Co-funded by
the European Union

GenerationInfinity

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

WP2

Digital Senior Learning Feasibility Report

Greek National Report

Project Partners

The Generation Infinity Project (2024-1-BG01-KA220-ADU-000248972) is co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Author	Project Partner
Panagiota Digkoglou	***Social Nebula***
Emmanouil Apostolidis	***Social Nebula***
Sofia Vlachou	***Bluechain Research Cooperative***
Hariklia Sfouni	***Bluechain Research Cooperative***
Dimitrios Sfounis	***Bluechain Research Cooperative***
Dimitrios Kolovos	***Bluechain Research Cooperative***

Table of Contents

Section 1 - Current situation of seniors regarding digital readiness, digital safety and digital skills of seniors 3

Section 2 - Main Challenges 7

Section 3 - Trainers' Findings 8

1. Summary 13

Section 4 - Seniors' Findings 14

Section 5 - Organisations' Findings 24

References 31

Annexes 31

Questionnaires 31

Creative Commons License

CC BY-NC 4.0

Creative Commons Attribution-NonCommercial 4.0 International

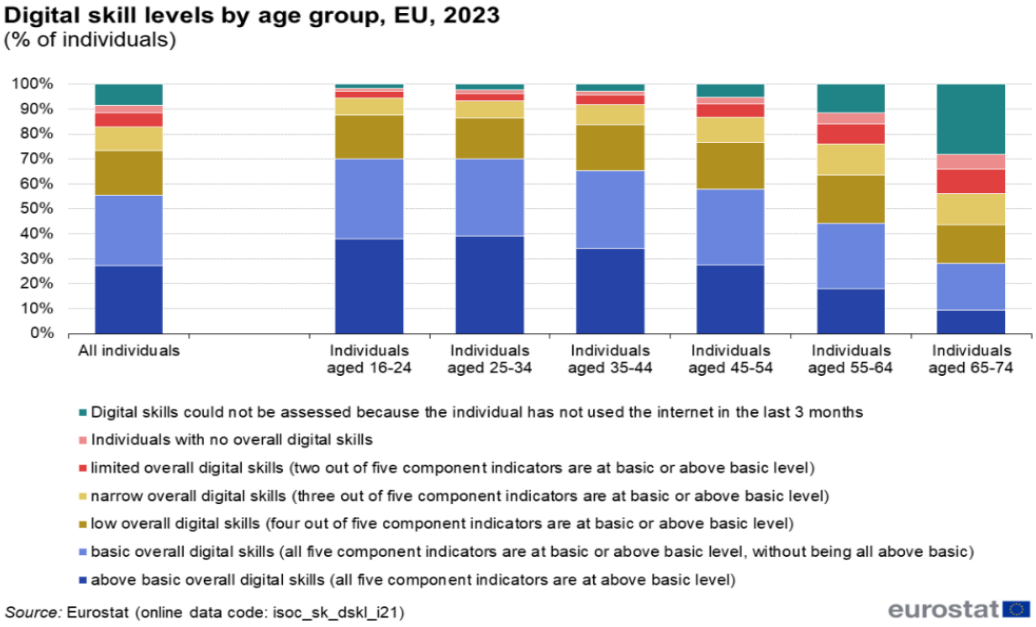
This license requires that reusers give credit to the creator. It allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, for noncommercial purposes only.

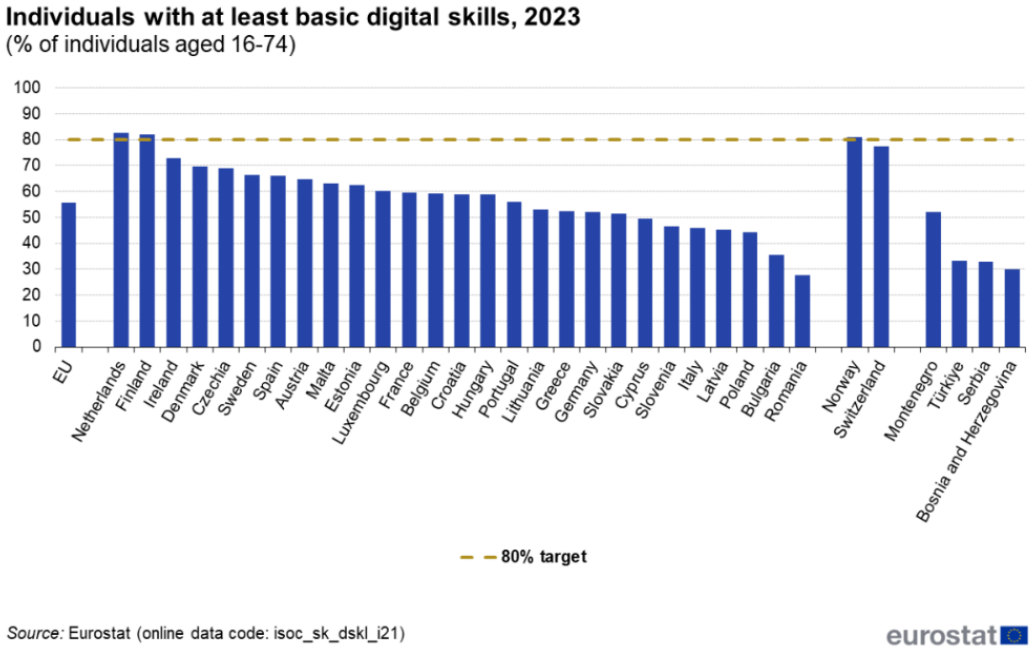
Section 1 - Current situation of seniors regarding digital readiness, digital safety and digital skills of seniors

Overview of Seniors' Digital Literacy in Greece

Despite significant recent investment and reforms, Greece still faces notable challenges in digital readiness among its population, particularly seniors. According to the **Digital Decade Report 2024** for Greece, only **52.4%** of the Greek population (aged 16–74) had at least basic digital skills in 2023, below the EU average of **55.6%** and unchanged since 2021[1].

Seniors, especially those over 65, are disproportionately affected. According to Eurostat (2023), only 28% of EU citizens aged 65–74 had basic digital skills, while Greece stands below the EU average[2].

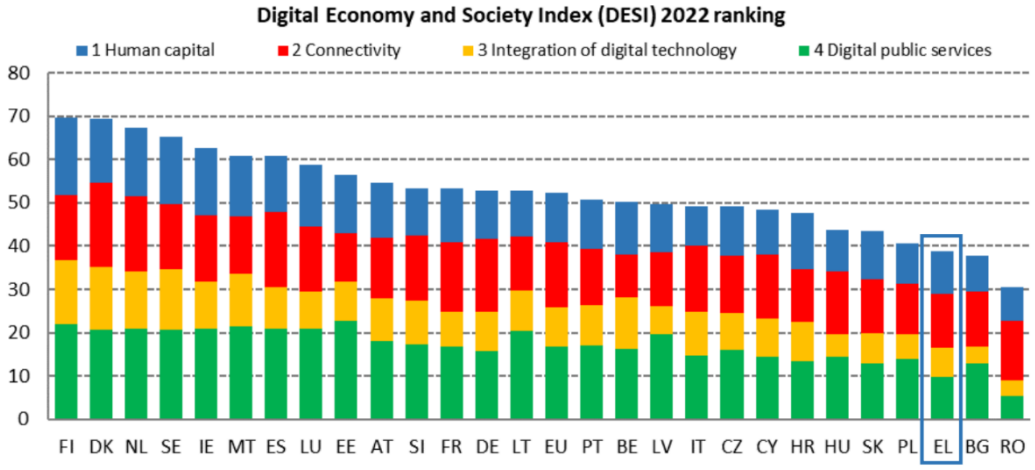




Source: Eurostat (online data code: isoc_sk_dskl_i21)

eurostat

The pandemic highlighted the digital exclusion of older adults, leading to more targeted efforts to bridge the gap. New services like **e-prescriptions, telehealth**, and the **gov.gr portal** have encouraged digital engagement among seniors. However, uptake remains limited: only an estimated **15%** of seniors use eGovernment services, and over **40%** of senior households are believed to lack broadband access. This gap is reflected in the **2024 DESI Report,** which ranks Greece 23rd out of 27 EU countries in digital skills under the Human Capital dimension[3].



