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GenerationInfinity

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

WP2

Digital Senior Learning Feasibility Report

Italian National Report

Project Partners

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Italy's research findings

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

The Auditel-Ipsos report (May 2025) reveals a surprising transformation of the target aged 65-74 years old, in a country with more than 121 million screens, those over 65 are as connected as millennials. This age group has become a strategic segment for media and investors.
In Italy, as in other European countries, digital skills are associated with the sociocultural characteristics of the population. The Istat 2023 report shows that just 19.3% of adults aged between 65 and 74 had at least basic skills in the five main domains defined by the *Digital Competence Framework 2.0* (the common European framework of reference for digital skills) compared to the EU average of 28.19% for the same age group. At the same time, 45.7% of the total population aged 16–74 had basic digital skills, while 41.2% of people aged 65–74 had no digital skills at all, indicating a significant generational digital gap.
At the current rate, the target set by the European Union focusing on achieving universal basic digital skills for at least 80% of the adult population by 2030 is in serious danger of not being met. The people most penalized are the elderly, citizens with low education and those who are outside the job market.
In 2023 the Internet diffusion rate among families residing in Italy with at least one member aged 16-74 is 91.9% and continues to be a value almost in line with the EU27 average (93% in 2023). In households consisting in elderly people only (conventionally individuals aged 65 and over) there is less Internet diffusion, just over half of them (53.4%) have Internet access.
The regions with a better situation are Lombardy (86.8%), Trentino-Alto Adige and Lazio (both with 86.7%). The demographic size of the municipality of residence continues to be a discriminating factor: in the central municipalities of metropolitan areas the connection rate exceeds the national average by 4.2 percentage points (88.3%), whereas in municipalities with up to 2 thousand inhabitants it stops at 76.9%.
An analysis of the individual Italian regions shows a strong gradient between the Centre-North and the South, with the exception of Sardinia which is around the average value. The lag of the South (74.8%) is made particularly evident by a gap of 7.3 percentage points compared with the North and 6.5 percentage points compared with the Centre.
The qualification held by the family members is also positively correlated with the availability of Internet access: 97.8% of families with at least one graduate member access the Internet from home, compared to 59.8% of those in which the highest qualification is at most the middle school diploma.
The Istat report highlights, as well, some differences between the male and female population. In 2023 the 82.4% of men aged 6 years and over access the Internet compared to 76.8% of women. It should be pointed out, however, that such a gap develops mainly in the older age groups, in fact, up to the age of 59, gender differences are zero and in some cases are favourable to women, while, for example, from the age of 65 and over the difference exceeds 8 percentage points in favour of men.
By analysing separately the five dimensions, by the *Digital Competence Framework 2.0* on the basis of which the composite indicator is calculated, it is possible to draw a map of the elements of strength and weakness in the levels of digital competence of citizens resident in

Italy. Among the population aged 16-74 who have used the Internet in the last three months, 79.8% have advanced skills in the field of "Communication and collaboration", 60.6% in that related to "Literacy on information and data", almost half (49.9%) have advanced skills in "Problem solving". In the domains "Digital content creation" and "Security", however, the highest percentages of people without digital skills were recorded, 26.8% and 27.9% respectively.
It should also be highlighted that compared to 2021 there is a decrease of 1.3% for advanced digital skills in the domain "Security", while for all the others there are significant increases; in particular, the share of people with advanced digital skills in the domain "Communication and collaboration" increases by 4% and by almost 3% in the domain "Troubleshooting".

In Italy, several national and regional initiatives aim to reduce the digital divide among older people by promoting digital literacy and access to online services. These initiatives include training programmes, technical support and awareness-raising campaigns to help older persons to make effective use of new technologies.
ANAP Confartigianato carries out a series of dedicated initiatives and campaigns. Through its territorial groups, it provides concrete tools to access the digital world, at all ages, regardless of educational level. All this means tackling not just digital illiteracy, but also social inequality. Concrete initiatives throughout the national territory are digital literacy courses for over 60s; information meetings open to citizens; projects to promote the digital autonomy of the elderly. Throughout the Country there are also numerous accredited organizations that promote activities at local level.
Universities for seniors are a widespread reality throughout Italy (e.g. Federuni is a league of senior citizens' universities with 196 registered branches) that often promote courses or workshops about digital literacy. As for Fondazione Università adulti/anziani di Vicenza, these organizations are often a point of reference in the community, promoting social inclusion. They often work closely with Municipalities but also participate in broader projects as Generation Infinity.
Another example is Fondazione Mondo Digitale, a non-profit organisation based in Rome but with other territorial hubs in Milan, Terni, L'Aquila, Catania and Palermo. The organisation offers a digital literacy plan for those over sixty, based on the intergenerational learning model, which involves the entire national territory and 11 countries. Young people have been brought in to fight social exclusion of those over 60 and they have been building an alliance between schools and senior social centres.

2. Main Challenges

In the midst of the digital transition and the Artificial Intelligence revolution, the European Union is facing a defining challenge: including all citizens, even the most fragile, in the digital society. The European Commission's report "State of the Digital Decade 2025" highlights this clearly: despite progress, large pockets of exclusion remain, particularly among pensioners and those over 60.

According to official data, only 55.6% of European adults possess basic digital skills and in Italy only 46% of citizens between 16 and 74 years old possess at least basic digital skills.

While there are some support mechanisms, such as intergenerational learning programmes, older people often remain disadvantaged in the digital landscape. Activities such as using smartphones, navigating administrative portals, performing online banking, or understanding app permissions are challenging.

The barriers they face are not only technological, but also social, psychological and infrastructural.

The unfamiliarity with the technology, the fear of making mistakes, the anxiety associated with technology, and frustration at not being able to repeat an action often lead to avoidance or dependence on others, limiting independence and access to services. Seniors' fears ranging from "doing something wrong", breaking a device, losing data, or becoming a victim of scams, often prevents them from completing operations.

Cyber security is a major concern for older adults, who are particularly vulnerable to scams involving fake banks or anonymous phone calls, fraudulent online stores and imitations of family members. Their limited knowledge of digital security and tendency to trust official communications make them easy targets.

