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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

Slovenia National Report

Project Partners

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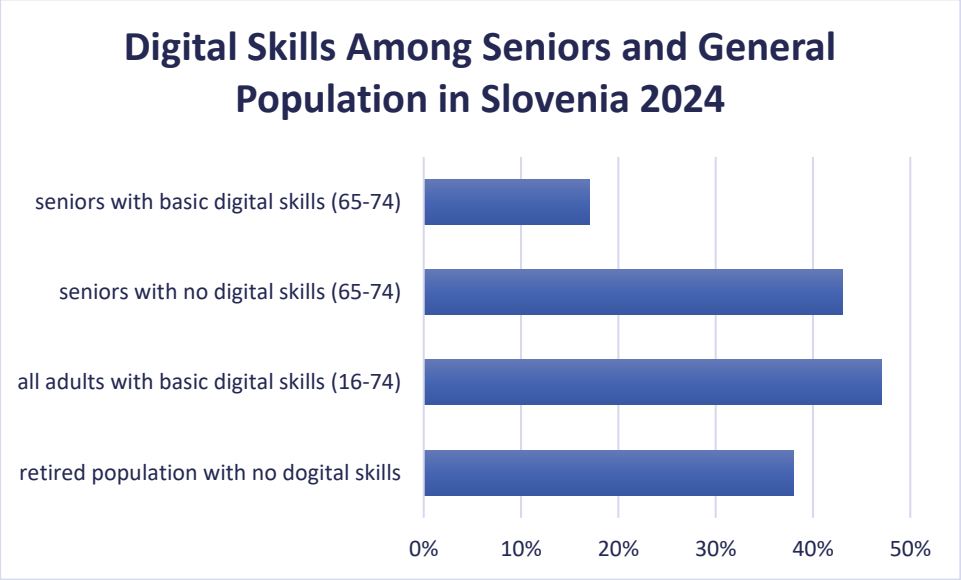
Slovenia's research findings

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

According to national statistics and digital policy reports, seniors in Slovenia face considerable digital exclusion. While public frameworks exist and innovative projects have been launched in recent years, a large share of people aged 65 and older still lack basic digital skills and access to digital tools, especially in rural areas. In 2023, only 17% of Slovenians aged 65–74 had at least basic digital skills, compared to the EU average of 28.19% for the same age group[1][2]. At the same time, 47% of the total population aged 16–74 had basic digital skills, while 43% of people aged 65–74 had no digital skills at all, indicating a significant generational digital gap (Stat.si, 2024).



1

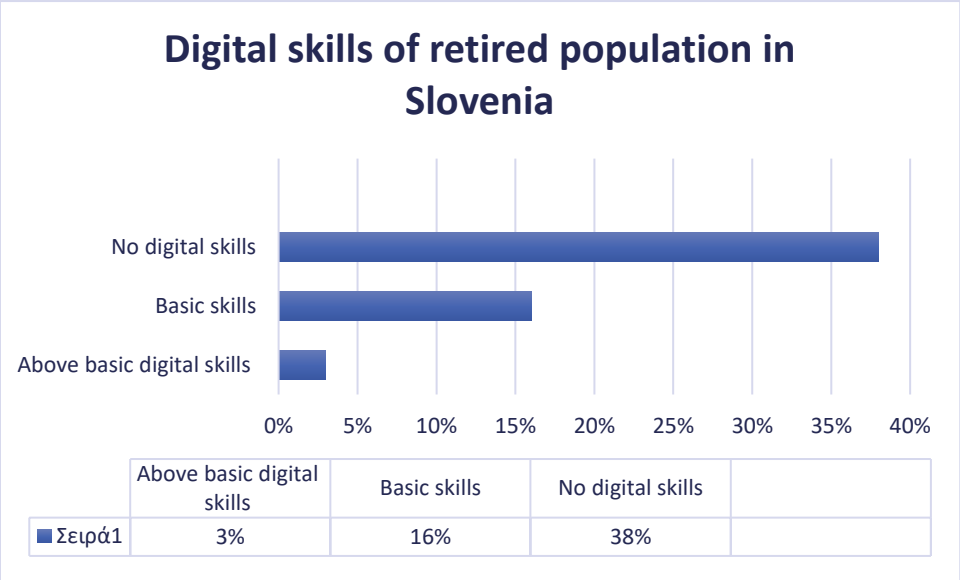
2 *Slovenia lags behind the EU average in digital skills among older adults, which poses a challenge for meeting the Digital Decade 2030 targets.*

Main report findings

Living areas: The urban–rural digital divide is a persistent issue. Seniors in rural areas face a double barrier of limited digital infrastructure and a lack of localized learning opportunities. Mobile outreach projects are beginning to address this gap, but coverage is still partial.

Education level and retirement status: Among the retired population in Slovenia, only 3% have above-basic skills, 16% have basic skills, and 38% have no digital skills at all. This puts Slovenia behind several EU counterparts in terms of senior digital inclusion (stat.si).

Gender gap: Gender disparities among seniors are relatively low, with digital skills spread quite evenly. However, older women, especially those with lower education levels, are more likely to be digitally excluded.



Strategic frameworks and national policies

Slovenia has adopted several national digital strategies to support inclusion:

- "Digital Slovenija 2030"[3] outlines the national vision for digital transformation, with a focus on improving digital skills and reducing exclusion.
- The Digital Inclusion Promotion Act (2022)[4] introduced measures like digital vouchers for adults aged 55+ to access training and equipment.
- The Digital Decade Strategic Roadmap aligns Slovenia with EU targets to reach 80% basic digital skills coverage among adults by 2030.

National and regional initiatives

One of the most notable and successful efforts to reduce the digital gap for seniors is:

Simbioza Mobiln@[5] (Digital Skills and Jobs Platform, 2023) (Mobile Classroom Initiative)

This nationwide program, launched in 2021, uses a mobile classroom to deliver **free, hands-on digital skills workshops** to older adults across rural and urban areas of Slovenia. Seniors learn how to use smartphones, browse the internet, access public e-services, and stay safe online. In 2024 alone, the mobile classroom organized over **330 workshops** and reached more than **1,600 seniors**, often in underserved rural communities. The initiative was recognized as a finalist in the **European Digital Skills Awards 2023**.

[3] *This national strategy outlines the government's vision for digital transformation, including e-government, e-health, and digital public services by 2030.*

[4] *The Act introduced "digital vouchers" for purchasing computer equipment and free basic digital skills courses to support vulnerable groups.*

[5] *The project has been recognized at the European level, being shortlisted as a finalist in the European Digital Skills Awards 2023.*

Digitally Included Platform (DIP)

This initiative, active in 2022–2023, offered an online learning platform with video content, quizzes, and tutorials tailored to senior learners. It was developed through collaboration between Simbioza, ZDUS, and ACS and supported by the Slovenian Ministry of Digital Transformation. It focused on building **intergenerational learning environments** and empowering older adults to learn at their own pace.

Additional support mechanisms

Digital Vouchers for 55+

Under the **Digital Inclusion Promotion Act (2022)**, citizens aged 55 and older are entitled to a **€150 digital voucher**, which they can use to:

- Enroll in accredited digital training courses
- Purchase digital devices (new or refurbished)

These vouchers are distributed through public tenders, managed via qualified providers with proper infrastructure and staff. The goal is to eliminate financial barriers, expand access to essential digital tools, and promote cybersecurity awareness. In 2022, more than €31 million was allocated for these measures.

Intergenerational Programs with Youth Volunteers

Slovenia has pioneered intergenerational learning models, connecting seniors with youth volunteers—an approach that fosters mutual learning and community bonds.

- **Simbioza Genesis projects**: For over a decade, they've matched senior learners with student volunteers, offering both digital skills workshops and recreational activities (like sports). Since 2011, over **35,000 participants** across more than

300 locations have benefited. In a single digital outreach week, over 9,000 seniors were taught nationwide.

- The **mobile classroom (MobiIn@)** initiative includes youth mentors who travel with the van to rural areas and guide seniors through smartphones, e-services, and cybersecurity lessons.
- Regional Erasmus+ "Digital Generations" project (2021–2024): young mentors collaborated with seniors in Kamnik and other municipalities to enhance creativity and digital engagement through co-learning tools.

Public Libraries and Lifelong Learning Centres

Public libraries and learning centres play a vital role in senior digital education by offering:

- Free computer access**,** including up-to-date workstations and internet
- Structured digital literacy classes and workshops
- Information literacy training, tailored to different skill levels
- Mobile library services (bibliobus) visiting remote locations, care homes, and hospitals—bringing equipment and classes directly to residents
- Intergenerational and cultural events, from tech help desks to beginner-friendly coding sessions

These initiatives reduce financial, educational, and accessibility barriers, foster social cohesion through intergenerational exchange, and ensure senior citizens across urban and rural areas can learn digital skills. Though well-established, challenges remain around consistent coverage, especially in smaller municipalities.