Institutional Framework & Public Policy

While Greece does not have a dedicated national policy solely for senior digital education, older adults are increasingly included in broader national digital transformation efforts and EU-aligned strategies, which collectively aim to promote digital inclusion across all age groups, including seniors (*Digital Transformation Bible 2020–2025, the National Roadmap for the Digital Decade,* and the *National Coalition for Digital Skills and Jobs*).

Moreover, several initiatives have further enhanced outreach to older populations recently, particularly through local hubs, community centers, and digital trainers.

1. **Digital Transformation Bible 2020–2025**[4]
   Greece's national digital strategy, known as the **Digital Transformation Bible** (Βίβλος Ψηφιακού Μετασχηματισμού), outlines comprehensive actions to improve digital literacy across all demographic groups, including seniors. It emphasises lifelong learning, citizen digital academies, and public–private partnerships to build a strong digital skills ecosystem.

2. **National Coalition for Digital Skills and Jobs**[5]
   Coordinated by the **Ministry of Digital Governance**, this coalition implements EU-aligned digital upskilling programs and translates frameworks like **DigComp 2.2** into Greek. Its objectives include promoting digital inclusion initiatives tailored to all citizens, including older adults.

3. **National Academy for Digital Skills**[6]
   Started in May 2020 by the **Ministry of Digital Governance,** the **National Academy for Digital Skills** (Εθνική Ακαδημία Ψηφιακών Ικανοτήτων) is a strategic initiative of the **Ministry of Digital Governance**, implemented by GRNET (ΕΔΥΤΕ), aiming to strengthen digital competencies across the entire population. It includes self-assessment quizzes, digital communication modules, e-government tutorials, and safe browsing practices. The National

Academy for Digital Skills also structures its educational content based on the **European Digital Competence Framework** (DigComp 2.2), ensuring that its programs align with EU standards for developing digital skills across all population groups, including older adults.

4. **Third e-Age: Digital Empowerment of the Elderly**[7]
   A focused program led by the **National Academy for Digital Skills**, offering personalized training through "Digital Assistant-Trainers" in municipal Digital Corners and community spaces. Since its launch in late 2022, it has supported 1,400+ seniors (avg. age 71.5) with over 7,000 training sessions, enhancing their ability to use ICT tools, access e-services, and communicate online, while fostering digital confidence and citizenship.

5. **DigitalLife4ALL (INTERREG MED)**[8]
   DigitalLife4ALL (INTERREG MED) is an EU-funded initiative that promotes digital inclusion by establishing Digital Skills Centres in local communities across Greece. It focuses on vulnerable groups, particularly seniors and people with disabilities, offering accessible in-person and online training. The program aims to build confidence in using digital tools safely for everyday tasks, such as accessing public services and online communication.

6. **AGE-TECH Thessaloniki (2025)**[9]
   An ongoing pilot project in Thessaloniki that began in January 2025, training older adults and educators in digital and AI skills. It aims to build local learning networks and foster intergenerational digital literacy.

Alongside the initiatives already mentioned, it is important to mention that in July 2025, the **Greek government** launched a **€6.8 million** national program aimed at enhancing the **digital skills of seniors** and people with disabilities, establishing 120 digital training hubs across the country to promote equal access to digital tools and services[10].

Lastly, the **General Secretariat for Lifelong Learning and Youth**, under the Ministry of Education, Religious Affairs and Sports, occasionally promotes programs that are open to seniors (although uptake and targeting remain limited).

Section 2 - Main Challenges

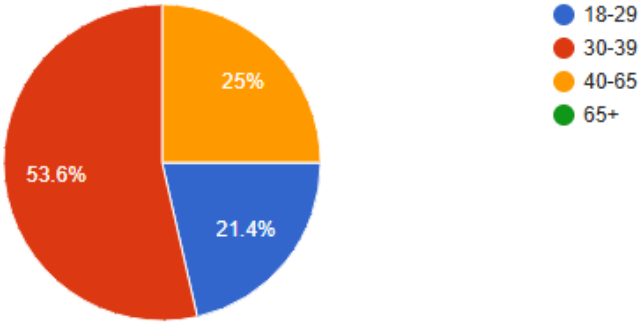
The most common digital challenges seniors in Greece face can be grouped into four key areas:

- Low digital skills (lack of basic knowledge)
- Difficulty using devices and apps (complex interface)
- Lack of confidence
- Vulnerability to scams (phishing etc)
- Accessibility issues (especially in rural areas)
- Physical and Cognitive Decline

Section 3 - Trainers' Findings

General Information

A total of 28 trainers participated in the questionnaire. Their demographic and professional profiles are summarized as follows:

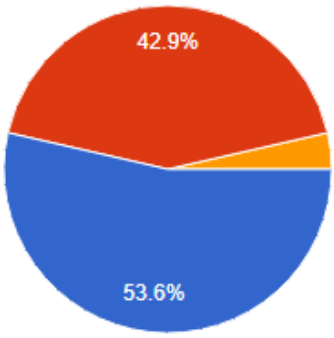


Age:

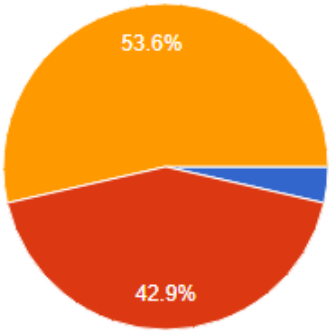
The majority of trainers were aged 30–39 years (53.6%), followed by those aged 40–65 (25.0%) and 18–29 (21.4%).

Gender:

53.6% identified as male and 42.9% as female.



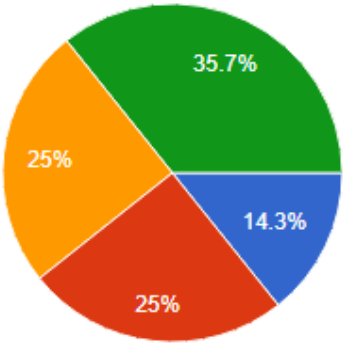
Educational Background:



Most participants held university-level qualifications (master's degree 53,6%, bachelor's degree 42,9%), with a strong representation from fields such as **education, ICT, and social sciences**.

Years of Experience in Teaching or Training:

Trainers had varied levels of experience:

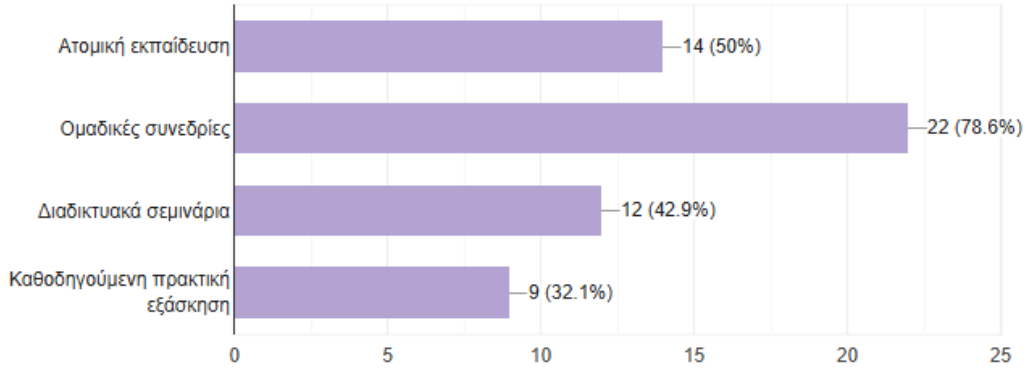


- **1–3 years:** 25.0%
- **4–6 years:** 25.0%
- **7–10 years:** 14.3%
- **Over 10 years:** 35.7%

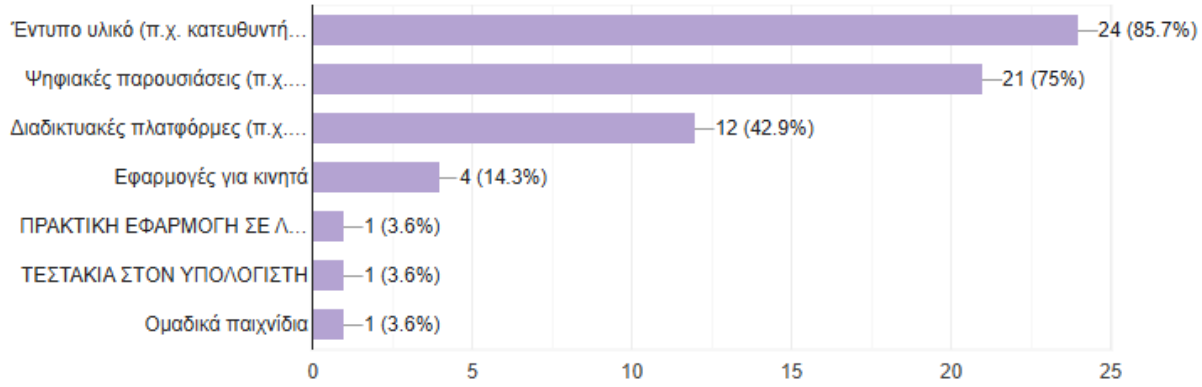
Trainers' Questionnaires & Focus Groups Findings

Regarding the question **"What teaching methods do you currently use for digital skills training?"**, the majority of trainers **(78.6%)** reported using **group sessions**, followed by

one-on-one instruction (50%) and online webinars (42.9%). A smaller portion (32.1%) employs guided practical exercises.