Many older people report difficulties in using national digital systems, particularly those related to health, taxes or administrative procedures. Often online interfaces are not designed with older users in mind, as a result public administration websites, digital identity requests or online medical forms can appear overly complicated. The lack of simplified design, voice support or step-by-step guidance makes these platforms difficult to navigate. Some seniors take more than an hour to fill out simple forms, while others simply give up or seek help from younger family members, some others will opt for in-person services even when digital options would save time.

Another difficulty is the lack of knowledge of existing training programs designed to reduce digital divide. As it is the most cost effective Digital skills workshops' advertising is often made through social media, newsletters and websites making it difficult to access from whom actually need it the most.

3. Trainers' Findings

General Information

A total of 14 educators completed the questionnaire regarding the teaching of digital skills to the senior. These trainers come from different educational and professional backgrounds but share experiences in digital literacy education.

Participants Overview

From the analysis of the responses, it emerges that the majority have more than 6 years of experience (78.6%) and are aged between 65 and 77 years, mostly men with a slight prevalence of high school graduates. Almost all (71.4%) provided older adults with specific training on digital skills. The most used methods include individual training and classroom group sessions; follows guided practice and, to a minimal extent, online tutorials. The most common tools are digital presentations first (e.g. Power Point and Canva), followed by printed materials, with less uptake of mobile apps and online platforms.
Trainers rely mainly on the observation of practical skills to evaluate the progress of the elderly, followed by regular feedback during lessons and less frequently on formal evaluations.
The main difficulties encountered concern limited technological knowledge and the difficulty of adapting to different learning rhythms, followed by language barriers and resistance to learning new knowledge.
Finally, approximately 78.6% of trainers have experience in digital training aimed at the elderly, highlighting an area of expertise still to be developed for most of the group.

Trainers' Questionnaires & Focus Groups Findings

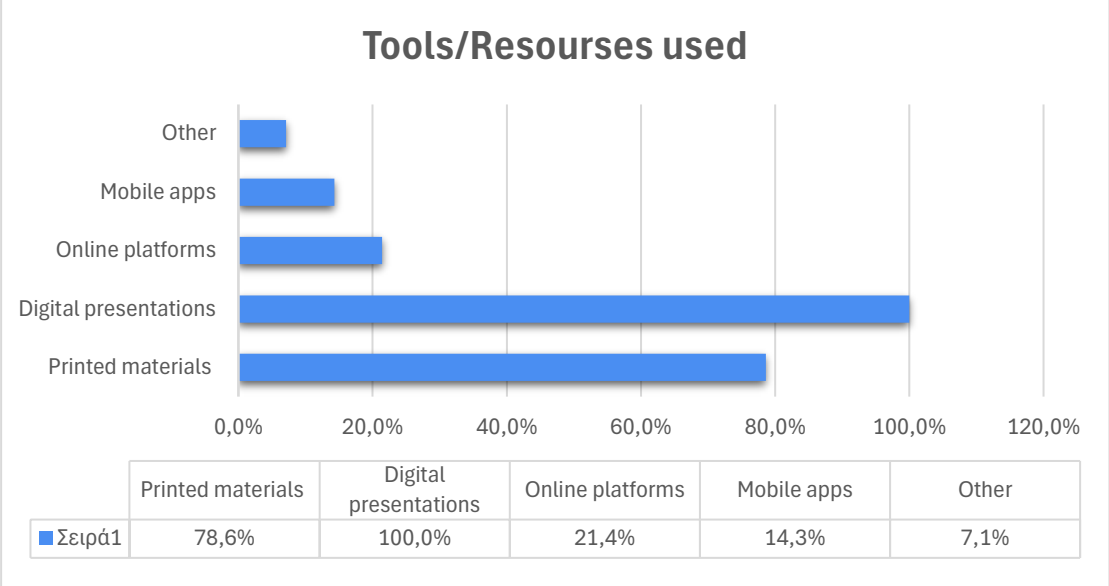
What teaching methods do you currently use for digital skills training?

The 14 educators who answered this question mainly use group sessions (92.9%). These sessions are likely to promote collaboration, peer learning and a sense of community among participants. Guided practice and individual training come in second place with the same percentage (35.7%). This data emphasis on practical learning, in which participants actively put into practice what they are taught under supervision, as well as the effectiveness of personalized teaching based on the needs of the individual student.
Online tutorials were used by 7.1%, showing some integration of digital content, although less widespread, probably due to limited digital literacy among older adults.

What resources or tools do you use during your training sessions?

Out of 14 educators who responded, digital presentations (e.g. PowerPoint, Canva) were the most commonly used resource, mentioned by 14 out of 14 educators (100%). These tools help visually structure content and are useful for guiding sessions. This is followed by printed materials (for example manuals or handouts) used by 78.6% of the trainers interviewed, demonstrating how concrete and easy-to-follow resources remain essential, especially for

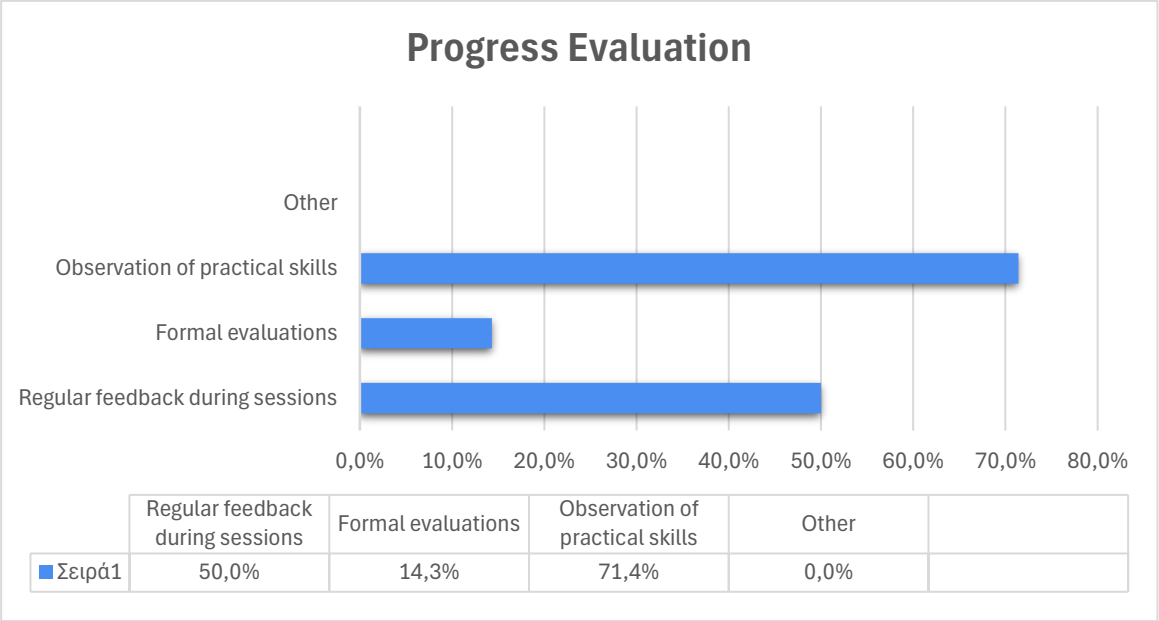
elderly people who may feel more comfortable with physical documents, with a lower diffusion of online platforms (for example learning portals, web-based tools) with a percentage of 21.4% use. Mobile apps are the least used (7.1%), highlighting potential obstacles for less tech-savvy participants.