2. Main Challenges

As Slovenia advances its national digital transformation goals under strategies like Digital Slovenija 2030 and the Digital Decade Strategic Roadmap, a key demographic continues to face systemic barriers—older adults. While some support mechanisms exist, such as digital vouchers and intergenerational learning programs, seniors often remain underserved in the digital landscape. The barriers they face are not only technological, but also social, psychological, and infrastructural. Main challenges include:

Low Digital Literacy and Confidence - Many seniors in Slovenia lack the fundamental digital skills needed to participate in today's digital society. Tasks such as using smartphones, navigating government e-portals, conducting online banking, or understanding app permissions can be overwhelming. The unfamiliarity and anxiety associated with technology often lead to avoidance or dependence on others, limiting independence and access to services.

Fear and Distrust of Technology - A strong psychological barrier among seniors is the fear of "doing something wrong." This is often rooted in a lack of confidence and a fear of consequences—breaking a device, losing data, or becoming victims of scams. Government websites or online medical forms can appear overly complicated and intimidating, which further alienates older adults. As a result, some seniors avoid online interactions altogether, opting for in-person services even when digital options would be more convenient.

Vulnerability to Online Scams - Cybersecurity is a major concern for the elderly. According to Slovenia's SI-CERT[6] (SI-CERT/ARNES, 2023) (National Cyber Security Response Centre), phishing (National Police of the Republic of Slovenia, 2023)[7] attacks and online frauds targeting older adults are on the rise. Seniors are particularly susceptible to scams involving fake banks, romance schemes, fraudulent online stores, and impersonation of

[6] *SI-CERT is Slovenia's national Computer Security Incident Response Team, regularly issuing warnings about online fraud, with older adults being a common target.*

[7] *The Police have observed a steady rise in online banking fraud and phishing-related crimes, emphasizing the importance of cybersecurity awareness.*

family members (like the "grandparent scam"). Their limited understanding of digital safety and a tendency to trust official-sounding communication makes them easy targets.

Limited Access in Rural Areas **-** Seniors living in rural or remote areas face additional challenges due to inadequate infrastructure. Poor broadband connectivity, a lack of public access points like libraries or digital hubs, and fewer training opportunities compound digital exclusion. While many municipalities and public libraries offer digital training, access is uneven and heavily dependent on local resources.

Complex and Inaccessible Digital Systems **-** Many seniors report difficulty using national digital systems, especially those related to health, taxes, or administrative procedures. User interfaces are often not designed with elderly users in mind. The lack of simplified design, voice support, or step-by-step guidance makes these platforms hard to navigate. Some older adults take over an hour to fill out simple forms, while others simply give up or seek help from younger family members.

3. Trainers' Findings

General Information

Between **24 March and 15 April 2025**, a total of **26 educators** participated in either focus groups or completed questionnaires regarding the teaching of **digital skills to older adults**. These trainers come from diverse educational and professional backgrounds but share experience in digital literacy education.

Participant Overview

A total of **25 educators** took part in the research, including **11 trainers** who participated in focus groups and **14 trainers** who responded to the questionnaire.

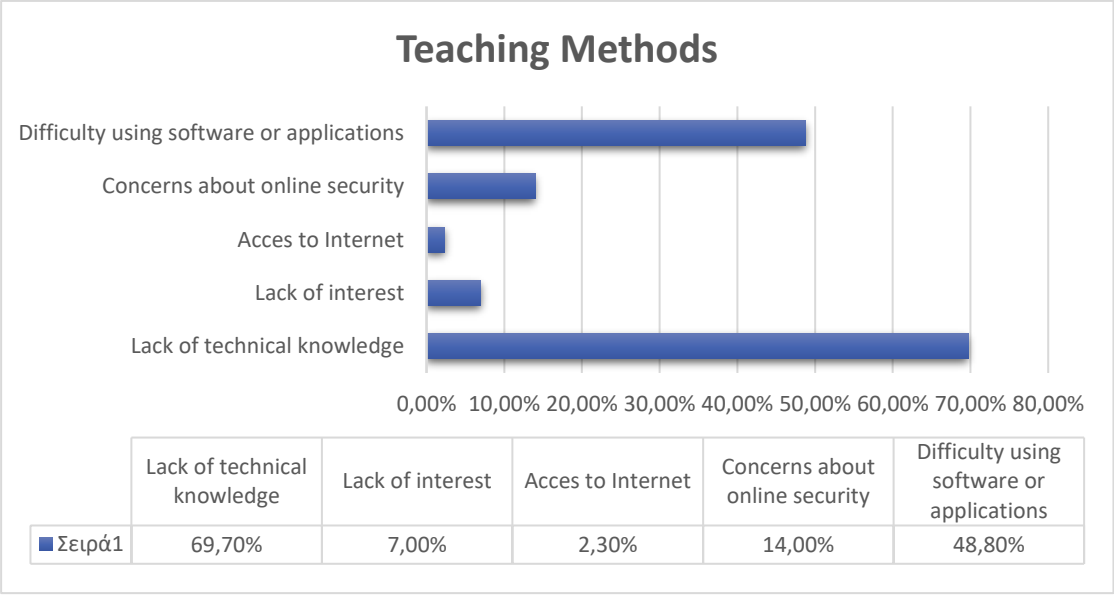
Among the **focus group participants**, there were **6 women** and **5 men**. All had direct experience teaching digital skills to older adults. Most had between **4 and more than 6 years of teaching experience**, and all held at least a **university-level education**. While exact ages were not recorded, the discussions indicate the majority are mid-career professionals with substantial pedagogical expertise.

Among the **questionnaire respondents**, the majority were aged **30–39 or 40–65**, with **9 female** and **6 male** participants. All respondents held a **university-level or higher education** and had experience delivering digital education to older adults. Most reported having **more than four years** of relevant experience.

Trainers' Questionnaires & Focus Groups Findings

Ljudska univerza Celje gathered responses from 14 teachers regarding the seniors teaching.

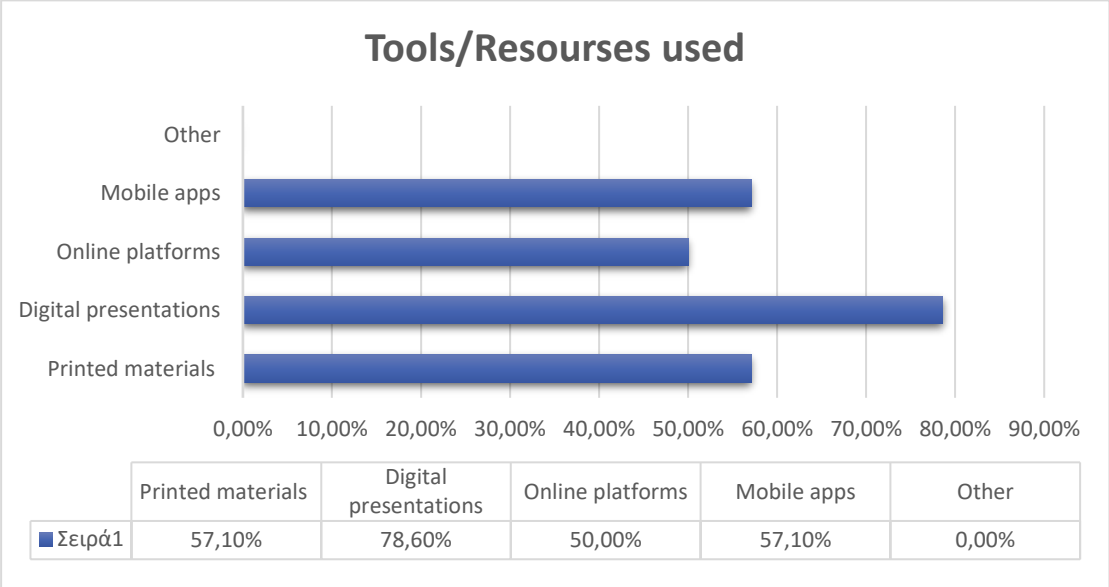
What teaching methods do you currently use for digital skills training?



	Lack of technical knowledge	Lack of interest	Acces to Internet	Concerns about online security	Difficulty using software or applications
Σειρά1	69,70%	7,00%	2,30%	14,00%	48,80%

Out of 14 educators who responded to this question, **group sessions** were the most commonly used method, mentioned by **10 out of 14 educators (71.4%)**. These sessions likely foster collaboration, peer learning, and a sense of community among participants. The second stated method was **individual support** used by **9 educators (64.3%)**, indicating the importance of personalized attention, especially when dealing with learners who may progress at different paces. **Online tutorials** were employed by **4 educators (28.6%)**, showing some integration of digital content, though less widespread, likely due to limited digital literacy among older learners. **Guided practical exercises** were mentioned by only **3 educators (21.4%)**, emphasizing hands-on learning where participants actively practice what they are taught under supervision.

