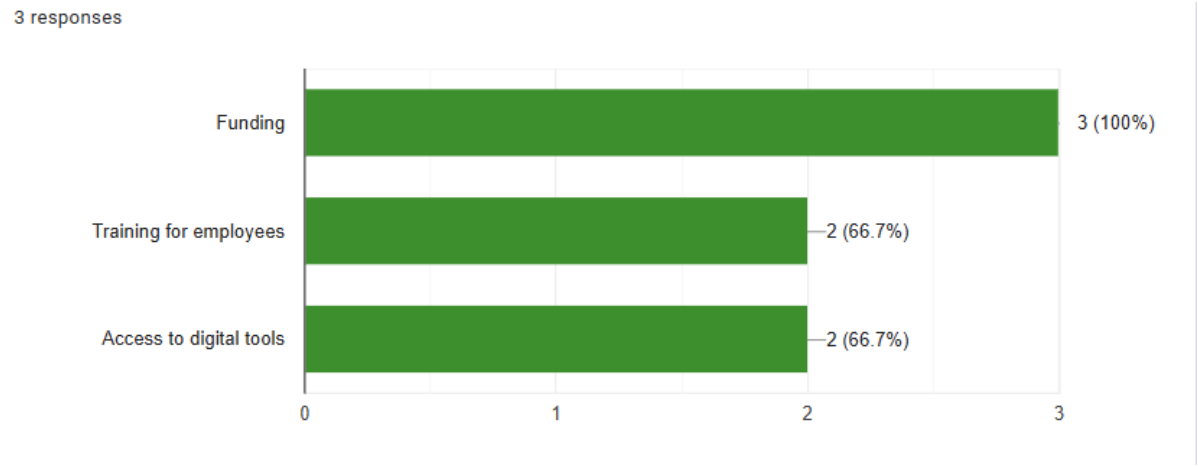
When asked whether there are gaps in the current resources available to assist seniors, two respondents answered yes. One pointed to the lack of educational materials tailored to seniors' capabilities, while the other highlighted broader issues related to social infrastructure. One respondent felt there were no significant gaps.

- **What are the main training needs you observe among seniors?**



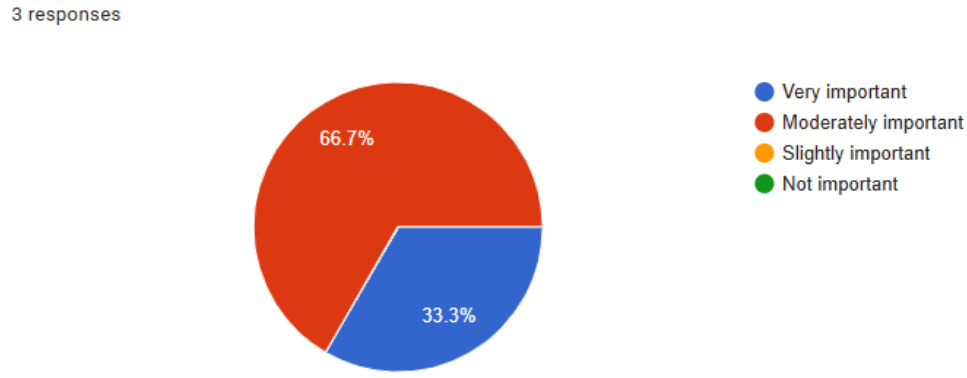
When asked about the main training needs observed among seniors, all respondents emphasized basic skills such as navigation and email (3 mentions). Only one participant noted a need for more advanced skills like using banking apps and understanding online security.

- **What type of support could enhance your work with seniors?**



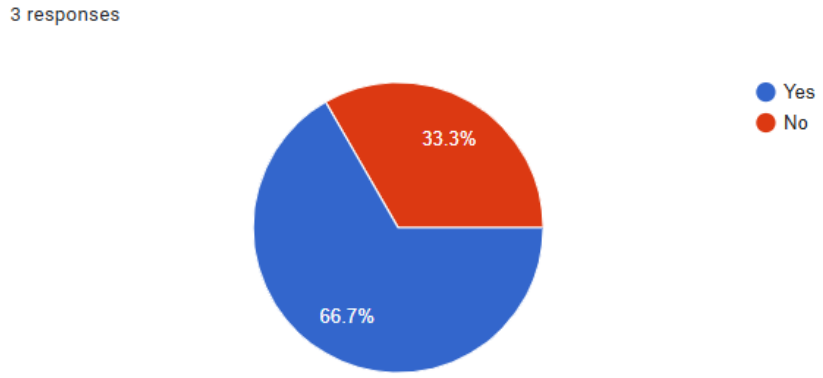
To enhance their work with seniors, all respondents identified funding as a key need (3 mentions). Additional support areas included training for employees (2) and better access to digital tools (2)