	Printed materials	Digital presentations	Online platforms	Mobile apps	Other
Σειρά1	78,6%	100,0%	21,4%	14,3%	7,1%

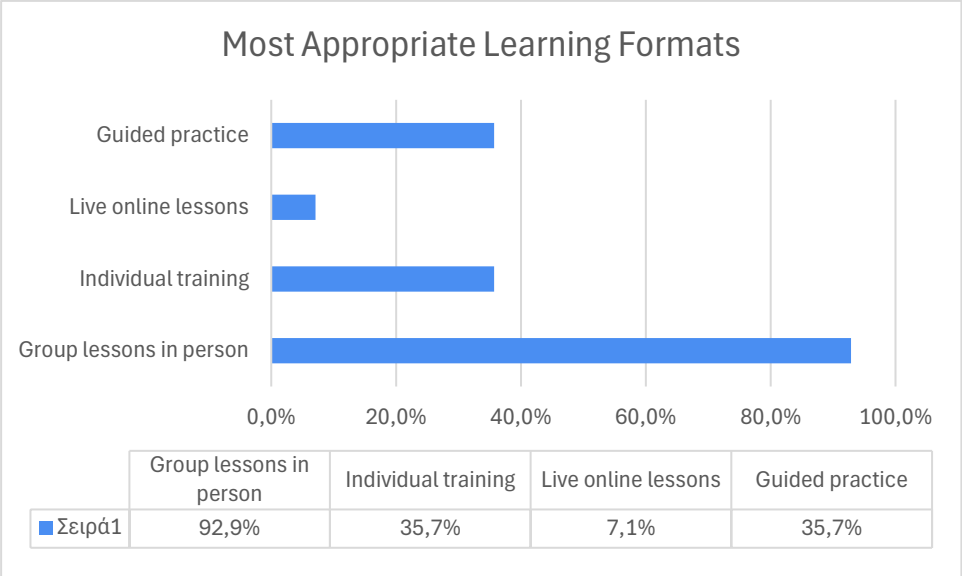
How do you evaluate the progress of older adults in learning digital skills?

When assessing older adults' progress in learning digital skills, educators rely primarily on practical, ongoing methods tailored to students' needs and pace.
The most used method is the observation of practical skills, cited by 71.4% of educators. This involves observing how confidently and autonomously older adults perform digital activities, providing real-time information about their understanding and memorization.
Half of educators use regular feedback during sessions, and only 14.3% of educators said they used formal assessments (e.g. tests or structured assessments). This suggests that while formal tools have a role, they are less favoured in digital adult education, where practical competence and student confidence are often more important than test results.



From your experience, which is the most appropriate format for adults and seniors?

Based on educators' responses, the most appropriate format for teaching digital skills to seniors is the group lessons preferred by 92.9% of participants, reflecting the value of face-to-face interaction, peer support and real-time guidance, especially important for older adults who may not have self-confidence or previous digital experiences.
Individual training and guided practice follow both 35.7%.
Live online classes were the least preferred option, mentioned only by one educator. This may be due to technical barriers, connectivity issues, or a lack of immediate practical support, which many seniors still rely on.

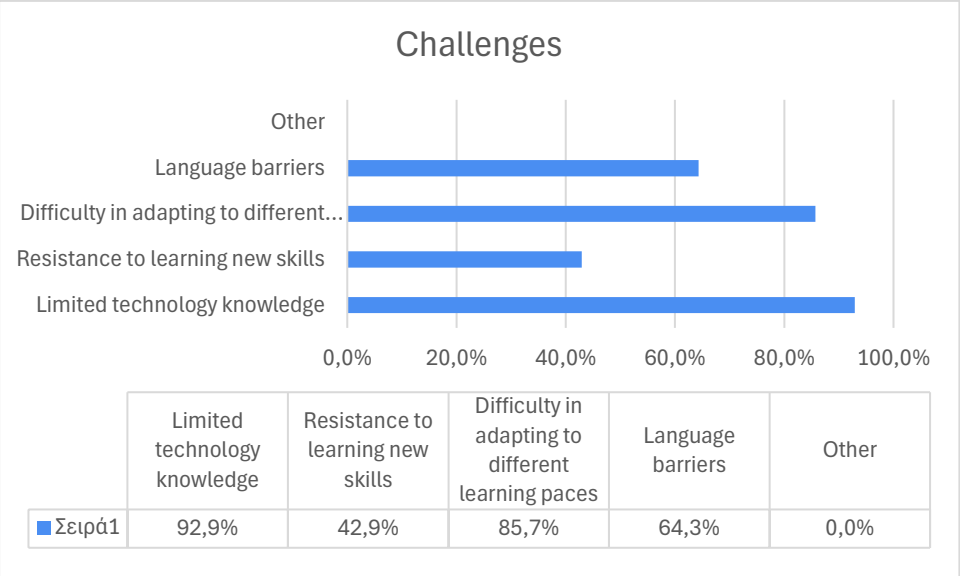


What are the main challenges you encounter when teaching digital skills to older adults?