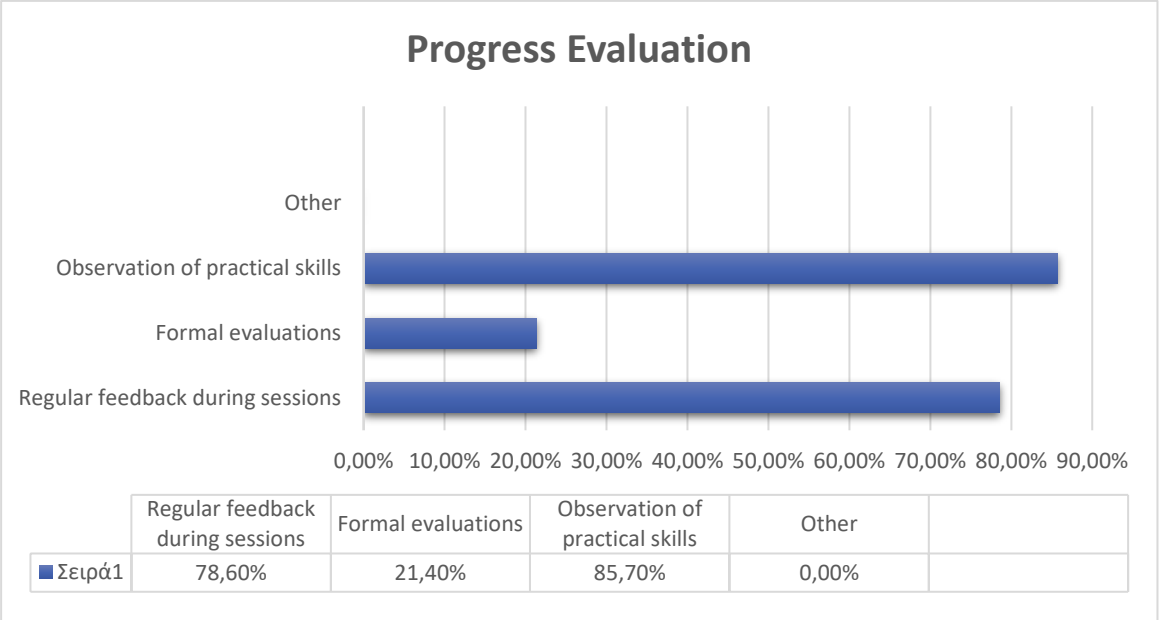
What resources or tools do you use during your training sessions?



Out of 14 educators who responded, **digital presentations** (e.g., PowerPoint, Canva) were the most commonly used resource, mentioned by **11 out of 14 educators (78.6%)**. These tools help structure content visually and are useful for guiding sessions. **Printed materials** (e.g., handbooks, manuals) were used by **8 educators (57.1%)**, showing that tangible, easy-to-follow resources remain essential, especially for older learners who may feel more comfortable with physical documents. **Mobile apps** were also used by **8 educators (57.1%)**, indicating a growing emphasis on practical, real-world tools that learners can continue using independently outside the classroom. **Online platforms** (e.g., learning portals, web-based tools) were employed

by **7 educators (50%)**, reflecting an increasing integration of digital environments into the learning process, despite potential barriers for less tech-savvy participants.

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



	Regular feedback during sessions	Formal evaluations	Observation of practical skills	Other	
Σειρά1	78,60%	21,40%	85,70%	0,00%	

When evaluating the progress of older adults in learning digital skills, educators rely primarily on **practical and ongoing methods** tailored to the learners' needs and pace.

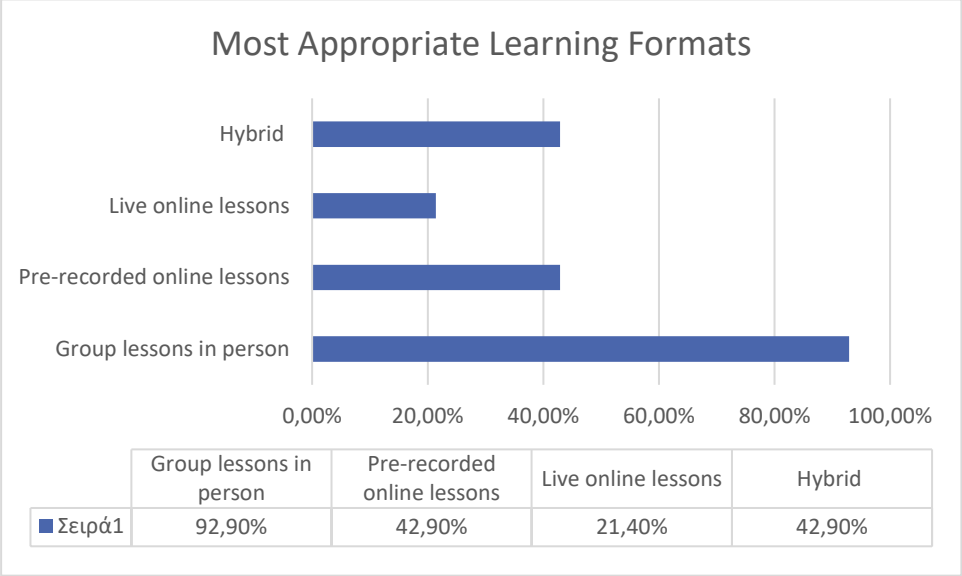
The most commonly used method is **observation of practical skills**, cited by **85.7% of educators**. This involves watching how confidently and independently older adults perform digital tasks, which provides real-time insight into their understanding and retention.

Regular feedback during sessions is also widely applied, used by **78.6% of respondents**. Through informal check-ins, questions, and interactive discussions,

educators can gauge learners' comfort levels and clarify misunderstandings as they arise.

In contrast, only **21.4% of educators** reported using **formal evaluations** (e.g., structured tests or assessments). This suggests that while formal tools have a role, they are less favored in adult digital education, where practical competence and learner confidence are often more important than test results.

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

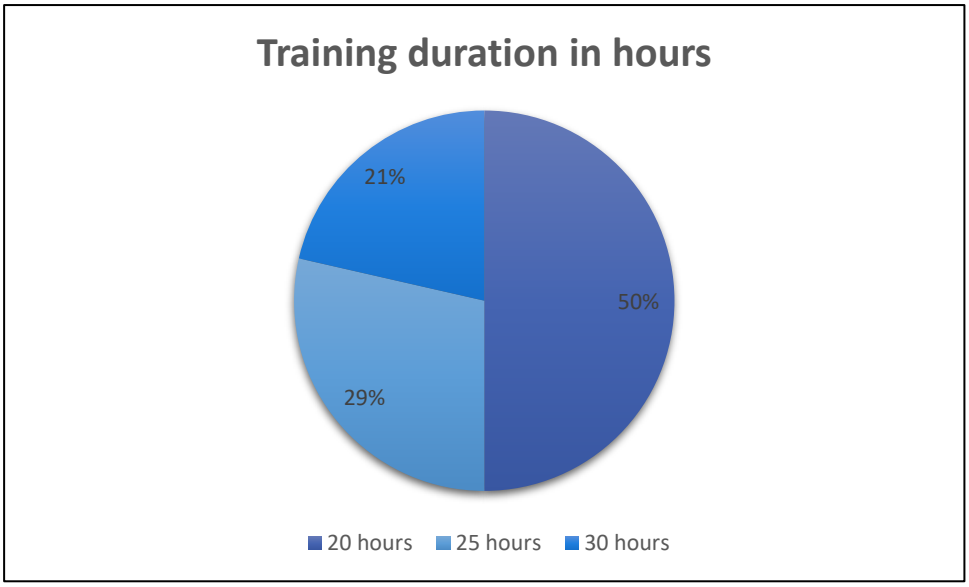


Based on educators' responses, the most appropriate format for teaching digital skills to adults and seniors is **in-person group lessons**, which were favored by **92.9%** of participants. This strong preference reflects the value of face-to-face interaction, peer support, and real-time guidance, especially important for older learners who may lack confidence or prior digital experience.

Hybrid formats (a mix of in-person and online learning) and pre-recorded online lessons were each selected by **42.9%** of educators. These approaches offer flexibility and allow learners to revisit content at their own pace, although they may require a certain level of digital competence to be effective.

Live online lessons were the least preferred option, mentioned by only **21.4%** of educators. This may be due to technical barriers, connectivity issues, or the lack of immediate hands-on support, which many older learners still rely on.