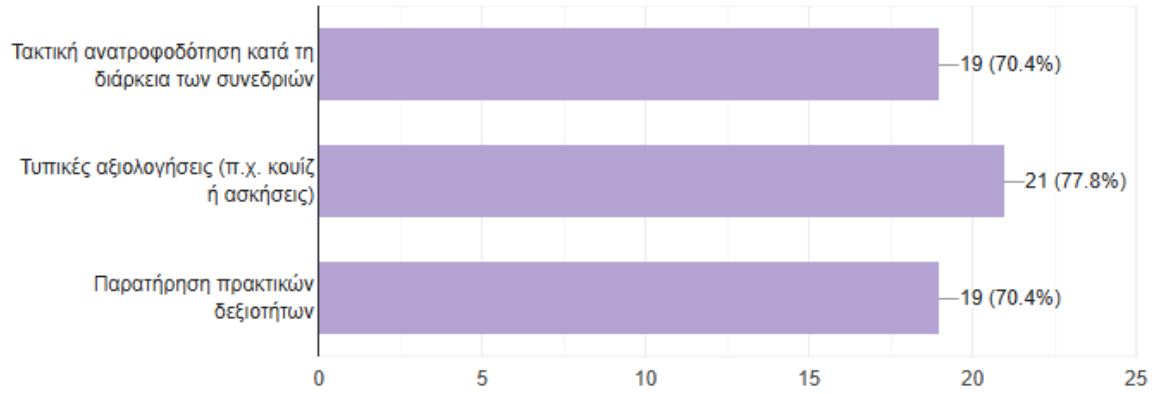


For the question **"What resources or tools do you use during your training sessions?"**, most trainers **(85.7%)** reported using **printed materials** such as guidelines and manuals, while **75%** used **digital presentations** (e.g., PowerPoint, Canva) and video content.

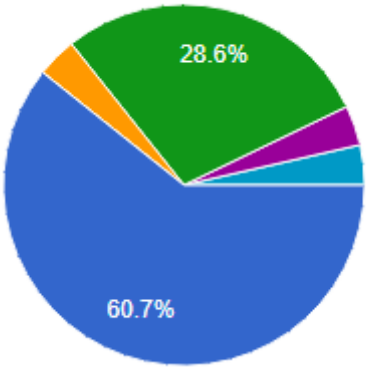


For the question **"What assessment methods do you use to track the progress of seniors in learning digital skills?"**, most trainers **(75%)** reported using formal assessments such as **quizzes** or **exercises**. Additionally, 67.9% rely on ongoing

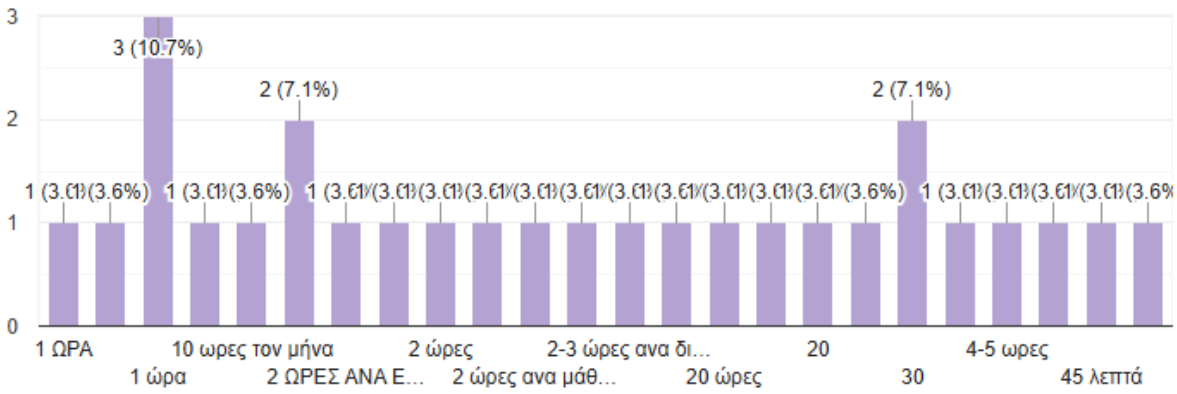
feedback during sessions and practical skill observation.



For the question "**Based on your experience, what is the most suitable training format for adults in general and seniors in particular?"**, most trainers (**60.7%)** preferred **in-person group lessons.** Another **28.6%** selected **hybrid** models that combine face-to-face instruction with online or recorded lessons. Very few (3.6%) favored live online classes.



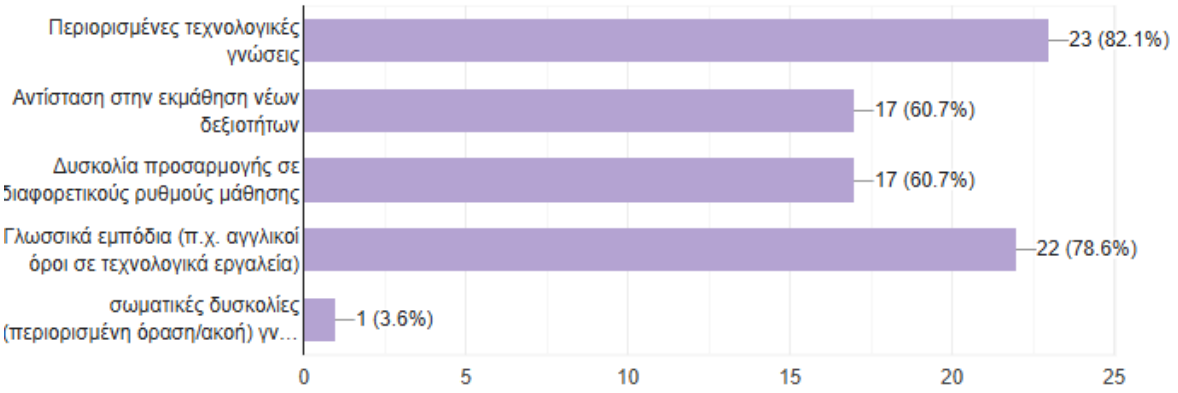
For the question **"What training duration would you recommend?"** responses varied significantly, from **2 to 60 hours**. This wide range likely reflects **different interpretations of the question**, as participants may have understood it to refer to the weekly schedule, total program duration, or length per session.



For Question 11: **"Do you have any other suggestions regarding needs, methodology, or tools?"** A summary of the answers is as follows:

- **Pedagogical Approaches**: Focus on practical applications, real-life scenarios, hands-on practice, and clear, understandable material for all skill levels, especially beginners. Short, concise content with frequent repetition for older learners, incorporating breaks and continuous feedback.
- **Accessibility**: Ensure readable documents with large fonts and step-by-step visuals.
- **Socialization**: Emphasize in-person classes to promote social interaction.
- **Safety & Trust**: Address concerns about security and financial transactions, especially for older adults, by demystifying complex concepts.
- **Group Dynamics**: Suggest small, flexible groups, potentially incorporating group games based on student-chosen scenarios.