When teaching digital skills to older adults, educators report several key challenges. The most significant obstacles are the limited previous knowledge of technology (92.9%) and the difficulty of adapting to different learning rhythms (85.7%). Many seniors start with minimal digital experience, requiring instructors to start with the basics and move forward at slow peace. In addition, older people often progress at different speeds, which requires a flexible and individualised teaching approach.

Language barriers represent another notable challenge, mentioned by 42.9% of educators. This refers to both general literacy problems and difficulties with the specific technical vocabulary used in digital contexts.

Furthermore, 42.9% of respondents identified resistance to learning new skills as a challenge. This suggests that older people are generally demotivated to learn due to both age and closed-mindedness.



	Limited technology knowledge	Resistance to learning new skills	Difficulty in adapting to different learning paces	Language barriers	Other
Σειρά1	92,9%	42,9%	85,7%	64,3%	0,0%

Summary

Data collected from 14 educators reveals consistent priorities and challenges in digital skills training.
Educators most commonly use group lessons, followed by individual training and practical guides, supported by digital presentations and printed materials. They assess students primarily through observation of practical skills.
Key challenges include limited technological knowledge and difficulties in adapting to different learning rhythms, followed by language barriers and resistance to learning new skills. The focus group participants confirmed these obstacles and emphasized the emotional aspects of learning, such as fear of failure, anxiety or embarrassment of fall behind and having to repeat the same a step several time.

In conclusion, training should be practical, personalized and supportive, with a strong emphasis on daily digital activities, a flexible pace and a safe and supportive environment. These insights should guide the design of future programs of our project.

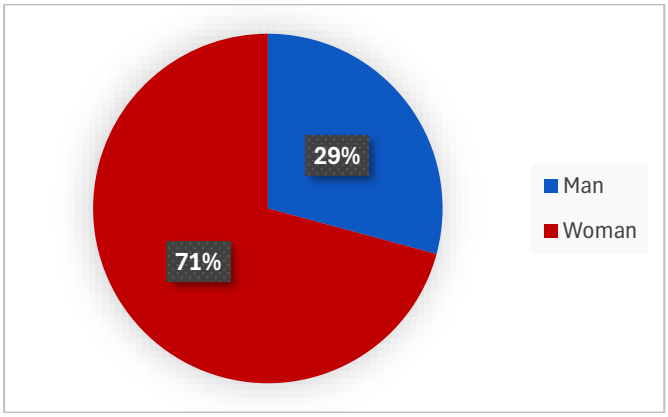
4. Seniors' Findings

General Information

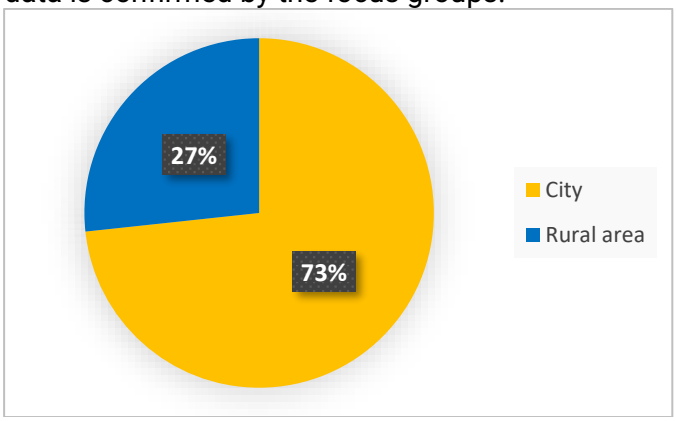
Università adulti/anziani conducted 4 focus groups with 34 participants aged over 65 and issued 120 questionnaires.
Both the focus groups and the questionnaires' goal was to research what challenges the participants face, what methods they prefer and how they feel when using the technology and digital devices. The focus groups

Seniors' Questionnaires & Focus Groups Findings

Gender
Most of the participants are women. 71% answered the questionnaires compared to 29% of men.

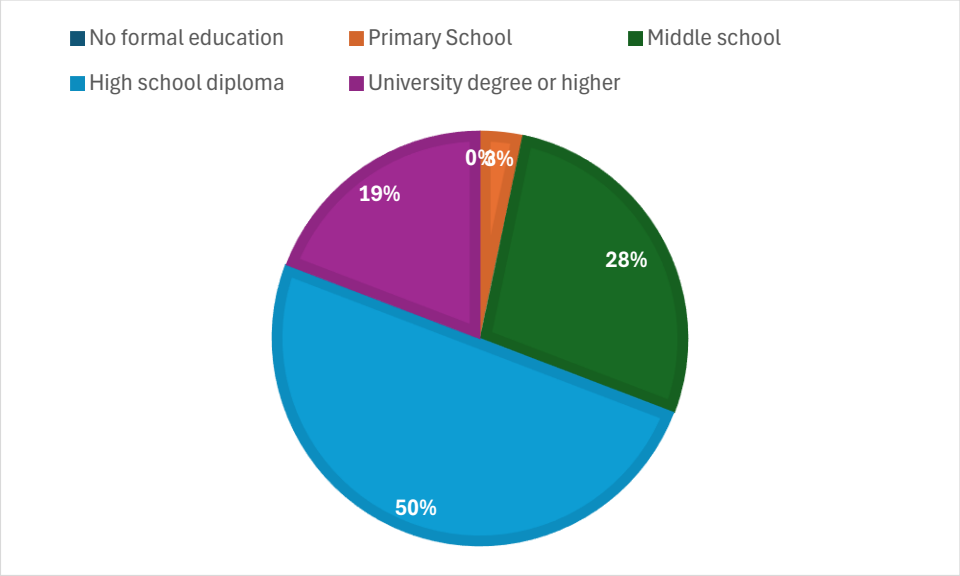


Place of residence
Most of the participants live in the city 73.3%, while 26.7% come from rural areas. The same data is confirmed by the focus groups.