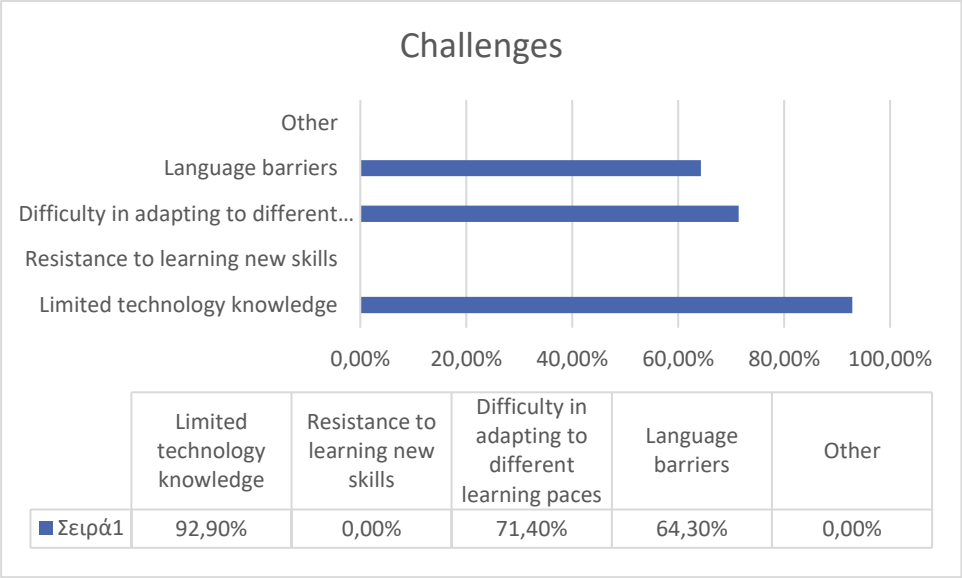
Could you recommend the duration of the training?



Based on the educators' responses, the recommended duration for digital skills training for older adults varies, but there is a clear trend toward shorter, focused programs:

- **50% of educators** recommended **20 hours**, suggesting that a compact and manageable timeframe is ideal for maintaining attention, reducing fatigue, and fitting into older learners' schedules.
- **29%** suggested **25 hours**, indicating a slightly extended format that allows for more in-depth coverage while remaining accessible.
- **21%** recommended **30 hours**, likely aiming to provide more comprehensive training for learners who may need extra time for practice and reinforcement.

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



	Limited technology knowledge	Resistance to learning new skills	Difficulty in adapting to different learning paces	Language barriers	Other
Σειρά1	92,90%	0,00%	71,40%	64,30%	0,00%

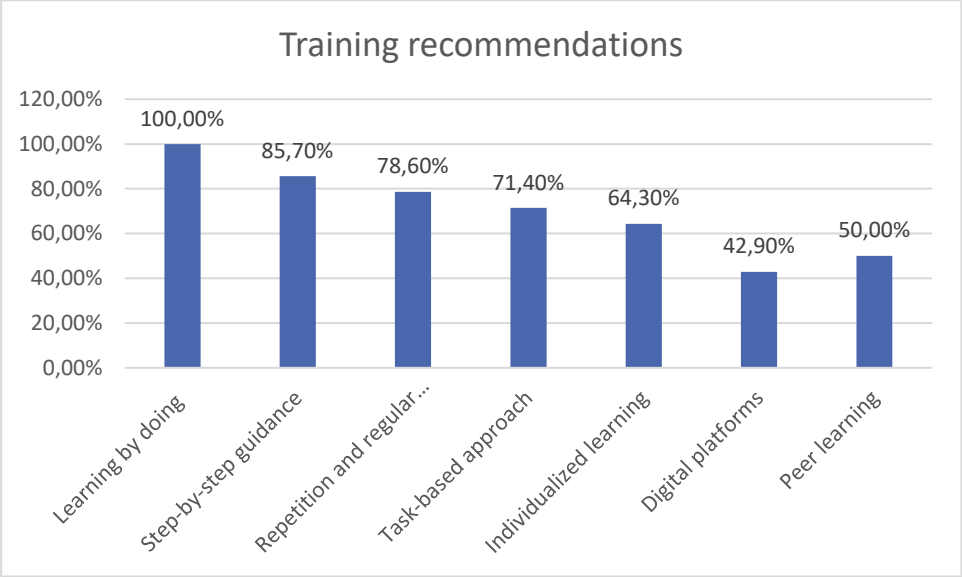
When teaching digital skills to older adults, educators report several key challenges:

- The most significant barrier is **limited prior knowledge of technology**, cited by **92.9% of educators**. Many older learners start with minimal digital experience, requiring instructors to begin with the very basics and proceed slowly.

- **Language barriers** are another notable challenge, mentioned by **64.3%**. This refers to both general literacy issues and difficulties with the specific technical vocabulary used in digital contexts.
- **Difficulty in adapting to different learning paces** is also a concern. Older adults often progress at varying speeds, which demands a flexible and individualized teaching approach.

Interestingly, **none of the educators** identified **resistance to learning new skills** as a challenge. This suggests that while older learners may face technical or cognitive obstacles, they are generally motivated and open to learning.

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



Educators offered several key recommendations for improving future digital skills training for older adults. All respondents (**100%**) emphasized the importance of **learning by doing**, with a focus on real-life tasks such as sending emails or searching for public transport information. A large majority (**85.7%**) highlighted the need for **step-by-step guidance**, using simplified instructions and visual aids. **78.6%** recommended **repetition and reinforcement** of key concepts to build learners' confidence and ensure lasting understanding. A **task-based approach** was supported by **71.4%** of educators, suggesting that each session should be built around a clear, practical goal. The need for **individualized learning** was raised by **64.3%**, with suggestions to organize participants into small, level-based groups and offer one-on-one support where necessary. **Peer learning** was also encouraged by **50.0%**, as a way to foster

collaboration and mutual support. Lastly, **42.9%** proposed the use of **digital platforms** such as Google Drive or Moodle, particularly for more advanced learners who want access to additional materials and independent practice.

Summary

The data collected from 25 educators in our region reveal consistent priorities and challenges in digital skills training.

Educators most commonly use **group sessions and individual support**, supported by digital presentations and printed materials. They evaluate learners primarily through **observation of practical skills** and regular feedback.

When asked about the most suitable training format, **preferred in-person group lessons**, while hybrid and pre-recorded formats were seen as moderately useful. Half of educators recommended **20 hours of training**, suggesting a need for short, focused programs.

The main challenges include **limited prior knowledge** and **language barriers**, while resistance to learning was not considered a major issue. Focus group participants confirmed these barriers and emphasized the emotional aspects of learning, such as fear of failure or embarrassment.

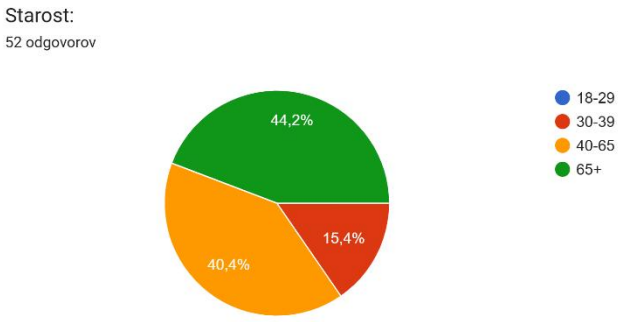
Regarding future training, educators unanimously recommended a **"learning by doing"** approach, **step-by-step guidance**, and **repetition**. Focus groups supported these findings, adding that they value **patience, real-life tasks, and familiar devices** (especially mobile phones).

In conclusion, training should be **practical, personalized, and supportive**, with a strong emphasis on everyday digital tasks, flexible pacing, and a safe, encouraging environment. These insights should guide the design of future programs in our project.

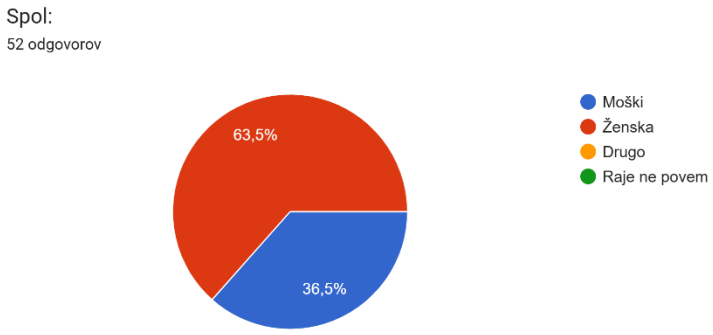
4. Seniors' Findings

General Information

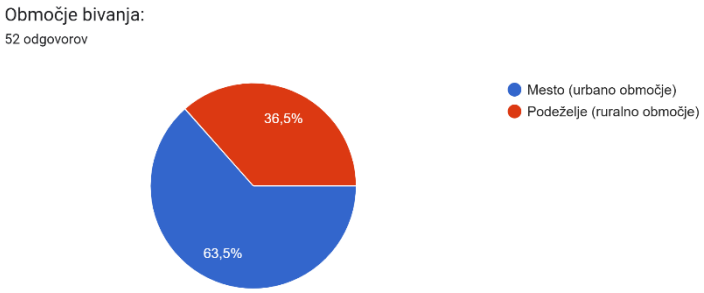
In Slovenia, we conducted four focus groups with seniors and gathered 52 responses through the questionnaire for senior learners on digital skills. Most participants 44,2% were older than 65, 40,4% were between 40 and 65 years old, and 15, 4% were between 30 and 39 years old. The aim was to find out what digital devices they use, how much time they spend using technology, how confident they feel and what kind of support they need.



Most of the participants were men.