For the question **"What are the main challenges you face when teaching digital skills to seniors?"**, most trainers **(82.1%)** pointed to **limited technological knowledge** as a major barrier. **Language barriers**, such as English terms in tools and interfaces, were also noted by **78.6%** of respondents. Additionally, **60.7%** mentioned both **resistance to learning new skills and difficulty adapting to varied learning speeds.** A small number (3.6%) cited issues such as physical or cognitive difficulties and lack of patience.



1. Summary

In this summary we present the main findings from the 28 trainer questionnaires and six focus groups conducted with educators of older adults in the region of Kavala, Greece. Grouped and analysed collectively, the findings led us to the following key conclusions:

1. **Digital Inequality and Readiness Gaps**
   Trainers consistently describe a deep digital divide, not merely in access or usage, but in the very readiness to engage. Many seniors lack exposure to digital tools, and often face linguistic and cognitive barriers that make even basic actions, like password creation or understanding pop-ups, feel overwhelming. These are not isolated incidents but persistent structural gaps shaped by age, education, and previous exclusion from digital transformation.
2. **Emotional Resistance and Fear of Failure**
   Beyond technical skills, emotional blocks play a decisive role. Seniors frequently express fear of breaking something, shame in asking for help, or anxiety when faced with English-language content. Trainers report that emotional reassurance is often as important as instructional content. The learning environment must be carefully structured to restore self-confidence, encourage experimentation, and counteract learned helplessness.
3. **Pedagogical Adaptation and Human-Centered Approaches**
   Trainers overwhelmingly emphasized that teaching seniors requires a departure

from conventional digital training. Effective approaches are personalized, slow-paced, highly visual, and grounded in real-life scenarios. Learning often happens in cycles of repetition and guided practice, rather than linear progression. Successful sessions prioritize patience, trust-building, and peer collaboration, with trainers often taking on a mentorship role more than that of a formal instructor.

4. **Gaps in Policy and Resource Support**
   Although trainers use diverse resources, ranging from printed manuals to video guides and collaborative tools, they frequently cited the lack of structured, senior-specific materials. Many expressed the need for institutional guidance, access to pre-approved curricula, and train-the-trainer programs tailored to the pedagogical needs of working with older learners. This gap points to a broader policy shortfall in recognizing senior digital education as a specialised and supported field.
5. **Diverging Needs Within the "Senior" Category**
   Lastly, both questionnaire and focus group data made clear that the senior population is not homogeneous. Adults aged 60-67 may still be in the workforce and seek task-oriented skills (e.g. Excel, banking), while those 70+ often need support in everyday connectivity (video calls, photos, appointments) and online safety. Trainers noted the importance of tailoring content to motivation levels, age groups, and digital exposure.

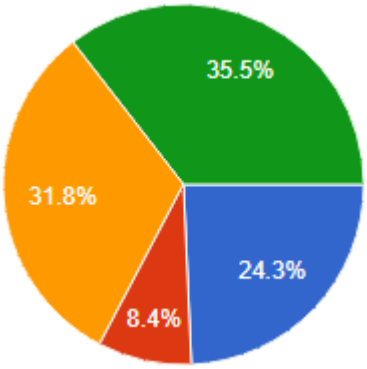
Section 4 - Seniors' Findings

General Information

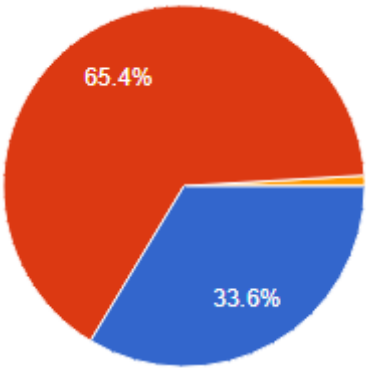
A total of **107** participants answered the questionnaire.

- **Age**:

The largest age group was **65 and over** (35.5%), followed closely by respondents aged **40–65** (31.8%). Younger participants aged **18–29** accounted for 24.3%, while **30–39** made up 8.4%.



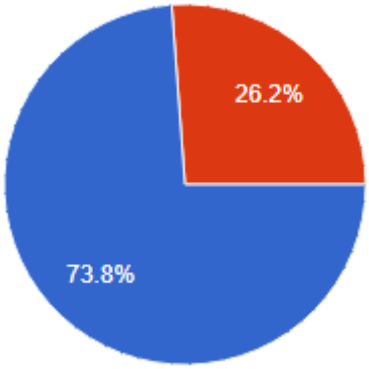
- **Gender**:



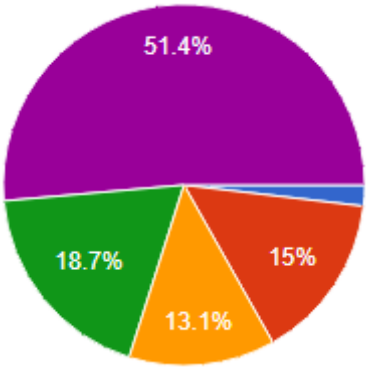
The majority of participants were **women (65.4%)**, with **men representing 33.6%**, and a small percentage (0.9%) choosing not to specify.

Place of Residence:

Most respondents live in **urban areas (73.8%)**, while **26.2%** reported living in rural or provincial regions.

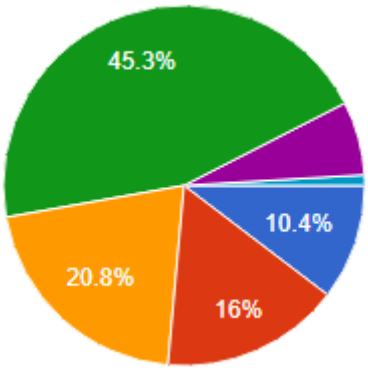


- **Educational Background**:



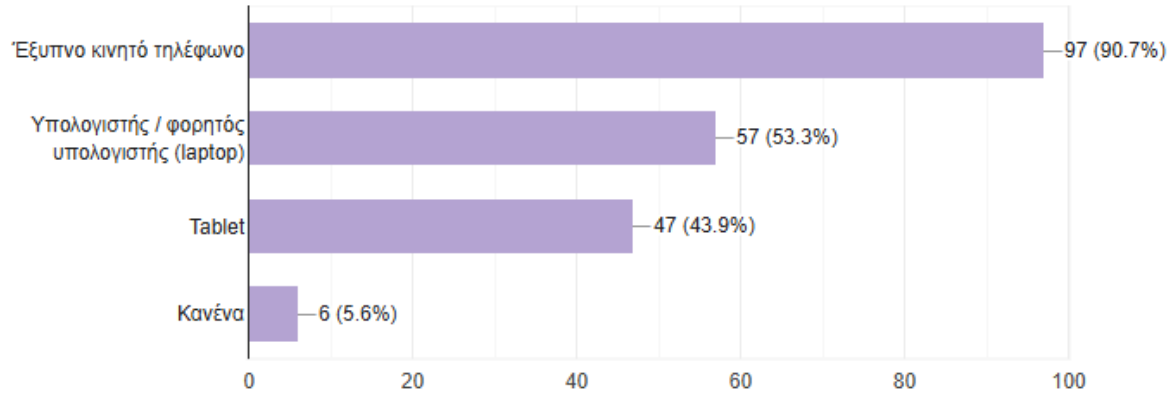
Over half of the participants (**51.4%**) hold a **university degree or higher**, while 18.7% have completed high school, 15% primary school, and 13.1% junior high. Only 1.9% reported **no formal education**.

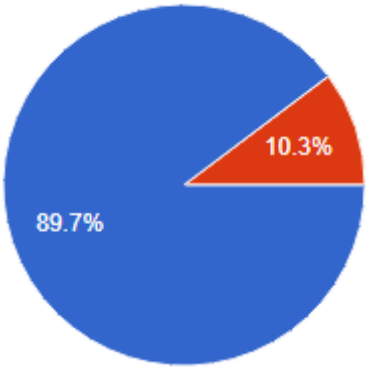
Seniors' Questionnaires & Focus Groups Findings



In Question 5: **Previous Profession**, most respondents reported previous experience in service-related sectors (45.3%), followed by industry/manufacturing (20.8%) and education (16%). Smaller portions had worked in administration (10.4%), agriculture or forestry (6.6%), and NGOs (0.9%).