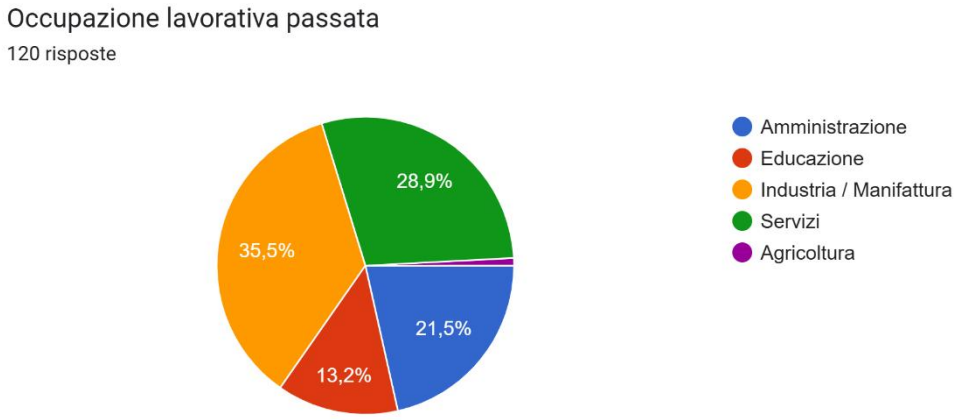
Level of Education

An analysis of the educational background of the participants in the questionnaire shows that the largest percentage, 50%, obtained a high school diploma.
27.5% of those interviewed completed middle school, 19.2% obtained a degree and only 3.3% stopped at primary school. These figures indicate a predominantly middle-level educational profile within the sample.



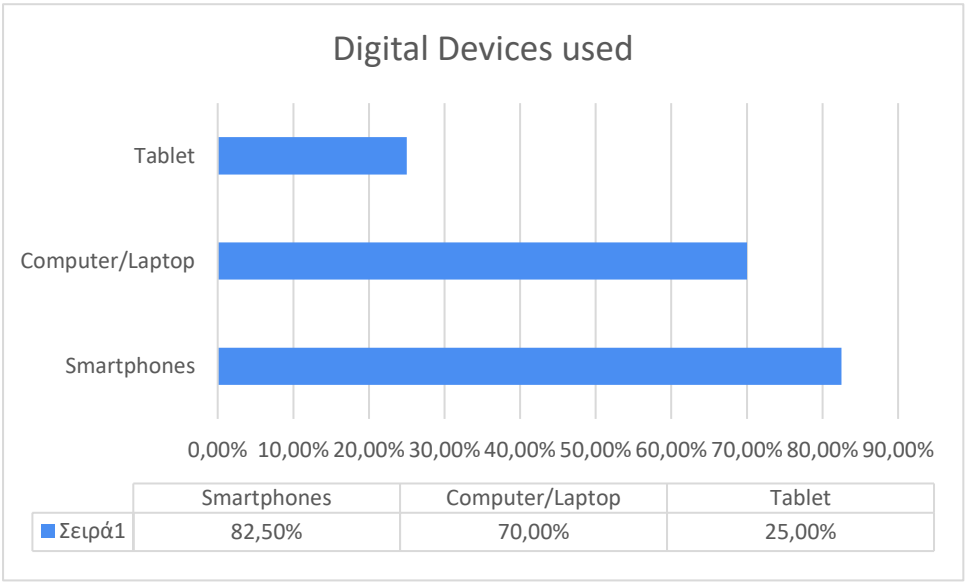
Previous work area

Most of the participants have worked in the Industry or Manufacturing sector (35.5%). A significant portion were employed in the Services sector (28,9%) or had Administration jobs (21.5%). Lastly the 13, 2% was employed in the Educational sector and only the 0.8% was employed in the Agricultural sector.



What digital devices do you own? (multiple answers possible)

Regarding the ownership of digital devices, 82.5% of participants said they have a smartphone, 70% have a computer or laptop, 25% a tablet. Only one participant reported not owning any digital devices



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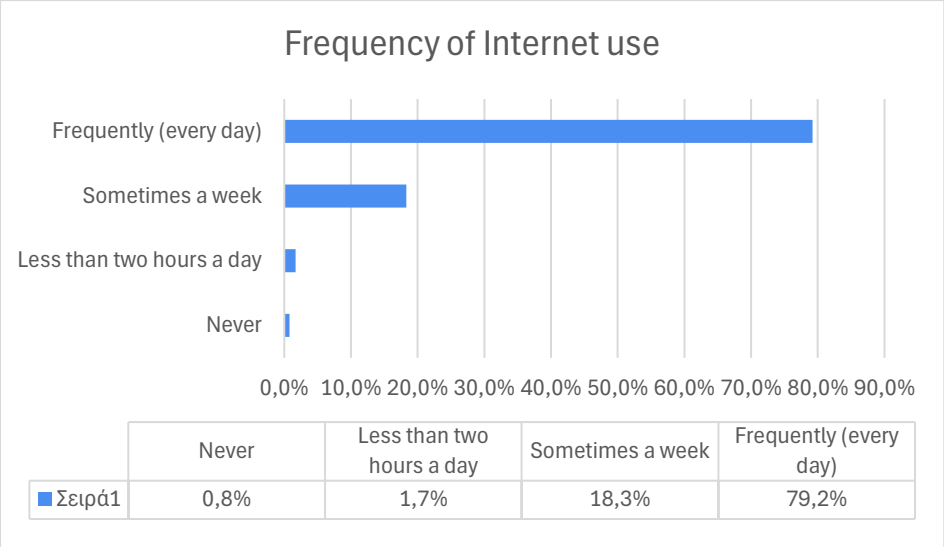
How often do you use the internet?