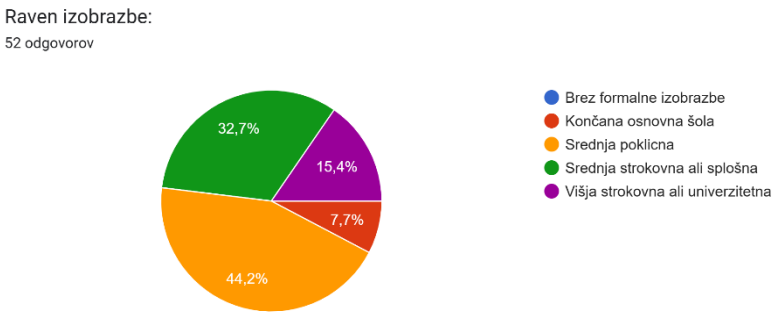


We also asked them where they live. 33 out of 52 senior participants (63.5%) said that they live in cities, while 19 (36.5%) said they are from rural areas.

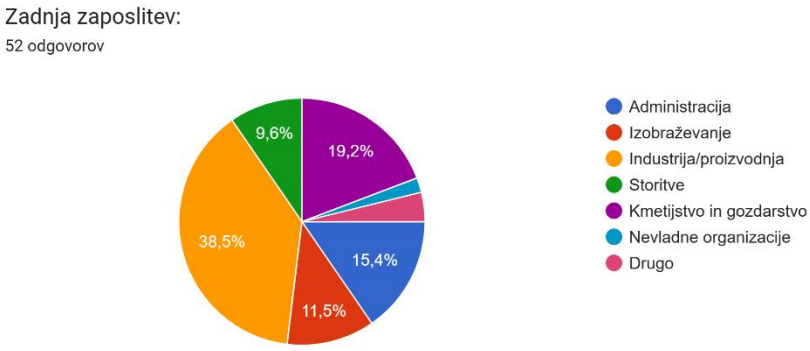


Level of Education

An analysis of the participants' educational background reveals that the largest proportion (44.2%) had completed vocational education. Secondary education was reported by 32.7% of respondents, while 15,4% had attained a university degree. A smaller segment, comprising 7.7% of participants, reported having completed only primary education. These figures indicate a predominantly mid-level educational profile within the sample.



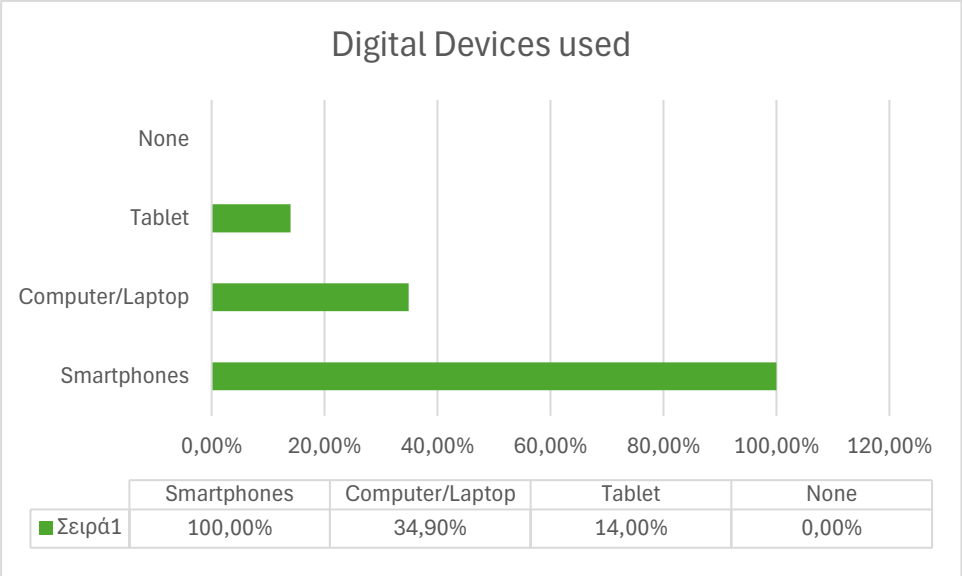
Previous occupation



Data on the participants' employment sectors show that the largest share (38.5%) is employed in industry and manufacturing. This is followed by agriculture and forestry (19.2%), public administration (15.4%), and non-governmental organizations (also 14.0%). Education is represented by 11.5% of respondents, 9.6% worked in the services sector, 1,1% said they worked in non-governmental organizations, while 4.7% reported working in other sectors.

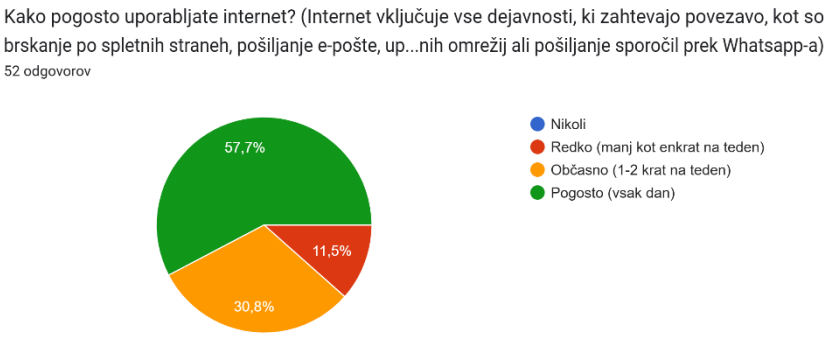
Seniors' Questionnaires & Focus Groups Findings

What digital devices do you own?



Regarding the use of digital devices, all participants (100.0%) reported using a smartphone. Additionally, 34.9% use a computer or laptop, and 14.0% use a tablet. None of the participants reported not using any digital devices.

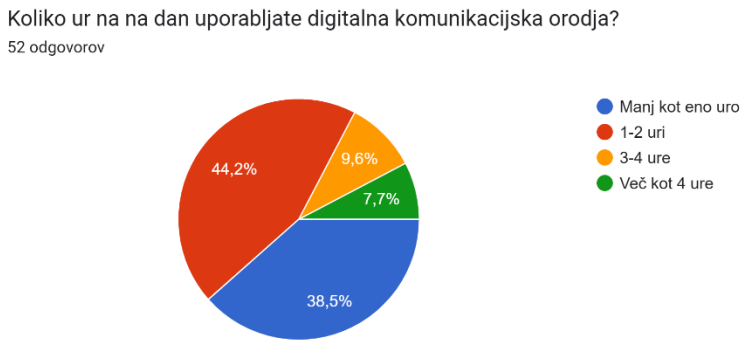
How often do you use the internet?



Data on the frequency of internet use shows that the majority of participants (57.7%) use the internet daily. Occasional use (1–2 times per week) was reported by 30.8% of

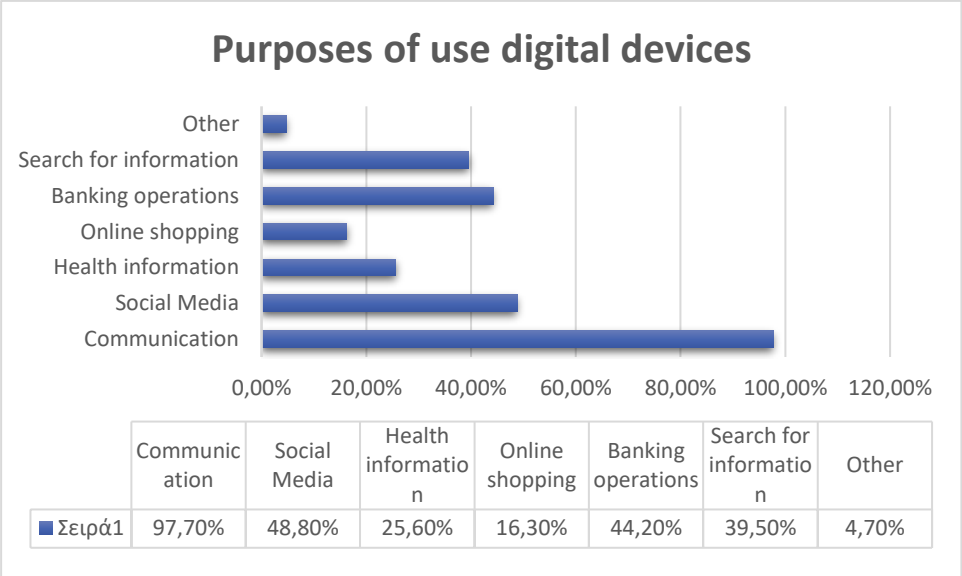
respondents, while 11.5% indicated that they use the internet rarely (less than once a week). None of the participants reported never using the internet.

How many hours per day do you use digital communication tools?



Regarding the duration of daily use of digital devices, the largest share of participants (44.2%) reported using them for one to two hours per day. This is followed by 38.5% who use digital devices for less than one hour daily. 9.6% of participants reported using them for three to four hours, and 7.7% use digital devices more than four hours per day, respectively.