When asked about **the digital devices they own** (question 6), most respondents reported owning an internet-enabled smartphone (90.7%), followed by a laptop or desktop computer (53.3%), and a tablet (43.9%). Only 5.6% stated that they do not own any digital device, indicating that the vast majority of participants have access to at least one form of digital technology.

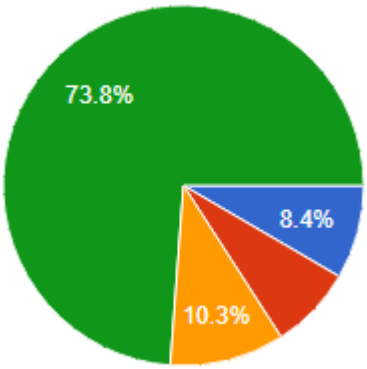


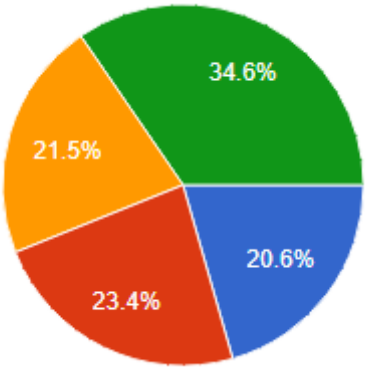


For question 7: **"Do you have internet access at home?"**The vast majority of participants (**89.7%**) reported having **internet access at home**, while a smaller share (**10.3%**) indicated that they do **not have home internet**.

For Question 8 **- Frequency of Internet Use**:

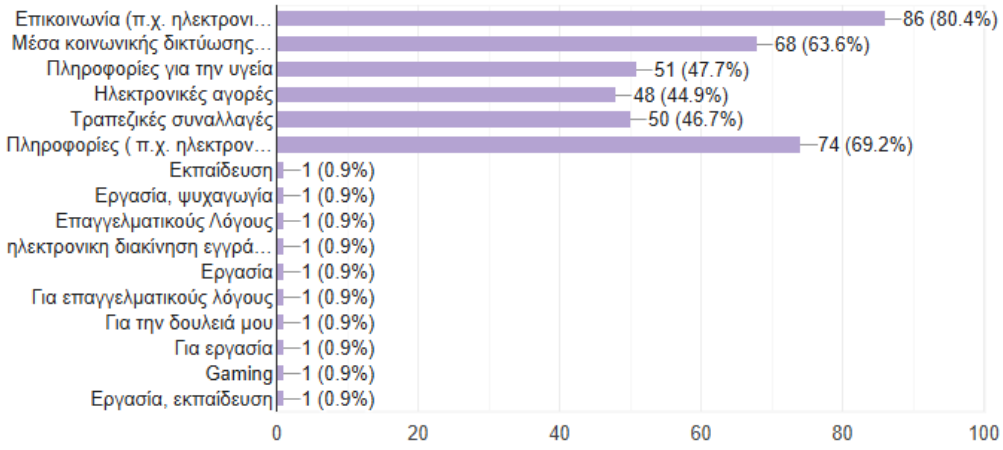
Most participants reported using the internet **daily (73.8%)**, while smaller groups use it **occasionally (10.3%)**, **rarely (7.5%)**, or **never (8.4%)**. This shows that although regular use is common, a significant minority still has limited or no engagement with online activities.



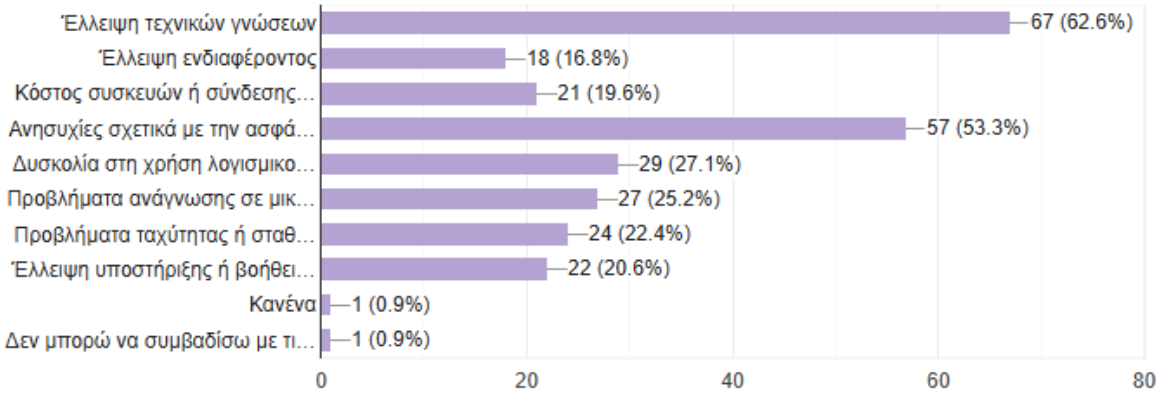


For question 9, participants were asked **how many hours per day they use digital communication tools**. The largest portion (**34.6%**) reported using them for **more than 4 hours daily**. This was followed by **23.4%** who use them for **1–2 hours**, **21.5%** for **3–4 hours**, and **20.6%** who reported **less than 1 hour per day**. This indicates that while digital communication is a regular part of life for many, intensity of use varies significantly among respondents.

For question 10, respondents were asked **for what purposes they use technology.** The vast majority cited **communication** (via email, WhatsApp, or Viber) as the primary reason, selected by **80.4%**. This was followed by accessing information such as **online news** and **events** (**69.2%**), and using **social media platforms** like **Facebook** and **Instagram** (**63.6%).** Other common uses included health information (47.7%), banking (46.7%), and online shopping (44.9%). Work-related and educational purposes were rarely mentioned (below 3%), indicating that most technology use among respondents is for personal rather than professional needs.



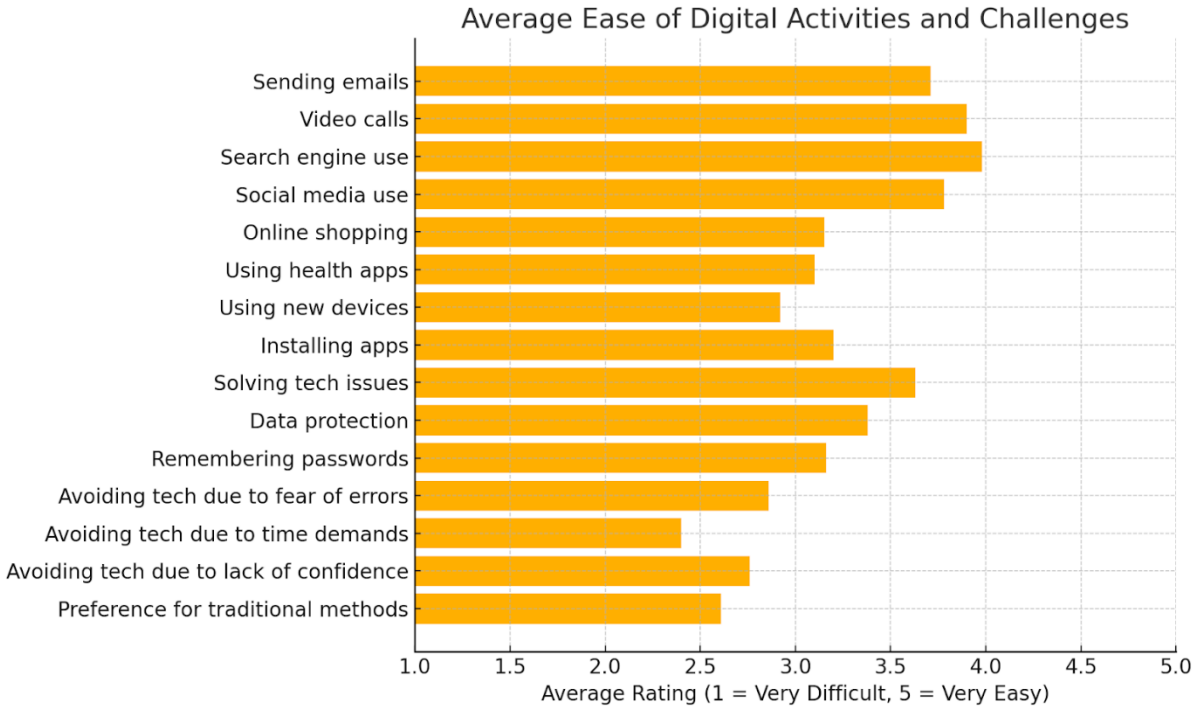
For question 11, respondents identified the **main difficulties they face when using technology.** The most common issue was **lack of technical knowledge (62.6%),** followed by concerns about **online safety (53.3%).** Other frequently mentioned challenges included difficulty using software or apps (27.1%), small screen readability (25.2%), and internet connection issues (22.4%). Some also pointed to lack of support from others (20.6%), cost-related barriers (19.6%), and lack of interest (16.8%). Very few participants reported no difficulties (0.9%) or being overwhelmed by constant digital changes. (0.9%).