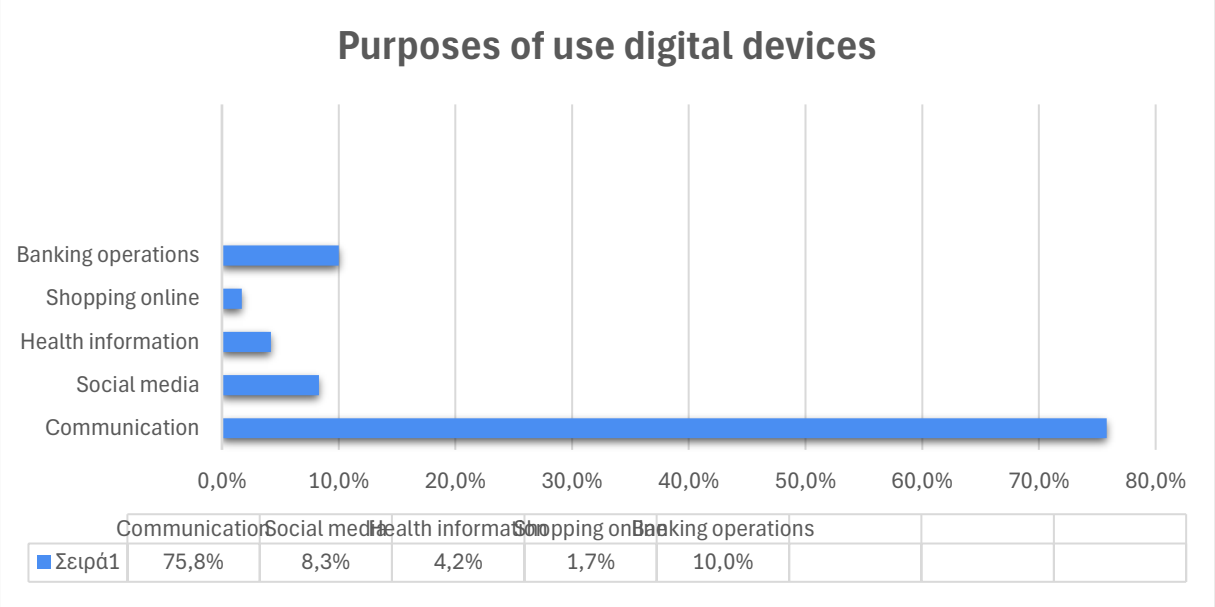
Data on the frequency of Internet use shows that the majority of participants (79.2%) use the Internet frequently (every day), 18.3% use the Internet sometimes (1 - 2 times a week), while

1.7% said they use the Internet rarely (less than once a week). Only one of the participants stated that he never uses the Internet.



For what purposes do you use technology?

Regarding the purpose of using the Internet, almost all 75.8% of participants said they use it for communication (e.g. email, WhatsApp), 10% use internet banking, 8.3% use it for social media (e.g. Facebook, Instagram), 4.2% for health information. Only 1.7% of participants say they use the internet for online shopping.

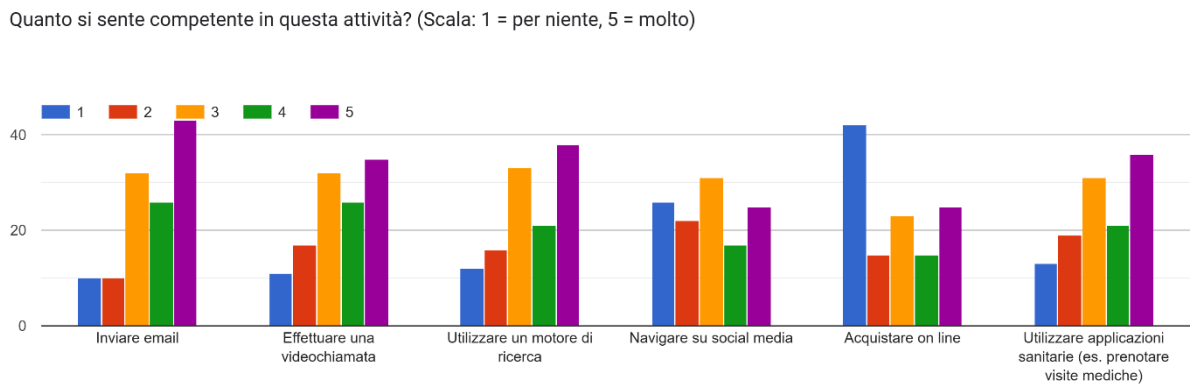


What are the main difficulties you face when using technology?

Participants reported several challenges in the use of digital technologies. The main are: the lack of technical knowledge (29.2%), the concern for online safety (fear of scams) for 25% of seniors, the difficulty of understanding language or using software or applications (18.3%). Some reported reading problems on small screens (7.5%), unstable connection (8.3%) or lack of support or assistance from others (8.3%). A smaller percentage mentioned the lack of interest due to not knowing how to use the technology (2.5%) and a matter of technology high costs (0.1%).

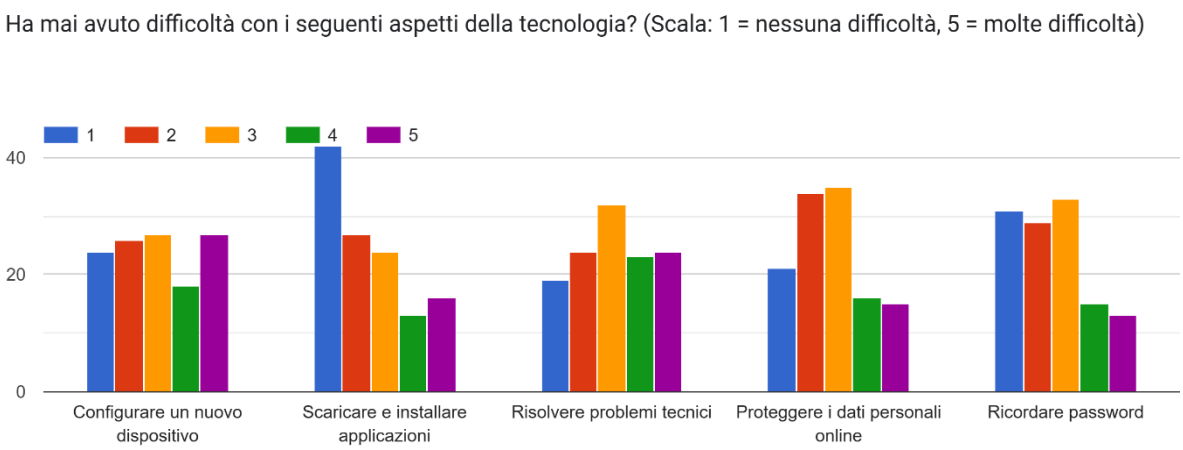
How competent do you feel in these activities?

The results show that among the digital activities listed, seniors feel more confident in sending emails, making calls or video calls; they feel able to use search engines. Participants find it challenging using social media and the online shopping over all.