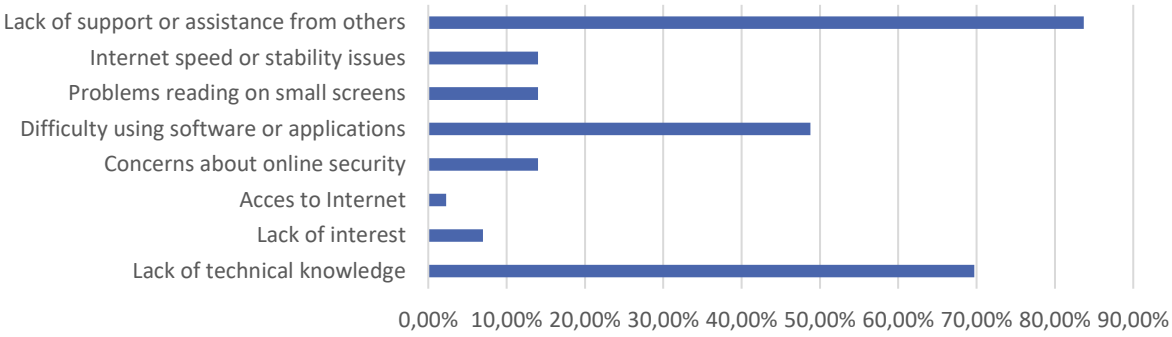
For what purposes do you use technology?



	Communication	Social Media	Health information	Online shopping	Banking operations	Search for information	Other
Σειρά1	97,70%	48,80%	25,60%	16,30%	44,20%	39,50%	4,70%

When it comes to the purpose of internet use, nearly all participants (97.7%) reported using it for communication. Almost half (48.8%) use the internet for accessing social media, 44.2% for banking operations, 39.5% for information searching, and 25.6% for obtaining health-related information. Online shopping was reported by 16.3% of participants, while 4.7% indicated other uses.

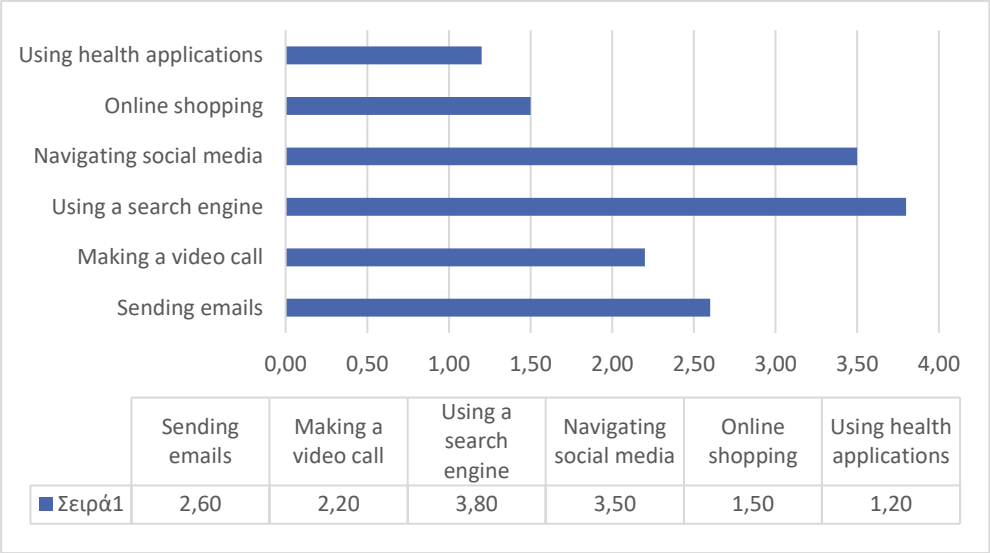
What are the main difficulties you face when using technology?



	Lack of technical knowledge	Lack of interest	Acces to Internet	Concerns about online security	Difficulty using software or applications	Problems reading on small screens	Internet speed or stability issues	Lack of support or assistance from others
Σειρά1	69,70%	7,00%	2,30%	14,00%	48,80%	14,00%	14,00%	83,70%

Participants reported various challenges in using digital technologies. The most commonly cited issues were the lack of support or assistance from others (83.7%) and a lack of technical knowledge (69.7%). Nearly half (48.8%) experienced difficulties in using software or applications. Concerns about online security, problems reading on small screens, and issues with internet speed or stability were each reported by 14.0% of respondents. A smaller proportion mentioned a lack of interest (7.0%) or limited access to the internet (2.3%).

How competent do you feel in these activities?

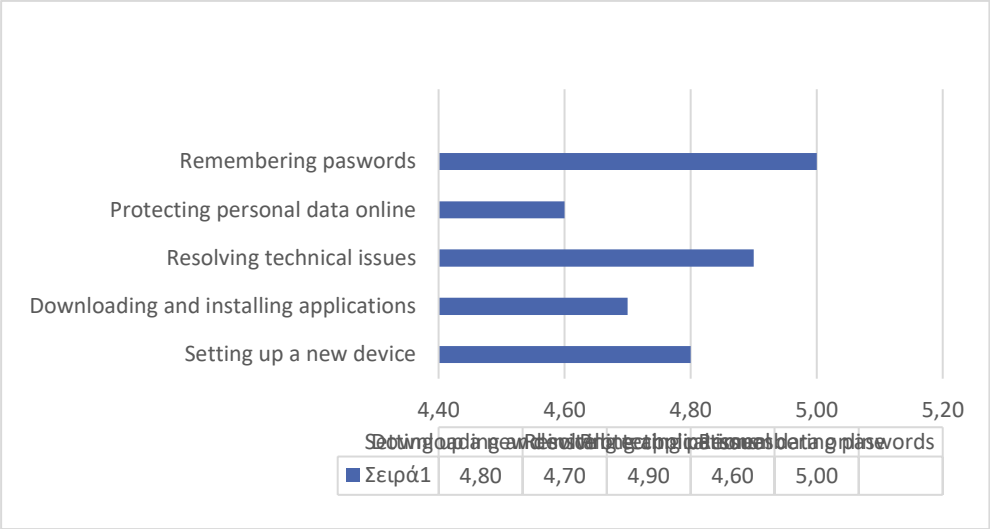


	Sending emails	Making a video call	Using a search engine	Navigating social media	Online shopping	Using health applications
Σειρά1	2,60	2,20	3,80	3,50	1,50	1,20

The results show that among the listed digital activities, seniors feel **most confident using search engines (3.8)** and **navigating social media (3.5)**, indicating a basic level of comfort with finding information and staying socially connected.

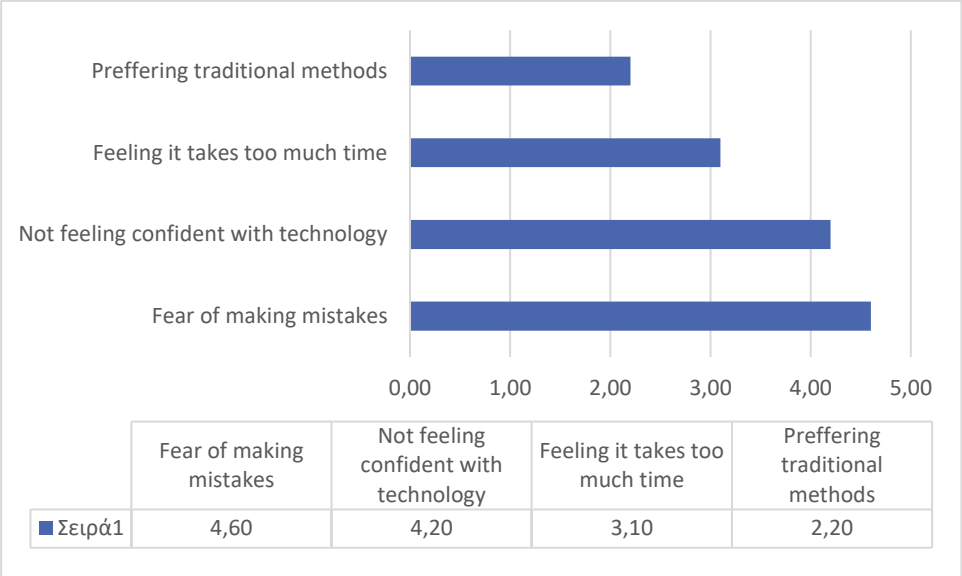
They feel **less competent when it comes to sending emails (2.6)** and **making video calls (2.2)**, highlighting a need for additional support with communication tools. **Online shopping (1.5)** and **using health applications (1.2)** received the lowest scores, pointing to a significant gap in digital literacy—especially in areas essential for everyday independence and well-being.