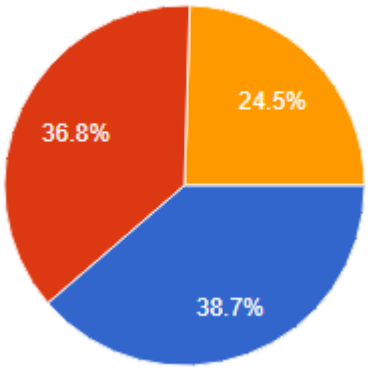


In question 12, participants had to answer how comfortable they are performing some tasks and rank their **Average Ease Of Digital Activities And Challenges**, rating it from 1-5 (1 being not comfortable at all, 5 being very comfortable).

Here is a visual comparison of which areas respondents found easier (e.g., search engines, video calls) versus more difficult (e.g., avoiding technology due to time or

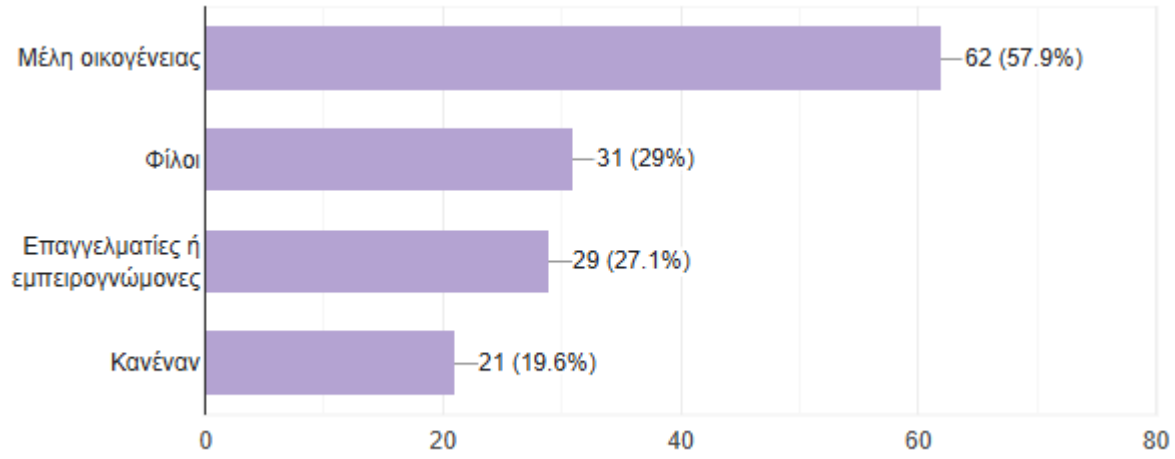
confidence issues).

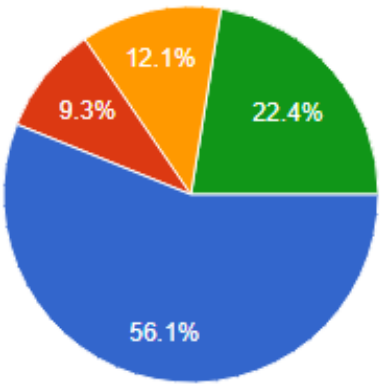




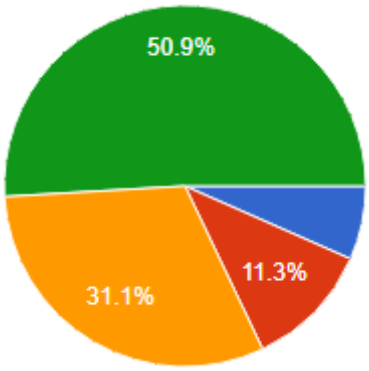
In question 15, **"Do you receive support while using technology**?" **38.7%** of respondents stated that they receive support **regularly**, while **36.8%** reported receiving it **occasionally**. On the other hand, **24.5%** said they **never** receive any support. Although many participants have access to some level of help, a notable portion still navigates technology entirely on their own.

In question 16, **"Who provides you support while using technology?"**, the majority of respondents (**57.9%**) reported receiving help from **family members**. **Friends** were cited by **29%**, and **professionals or experts** by **27.1%**. Interestingly, **19.6%** of participants said they **do not receive help from anyone**, highlighting a significant group with limited support networks



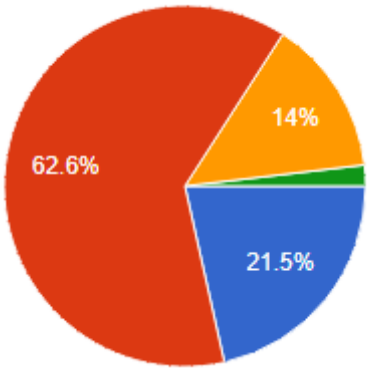


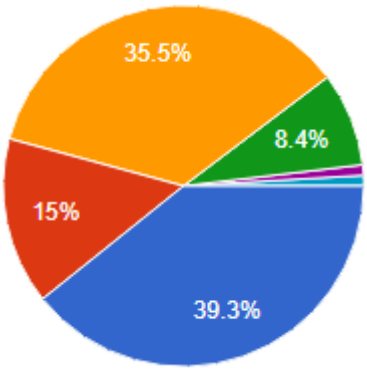
In question 17, **"If you had the opportunity to attend a course to improve your digital skills, what format would you prefer?"**, the majority of respondents (**56.1%**) favored **in-person group classes**. Another **22.4%** preferred **hybrid formats** combining online and in-person instruction. Smaller portions selected **live online classes (12.1%)** or **pre-recorded online lessons (9.3%)**, indicating a clear preference for face-to-face learning environments.



In question 18, "How important do you consider improving your digital skills?", half of the respondents (**50.9%**) rated it as **very important**, while **31.1%** said it is **moderately important**. Smaller percentages considered it **slightly important (11.3%)** or **not important at all (6.6%)**.

In question 19, "How much time are you willing to dedicate to improving your digital skills?", the majority (**62.6%**) were willing to spend **1–2 hours per week**. About **21.5%** preferred **less than 1 hour**, while **14%** could allocate **3–5 hours weekly**, and only **1.9%** were open to more than 5 hours.





As mentioned earlier for question 20, "What is your main motivation to improve digital skills?", 39.3% cited **professional needs**, **35.5%** prioritized **communication with family and friends**, **15%** aimed to simplify **daily tasks**, and **8.4%** were driven by **personal interests or hobbies**. Only **0.9%** felt they didn't need further improvement.

Summary of findings

The collected data from 107 questionnaires and focus groups with older adults in Greece highlight a growing but uneven engagement with digital technologies among seniors.

Most respondents use basic digital tools (primarily for communication and information) but their usage remains limited in scope. Email, search engines, and video calls are relatively well adopted, while more advanced or transactional activities such as online shopping, app use for health services, and data privacy management are much less confidently handled.

Many seniors report facing significant barriers, including limited technical knowledge, fear of making mistakes, and challenges with passwords and app installations. These are compounded by emotional factors such as low confidence, anxiety, and a sense of digital exclusion. Focus group participants expressed frustration with fast-changing technologies and confusing instructions, noting that they often feel left behind or dependent on others.

Support systems are inconsistent: while some receive help from family or friends, many remain without regular assistance. Despite this, motivation to learn is strong: most want to improve their skills, especially to maintain independence and stay socially connected. Seniors clearly prefer face-to-face group lessons, paced slowly,

and tailored to real-life applications. Printed materials and repeat practice are seen as essential.