Have you ever faced difficulties with the following aspects of technology?

The results demonstrate that most seniors have no difficulty downloading applications and remembering passwords while experiencing significant difficulties in setting up a new device; they do not feel very capable of protecting personal data online and solving technical problems. These findings highlight a clear need for targeted support and training in basic digital skills to help older adults understand technology and navigate internet more safely and independently.



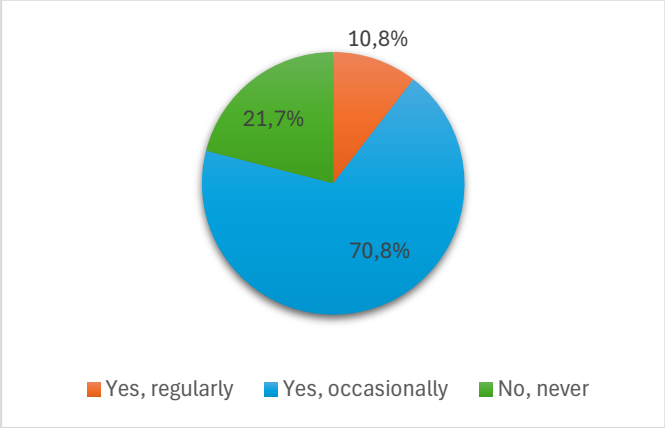
How often do you avoid using technology due to the following reasons?

The data shows that older adults very often avoid using technology due to fear of making mistakes or because they are blocked by not being able to perform an operation they had already done previously, rather than a lack of will to use it. Anxiety, anger and frustration are much more influential emotional barriers than practical ones, such as the feeling that it takes too long or the preference for traditional methods. This suggests that seniors are not disinterested in technology itself, but need more support to build trust, security and a safe environment in which to learn without fear of failure.

Do you receive support when using technology?

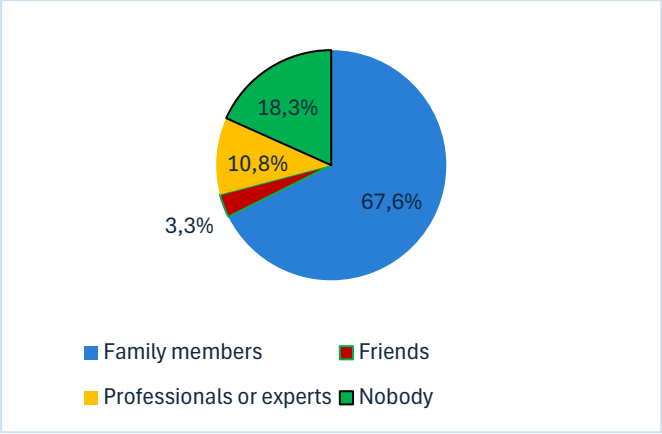
When asked if they receive support when using technology 10.8% of the participants reported receiving help regularly, 70.8% receive support occasionally and 21.7% do not receive any kind

of support. This highlights the importance of having access to consistent help, which clearly plays a key role in helping older people interact with digital tools more safely and frequently.



Who do you receive support from?

The majority of older adults receive support from family members (67.5%) when using digital tools. A smaller percentage rely on professionals or experts (10.8%), while 3.3% turn to friends for help. In particular, 18.3% of respondents said they had not received any support. This suggests that older adults usually have access to some form of care and that family members play the most important role in helping them navigate digital technologies.



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

The data shows that the type of course preferred by seniors is face-to-face group lessons (78.3%). Many seniors still value face-to-face interaction during learning, in addition to the willingness to be followed step by step.

How important do you find improving your digital skills?

According to the data, half of the participants believe it is very important to improve their own digital skills, the 42.5% consider it moderately important and the 7.5% unimportant. None of the interviewees thought it was not important at all. This indicates a strong general acknowledgment of the value and importance of improving digital skills.

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

The survey results show that most respondents are willing to invest a moderate amount of time in developing their digital skills, 1 - 2 hours per week (62%). These findings suggest that while most individuals recognize the importance of digital skills, they prefer to spend their time in more familiar activities.

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

The survey results reveal that the majority of respondents are mainly motivated by the desire to better manage their personal interests and hobbies (47.1%) and their daily activities (reading and writing emails, making doctor's appointments, sharing photos of grandchildren) for 46.3%. These results highlight the desire to improve one's daily life in all its aspects. Communication with one's family members and work and professional needs come last with 3.3% each.

Summary of findings

The combined results of the focus groups and questionnaires highlight the main challenges and needs of older people in relation to digital technology. The participants are all retired and come from different professional backgrounds.
Most participants reported difficulties in technical knowledge, in understanding English and in the frequent interface changes. Many relied on the support of family members, which sometimes led to a sense of dependence and frustration. Emotional responses include: anxiety, anger, confusion and fear of making mistakes, but also pride and increased confidence when they are successful on their own.
Regarding learning preferences, participants emphasized the need for clear and detailed guidance and a teacher to follow them step by step with visual aids and repetitions. Small group courses were appreciated for peer support, while many also expressed the need for individual help. Practical skills —such as messaging, online banking and form filling— were considered the most relevant and useful topics.
Despite the difficulties, most participants expressed a strong motivation to learn, saying that communicating with family and friends is the main reason why they would like to improve digital skills. Furthermore, they are motivated by the desire to simplify daily activities, while

only a small part mentioned personal interests. This indicates that social connection and daily functionality are the main drivers of engagement. As for the time, participants are willing to dedicate no more than two hours a week.
It appears that seniors consider digital skills essential to maintain independence, trust and social inclusion in everyday life.

5. Organisations' Findings

General Information

Four organizations were invited to take part in the questionnaire aimed at gathering information on their experiences and practices relating to adult education and digital inclusion. All participating organizations are actively involved in adult education, with a strong focus on supporting students with fewer opportunities, including seniors. Their contribution has provided valuable perspectives on the challenges faced by educators and on effective approaches to digital skills training.

Organisations' Questionnaires & Focus Groups Findings

What is the primary objective of your organization?

All the organisations (100%) main objective is to provide educational support and further education. Half of these organizations have also chosen to offer technological services and the other half sees promotion of social inclusion as one of their main objectives.