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



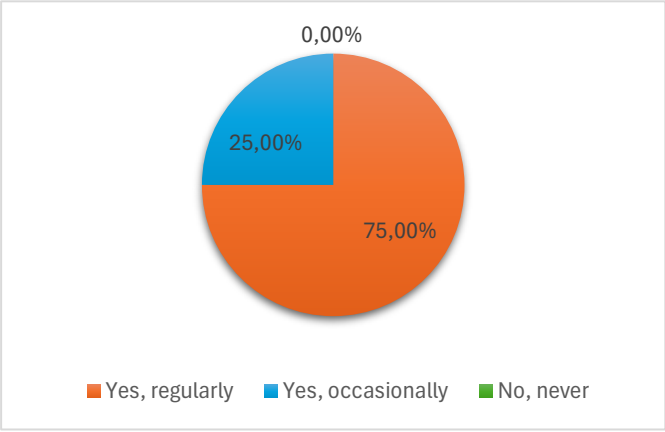
The results show that seniors experience significant difficulties with key aspects of technology. The most challenging tasks are **remembering passwords (5.0)** and **resolving technical issues (4.9)**, followed closely by **setting up new devices (4.8)** and **installing applications (4.7)**. Even **protecting personal data online** is rated as highly difficult (4.6). These findings highlight a clear need for targeted support and training in basic digital skills to help seniors navigate technology more confidently and independently.

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



The data shows that seniors most often avoid using technology due to a **fear of making mistakes (4.6)** and **lack of confidence (4.2)**. These emotional barriers are much more influential than practical ones, such as the **feeling that it takes too much time (3.1)** or a **preference for traditional methods (2.2)**. This suggests that seniors are not resistant to technology itself, but need more support in building trust, confidence, and a safe environment to learn without fear of failure.

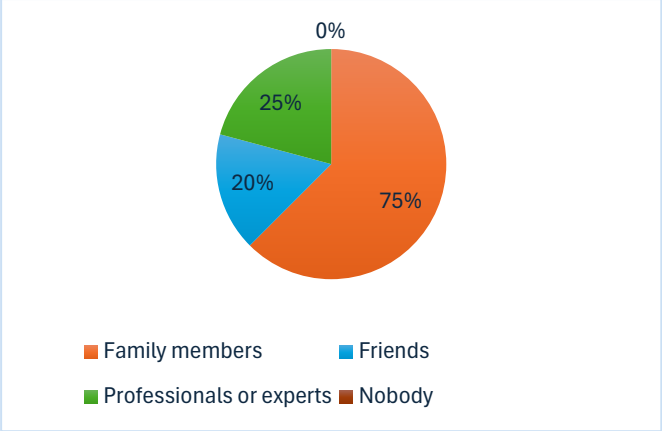
Do you receive support when using technology?



When asked whether they receive support when using technology, **75% of seniors reported receiving help regularly**, while **25% said they receive support occasionally**.

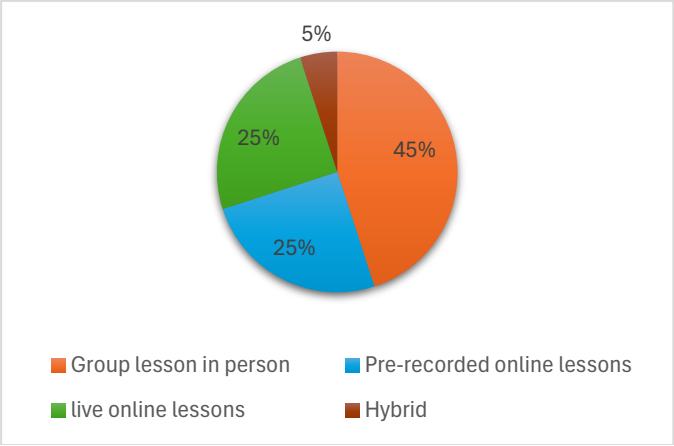
Notably, **none of the participants reported being completely without support**. This highlights the importance of having access to consistent assistance, which clearly plays a key role in helping seniors engage with digital tools more confidently and frequently.

Who do you receive support from?



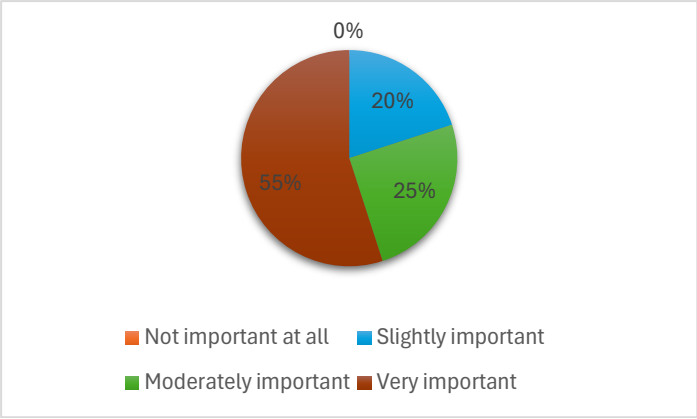
Based on the data, the majority of older adults receive support from family members (75%) when using digital tools. A smaller percentage rely on professionals or experts (25%), while 20% turn to friends for help. Notably, none of the respondents reported receiving no support at all. This suggests that older individuals typically have access to some form of assistance, with family members playing the most significant 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?



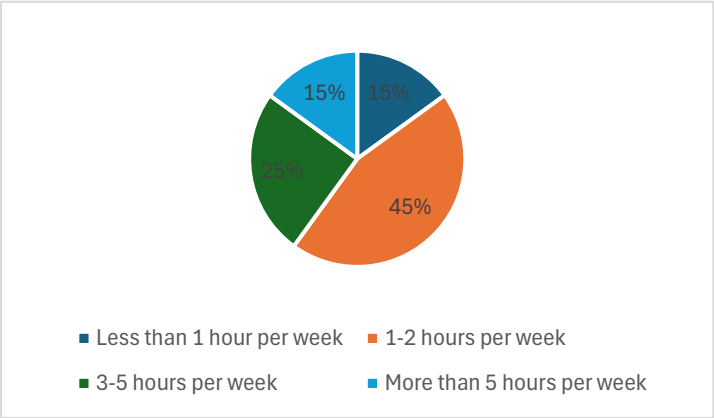
The data shows that the most preferred type of course among older adults is group lessons in person, chosen by 45% of respondents. Pre-recorded online lessons and live online lessons are equally preferred, each selected by 25%. Only a small portion, 5%, expressed a preference for a hybrid learning format. This suggests that many older adults still value face-to-face interaction when learning, although a significant number are open to digital learning options as well.

How important do you find improving your digital skills?



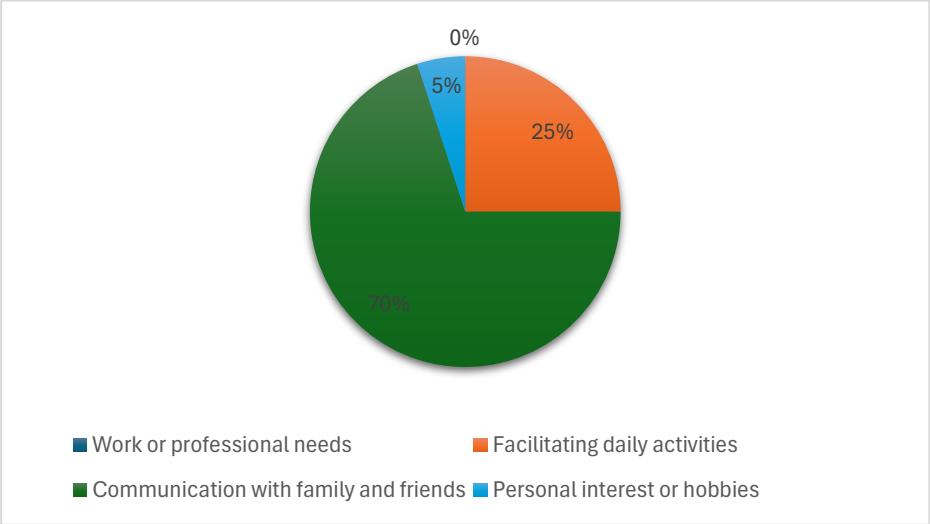
According to the data, a majority of older adults (55%) consider improving their digital skills to be very important. Another 25% find it moderately important, while 20% view it as only slightly important. Notably, none of the respondents believe it is important at all. This indicates strong overall recognition among older adults of the value and relevance of enhancing their digital competencies.

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



The results of the survey show that most respondents are willing to invest a moderate amount of time in developing their digital competencies. A majority of 45% indicated they would spend 1 to 2 hours per week on improving their digital skills, while 25% are ready to dedicate 3 to 5 hours. Interestingly, only 15% are willing to commit more than 5 hours per week, and the same percentage would spend less than 1 hour. These findings suggest that while most individuals recognize the importance of digital skills, they currently have limited time available to invest in their development.

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



The survey results for the question "What is the main motivation driving you to improve your digital skills?" reveal that the majority of respondents are

primarily motivated by social reasons. A significant 70% indicated that their main motivation is communication with family and friends. Meanwhile, 25% aim to improve their digital skills to better manage daily activities, and only 5% are driven by personal interests or hobbies. Notably, none of the participants cited work or professional needs as their main motivation. These results highlight the strong role of personal and social connections in encouraging digital skill development.