- **How important do you think technology is in improving the quality of life for seniors?**



When asked about the importance of technology in improving seniors' quality of life, most respondents rated it as moderately important (2), while one considered it very important. No one viewed it as slightly or not important.

- **Would you be interested in collaborating on training programs specifically for seniors?**



When asked about interest in collaborating on training programs for seniors, two respondents (67%) expressed interest, while one (33%) was not interested.

- **Do you have any other information or suggestions you would like to share?**

3 responses

The effects of learning are greater if seniors learn on "their home equipment", which they often do not have for financial reasons

-

A system for adapting seniors' apartments to their limitations/subsidies for converting apartments to low floors, increasing the number of day care facilities for seniors - the demand in this area is growing

In response to the open-ended question about additional information or suggestions, participants shared thoughtful insights. One emphasized that learning is more effective when seniors train on their own devices, though financial limitations often prevent them from owning such equipment. Another highlighted the growing need for adapting seniors' living spaces—suggesting subsidies for home modifications or relocation to lower floors. A third pointed to the increasing demand for more day care facilities dedicated to seniors.

- **What changes or improvements would you suggest to make digital services more accessible to seniors?**

3 responses

Larger letters and characters on the keyboard. Adjusting the mouse to the hand of a senior.

Providing seniors as participants with equipment, individual training for seniors

In order for seniors to be able to use technological solutions with relative ease, regular use is necessary. Acquired skills are quickly forgotten if they are not practiced further.

When asked for suggestions to make digital services more accessible to seniors, respondents offered several practical recommendations. One suggested physical

adjustments, such as larger text and keyboard characters, and ergonomically adapted mice. Another emphasized the importance of regular practice, noting that seniors tend to forget digital skills quickly if not used consistently. A third recommendation focused on access—highlighting the need to provide seniors with their own equipment and offering individualized training to support effective learning.

Summary of findings

Suggestions of the participating organizations

- Provide basic digital training tailored to non-working seniors, focusing on simple and useful tasks like email, internet browsing, and device navigation.
- Deliver training in small, in-person groups at familiar, accessible community locations (e.g., senior centers, day care facilities).
- Use practical lessons on seniors' own devices when possible to boost confidence and retention.
- Adapt training pace to seniors' learning rhythms: repeat often, give time for questions, and allow space for peer discussion.
- Include simple video tutorials, printed guides, and regular technical support to reinforce skills between sessions.

Identified gaps in resources and support

- Lack of funding for personalized training, updated equipment, and professional development for trainers.
- Insufficient access to affordable digital tools, especially in rural areas or for low-income seniors.
- Few educational materials adapted to seniors' cognitive and physical needs (e.g., simplified language, large fonts, ergonomic devices).

- Missing infrastructure for ongoing engagement—such as local digital hubs or "internet clubs" where seniors can practice and socialize.

Changes or improvements to make digital services more accessible to seniors

- Develop donor-supported programs to subsidize devices, internet access, and training fees.
- Adapt hardware interfaces—larger keys, simple menus, and readable displays—to seniors' abilities.
- Promote regular use and repetition through scheduled practice sessions or guided use environments.
- Prioritize personalized support and one-on-one instruction for seniors with low digital confidence.
- Integrate digital skills support into broader social services (e.g., health care, banking, municipal offices).

Recommendations

- Support device ownership among seniors through subsidies or lending programs.
- Invest in libraries, adult education centers, and volunteer "Digital Ambassadors" to sustain local training offers.
- Launch mobile training units or campaigns targeting rural regions and isolated seniors.
- Teach practical cybersecurity habits as part of all training programs.
- Foster partnerships between NGOs, local governments, and tech providers to co-create inclusive digital environments.
- Track outcomes like device usage, skill growth, and increased digital confidence to improve future initiatives.

6. References & Annexes

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Annexes

Questionnaires Poland

Focus Groups Poland