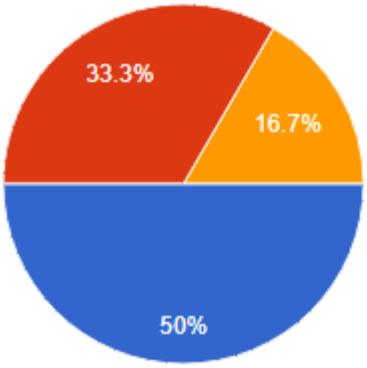
Across both questionnaires and focus groups, the findings point to a clear need for simple, practical, and ongoing digital education that matches seniors' everyday needs and learning pace.

Section 5 - Organisations' Findings

General Information

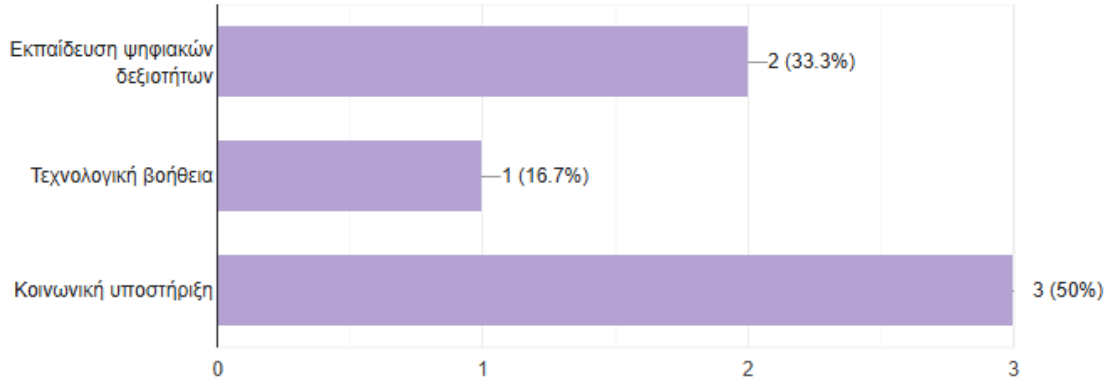
A total of **6 organisations** took part in answering the questionnaire. Here is the organisations' background:

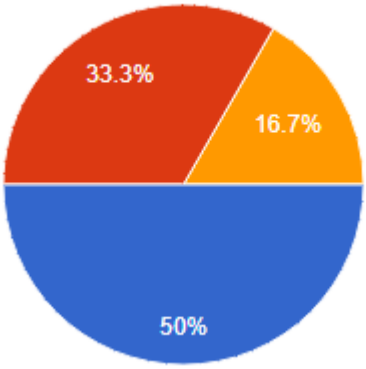
Question 1: Primary Objective of the Organisation
Half of the participating organisations (**50%**) identified their main goal as **providing educational support**. Others focus on **promoting social inclusion** (**33.3%**) or **offering technological services** (**16.7%**).



Question 2: Services Offered to Adults and Seniors

The most common service provided is **social support** (**50%**), followed by **digital skills training** (**33.3%**) and **technical assistance** (**16.7%**).





Question 3: Number of Adults/Seniors Reached Annually

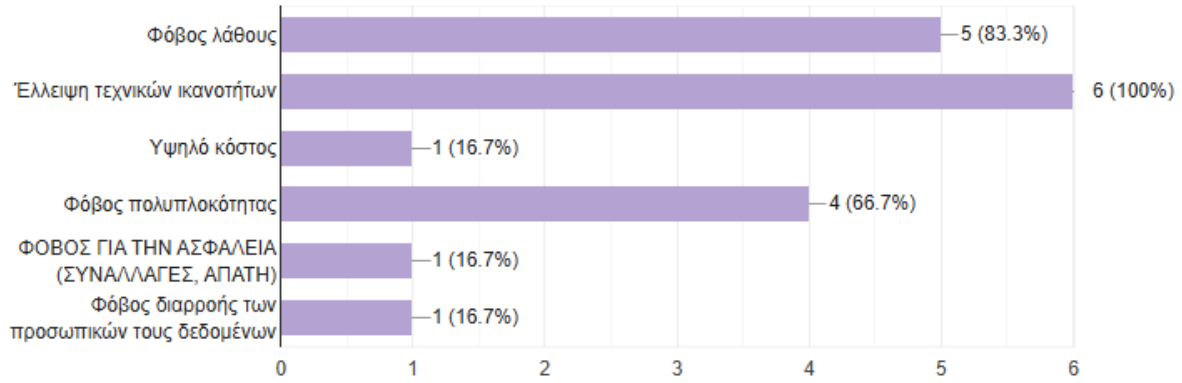
Most organisations (**50%**) serve **fewer than 50 older adults** per year, while **33.3%** support between **50 and 100**, and only **16.7%** reach **more than 100** individuals annually.

Organisations' Questionnaires & Focus Groups Findings

Question 4: Main Challenges Faced by Seniors

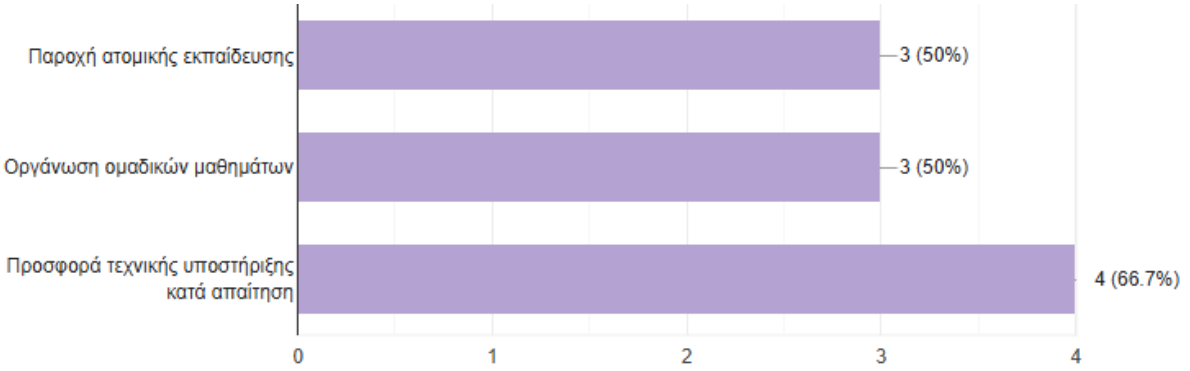
All organisations (100%) identified **lack of technical skills** as a key barrier. Other common issues included **fear of making mistakes** (83.3%) and **fear of complexity** (66.7%). Concerns around **security, privacy**, and the **cost of technology** were also

mentioned, though less frequently.



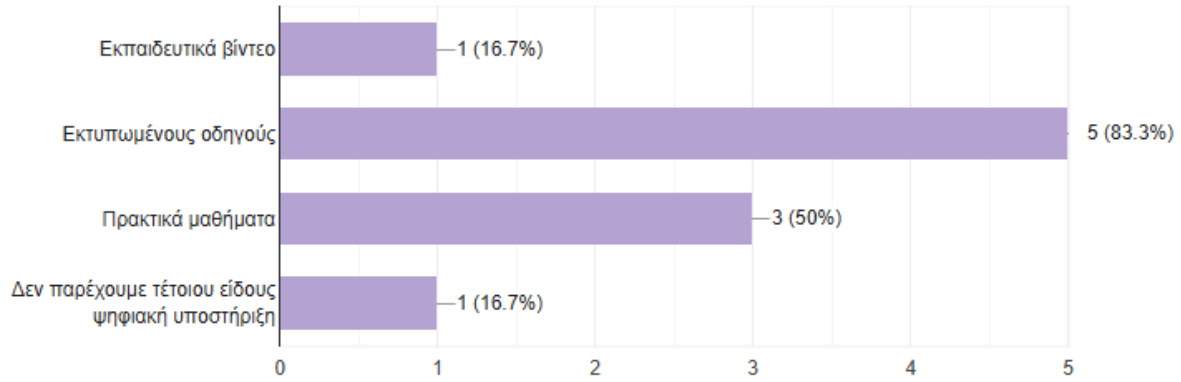
Question 5: How These Challenges Are Addressed

Most organisations provide **on-demand technical assistance**, while half of them provide a combination of **one-on-one training and group lessons**.