What types of services do you offer to adults and seniors?

All participants (100%) offer digital skills training and technical support as their core services. 75% provide technological assistance, 25% also provide social support and other services. This emphasizes an approach to help adults and older people develop their digital skills through structured learning programs.

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

The scale of support varies, most organizations operate on a small to medium scale, allowing for potentially more personalized and targeted assistance. Half of the organisations assist fewer than 50 people per year, while the other 2 between 50 and 100 people per year. None of those interviewed declared that they assist more than 500 people per year.

What are the main challenges seniors report when using technology?

The main challenges reported are the lack of technical knowledge, the fear of making mistakes, the fear of complexity and the language barriers. Interestingly, high costs or lack of interest were not identified as significant barriers. These insights suggest that the difficulties older adults experience are more emotional and cognitive, rather than financial, emphasizing the need for supportive, step-by-step learning environments that build trust and reduce anxiety.

How does your organization address these challenges?

The organizations focus primarily on organizing group courses and in providing individual training in order to offer more personalized support. Only two organizations also offer on-demand technical support or other services. This combination of group and individual learning helps create a supportive environment that meets different learning needs and strengthens trust among seniors.

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

All the organizations indicated as primary resources: printed guides and hands-on lessons. Only one organization uses video tutorials. This shows that older people prefer simple and clear materials that are easy to follow.

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

All interviewees collaborate with other organizations and entities to improve their service. This highlights that creating a territorial network is essential for interviewees to provide more effective services.

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

Respondents do not believe there are gaps in the resources currently available to help older people learn digital skills. This indicates a general perception that no other elements are needed to better support older adults in overcoming digital challenges.
This anomalous result highlights a difficulty on the part of some organizations in perceiving the real needs of the elderly. Therefore, the data collection carried out among those over 65 for the Generation Infinity project is even more relevant.

What are the main training needs you observe among seniors?

Organizations report that seniors have training needs across all levels of digital skills. Basic skills, such as navigating devices and using email, are needed by 100% of participants. At the same time, advanced skills, including the use of banking applications and understanding online security, are also seen as essential by 100%. This highlights that older adults require comprehensive digital education, from the basic knowledge to the more complex one, in addition to practical tasks relevant to everyday life.

What type of support could enhance your work with seniors?

To improve their work with seniors, organizations have identified several key areas of support. Financing was the most mentioned need followed by access to digital tools. No one expressed the need to train employees to better equip staff working with the elderly, which suggests that the focus is more on implementing equipment already in possession and financial resources.

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

The organizations all consider technology as a key factor in improving the quality of life of the elderly. None of the participants rated it as slightly or unimportant. These data reflect the strong belief that digital inclusion plays a crucial role in promoting independence, social connection and access to essential services for older people.

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

All respondents (100%) expressed a clear interest in collaborating on training programs specifically designed for seniors. This response highlights a strong willingness among organizations to work together in improving digital inclusion and developing tailored educational initiatives that address the unique needs of older adults.

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

To improve the accessibility of digital services for seniors, organizations have suggested several practical and user-centric changes:
• Large icons, high contrast and adjustable font size to make interfaces more readable and visually accessible.
• Minimalist design with a focus on clarity and removal of unnecessary information.
• Clear navigation and fewer steps to achieve essential functions such as “Send,” “Save,” or “Back,” reducing cognitive load and frustration.
• Printed guides and videos specifically adapted for seniors, featuring large print, visual instructions and a slower learning pace.
• Step-by-step educational videos in Italian to support independent understanding and learning and make the material more usable.
In addition, respondents stressed the importance of involving seniors in the development and testing of digital services. Involving older people in the design process and incorporating their feedback would help ensure that the final solutions truly meet their needs and preferences.
Furthermore, it is suggested that the teaching methodology should be as practice-based as possible, in this way the participants have the possibility to try and make mistakes if necessary.
These suggestions reflect a strong desire to create inclusive, user-friendly digital environments that empower older adults and reduce barriers to participating in the digital world.

Summary of findings

The organizations participating to the survey focus mainly on providing educational support through group courses and individual training, sometimes offering additional technological services. Every year they assist a variable number of elderly people, none of them exceeding 100 people.
To improve digital accessibility for seniors, organizations recommend larger icons, adjustable font size, high contrast, minimalist design, and clearer navigation with fewer clicks to achieve key features. They also highlight the importance of involving older people in the design and the testing of digital tools, to ensure that solutions truly meet their needs.
They recommend using practical teaching methodology as much as possible. Existing teaching materials often do not meet the needs of the elderly; they tend to be too hectic, use technical jargon or are in foreign languages, which causes confusion. There is also a lack of practical, everyday examples and accessible materials for practicing after the workshops, such as guides in large print and videos in Italian.
Overall, most organizations recognize technology as an important factor in improving the quality of life of seniors and express a strong willingness to collaborate in the development and delivery of training programs specifically designed for this group.

An in-depth analysis of the survey results highlighted important challenges, needs and motivations of older people regarding digital skills.

The main motivation for improving digital skills was communication with family and friends, followed by simplification of daily activities. Personal interests and professional reasons were less commonly mentioned. Most participants were willing to devote 1 or 2 hours a week to learning, which indicates a certain desire to acquire new knowledge.
The main challenges older adults face when using technology include a lack of technical knowledge, concern for online safety, fear of making mistakes, and the perceived complexity of devices and applications. Emotional barriers such as confusion and anxiety are common, but effective independent use leads to feelings of pride and increased confidence.
Seniors prefer learning environments that offer clear, step-by-step instructions in Italian, supported by visual materials and repetitions. Small group workshops and individual support are highly appreciated. Practical skills —such as messaging, online banking and form filling— are considered the most relevant. In addition to basic skills, there is a strong demand for advanced knowledge related to app usage and online security.

6. References & Annexes

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https://www.auditel.it/wp-content/uploads/2025/05/Auditel_conferenza_ipsos_Slide_DEF.pdf

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Annexes

Focus Group

https://drive.google.com/drive/folders/1Z_g28AUnmlzX-p9JozEHtjC794Y1jBzQ

Questionnaire

https://drive.google.com/drive/folders/1oUy0tX7Q8r7veF-FutkEcdpI95LPbJj9