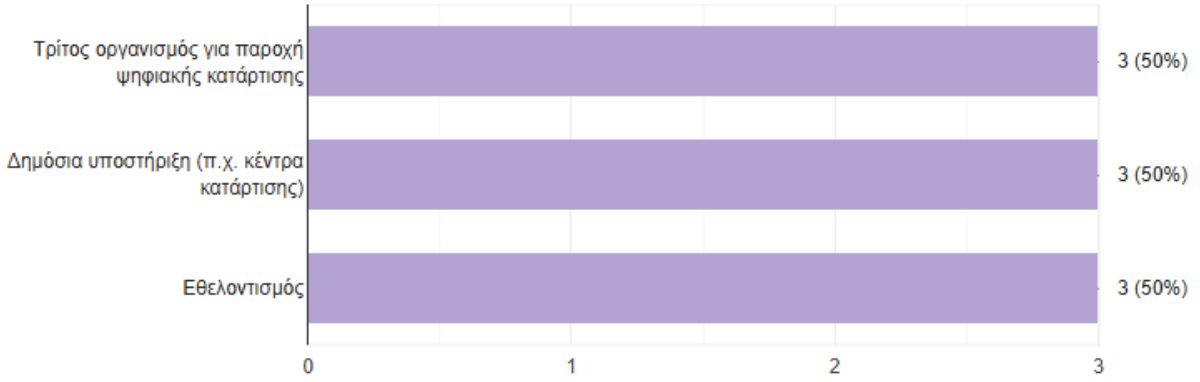
Question 6: Resources Used in Training

The most commonly used resources are **printed guides** (83.3%) and **practical sessions** (50%). A smaller share of organisations also use **instructional videos** (16.7%) or offer no structured resources at all.

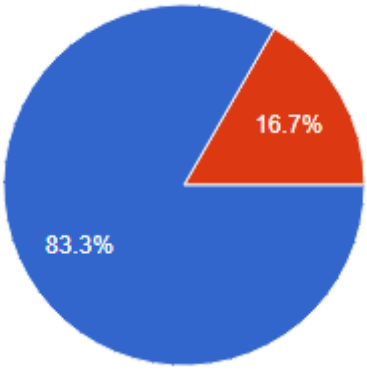


Question 7: Collaboration with Other Entities

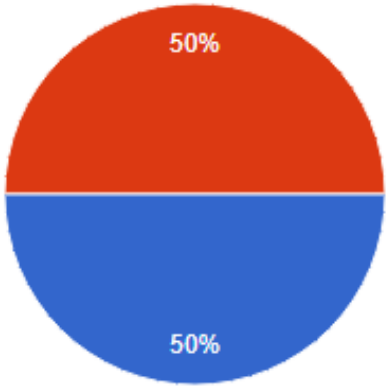
The organisations collaborate with **public training centers**, **volunteers**, or **third-party organisations** to enhance their services. Partnerships often include co-hosted training sessions or resource sharing.



For **question 8**, *"Do you believe there are gaps in the available resources to support seniors?"*, a significant **83.3%** of organisations responded "**Yes**", while only **16.7%** answered "**No**".

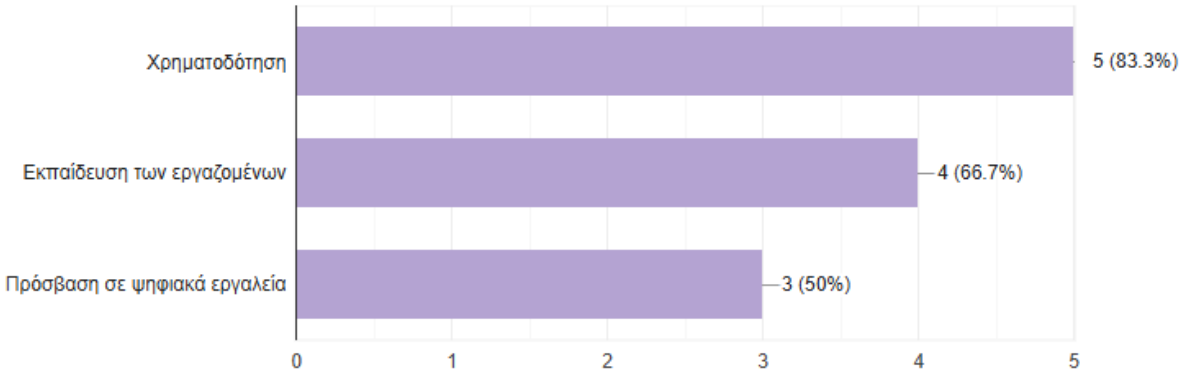


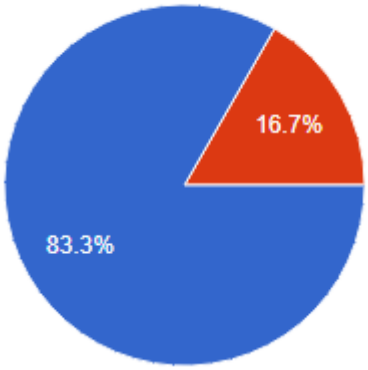
Among the gaps mentioned were the **lack of structured methodologies**, **insufficient subsidized training programs**, and **shortages in tailored materials**. These responses suggest that while organisations are motivated to support seniors, they often lack the standardized tools and funding needed to do so effectively.



For **question 9**, which asked organisations to **identify the main training needs they observe among seniors,** the responses clustered around two core areas: **Basic digital skills**, such as using email and navigating the internet, and **more advanced needs**, including the use of banking apps and online safety practices. This indicates a dual gap: while many seniors are still catching up with fundamental tasks, a growing number require support for securely managing more complex digital services.

Question 10: What kind of support would enhance your work with seniors? Most organisations emphasized the need for **funding**. **Staff training** and **access to digital tools** were also mentioned. These were often mentioned together, reflecting a systemic lack of resources.





Question 11: How important is technology for improving seniors' quality of life?

All respondents rated technology as **very important**, showing a strong consensus on its potential to support autonomy, communication, and access to services for older adults.

Question 12: Would you be interested in participating in training programs specifically for seniors?

All organisations expressed **clear interest** in joining such programs, confirming their motivation to expand their knowledge and improve the services they provide.

Summary of findings

The 18 participating organisations reflected a **strong commitment** to supporting the digital inclusion of older adults, despite facing a number of structural and practical challenges. Most serve small numbers of seniors annually, with limited resources and staff capacity. Their primary focus lies in education, social support, and basic digital guidance, though few follow standardized methodologies or structured programs. Organisations consistently identified a **lack of basic digital skills among seniors**, especially in online safety, app use, and device handling as a major barrier. They also highlighted psychological **hurdles** such as fear of failure and lack of confidence. These challenges are often met with individualised support and printed materials, though many noted the absence of comprehensive, ready-to-use educational resources.

Nearly all respondents expressed the need for **greater institutional support**, particularly in the form of funding, staff training, and access to equipment. There is unanimous agreement on the importance of technology for seniors' well-being and a strong willingness to engage in future training efforts tailored to this group.

Together, the responses show that organisations are motivated but lack resources. They are eager for better tools, materials, and support to offer more effective and steady digital training for older adults.

References

1. https://digital-skills-jobs.europa.eu/en/latest/briefs/greece-snapshot-digital-skills
2. https://ec.europa.eu/eurostat/statistics-explained/index.php?oldid=627685
3. https://digital-strategy.ec.europa.eu/en/policies/desi-greece
4. https://digitalstrategy.gov.gr/en/
5. https://digital-skills-jobs.europa.eu/en/about/national-coalitions/greece-national-coalition-digital-skills-and-jobs
6. https://nationaldigitalacademy.gov.gr/
7. https://www.nationalcoalition.gov.gr/good-practice/3i-e-likia-psifiaki-endynamosi-ton-ilik/
8. https://pta.gov.gr/el/erga/digitallife4all-an-adult-lifelong-learning-initiative-to-enhance-the-digital-skills-smart-competencies-of-seniors-older-adults-people-with-disabilities-persons-in-vulnerable-social/
9. https://enogreece.org/age-tech-thessaloniki-january-29-30-2025/
10. https://athens-times.com/greece-launches-e6-8-million-program-for-digital-empowerment-of-seniors-and-people-with-disabilities/

Annexes

Questionnaires

Focus Groups