Summary of findings

The combined findings from focus groups and questionnaires highlight key challenges and needs of older adults in relation to digital technology. Participants came from a variety of professional backgrounds, with the majority having worked in industry and manufacturing (38.5%), followed by public administration (15.4%), education (11.5%), 9.6% worked in public services, 1.1% in NGOs, and other fields (4.7%). This diverse background, with a strong technical and practical orientation, influenced their familiarity with digital tools.

Most participants reported difficulties with password management, English-language terms, and frequent interface changes. Many relied on family members for support, which sometimes led to a sense of dependency and frustration. Emotional responses included anxiety, confusion, and fear of making mistakes, but also pride and increased confidence when succeeding on their own.

In terms of learning preferences, participants emphasized the need for clear, step-by-step guidance, delivered in Slovenian, with visual aids and repetition. Small group workshops were valued for peer support, while many also expressed the need for individual help. Practical skills—such as messaging, online banking, and filling out forms—were seen as the most relevant.

Despite challenges, the majority expressed strong motivation to learn, with **70% stating that communication with family and friends** is their primary reason for improving digital skills. Additionally, **25% were motivated by the desire to simplify daily activities**, while only a small portion mentioned personal interests (5%) or professional needs (0%). This indicates that **social connection and everyday functionality** are the main drivers of engagement. When it comes to time investment, **45% were willing to dedicate 1–2 hours per week**, and another **25% were ready to spend 3–5 hours**, showing a solid commitment to learning even in later life. These findings underscore that older adults view digital skills as essential for maintaining **independence, confidence, and social inclusion** in everyday life.

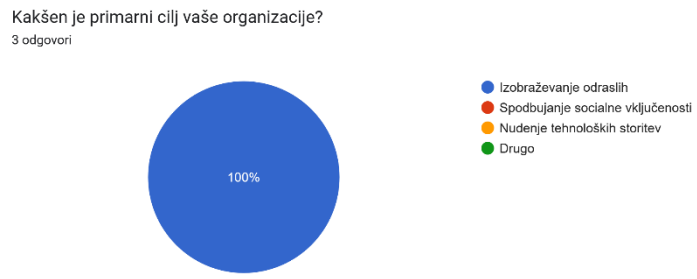
5. Organisations' Findings

General Information

More than ten organizations were invited to take part in the questionnaire aimed at gathering insights into their experiences and practices related to adult education and digital inclusion. However, only three organizations responded. Despite the low response rate, all three participating organizations are actively involved in adult education, with a strong focus on supporting learners with fewer opportunities, including older adults. Their input provided valuable perspectives on the challenges faced by educators as well as on effective approaches to digital skills training. These insights, although limited in number, complement the findings from the focus groups and help build a clearer picture of the broader adult learning landscape.

Organisations' Questionnaires & Focus Groups Findings

What is the primary objective of your organization?



The response to the question "What is the primary objective of your organization?" shows a clear and unified focus: 100% of respondents indicated that providing educational support is their main goal. No participants selected promoting social inclusion or offering technological services as their primary objective.

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

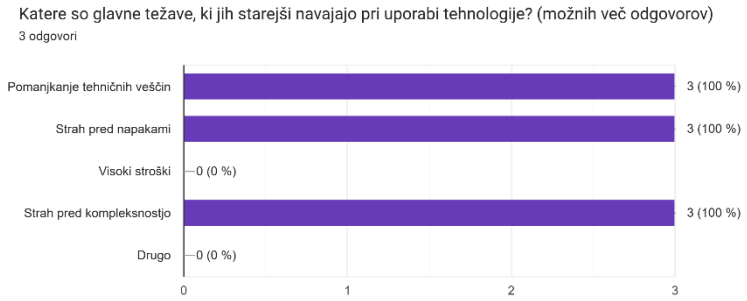
In response to the question "What type of services do you offer to adults and seniors?", all participants (100%) reported offering **digital skills training** as their primary service. No respondents indicated providing technological assistance, social support, or other services. This emphasizes a focused approach on helping adults and seniors build their digital competencies through structured learning programs.

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

The responses to the question "How many seniors or adults do you assist on average per year?" were evenly distributed across the first three categories. **33.3% of organizations assist fewer than 50 individuals per year**, another **33.3% assist between 50 and 100**, and **33.3% support between 101 and 500** adults or seniors annually. Notably, none of the respondents reported assisting more than 500 people per year.

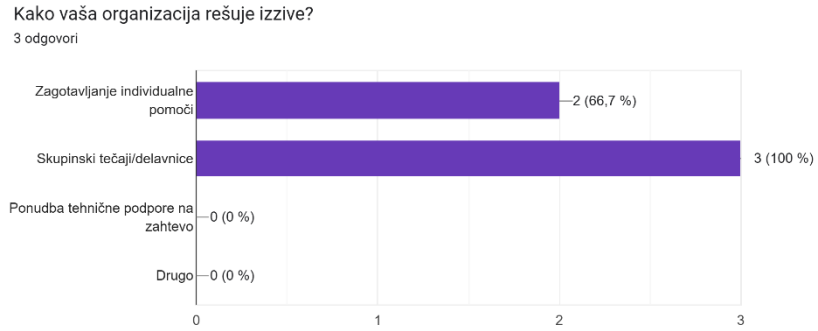
This suggests that while the scale of support varies, most organizations operate on a **small to medium scale**, allowing for potentially more personalized and targeted assistance.

What are the main challenges seniors report when using technology?



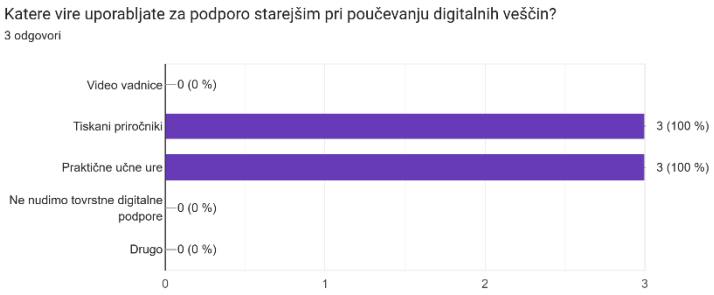
The main challenges seniors face when using technology are consistently related to **a lack of technical knowledge, fear of making mistakes, and fear of complexity**, each cited by 100% of respondents. Interestingly, **high costs and other factors were not identified as significant barriers**. These 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 confidence and reduce anxiety.

How does your organization address these challenges?



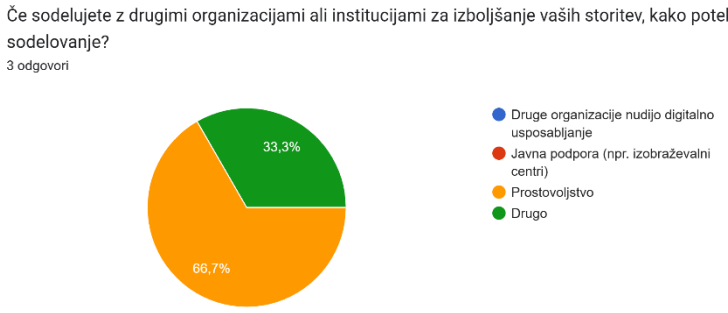
To address the challenges seniors face with technology, organizations primarily focus on **organizing group courses**, with 100% of respondents using this approach. Additionally, **66.7% provide individual training** to offer more personalized support. None of the organizations reported offering on-demand technical support or other services. This combination of group and individual learning helps create a supportive environment that caters to different learning needs and builds confidence among older adults.

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



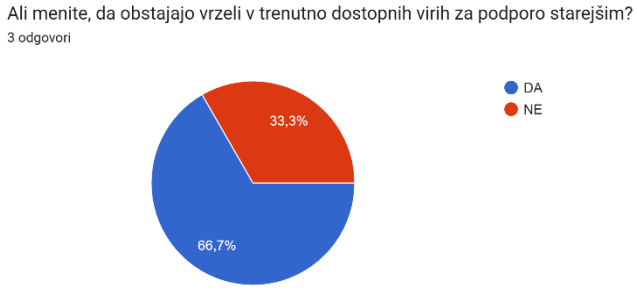
To help seniors learn digital skills, organizations mainly use **printed guides and practical lessons**, with all respondents using these methods. They do not use video tutorials or other digital resources. This shows that seniors prefer easy-to-follow, hands-on materials that are simple and clear.

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



Collaboration with other entities plays a role in improving services for seniors, with **66.7% of respondents relying on public support**, such as training centers and volunteers. Additionally, **33.3% reported other forms of collaboration**, while none indicated that other organizations provide digital training directly. This suggests that partnerships are mostly focused on **logistical or volunteer support**, rather than shared delivery of training content.

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



Most respondents (**66.7%**) believe that there are **gaps in the currently available resources** to assist seniors in learning digital skills, while **33.3% feel the existing resources are sufficient**. This indicates a general perception that **more tailored, accessible, or comprehensive materials** are needed to better support older adults in overcoming digital challenges.

The gaps mentioned by organizations highlight several key issues in existing resources for seniors:

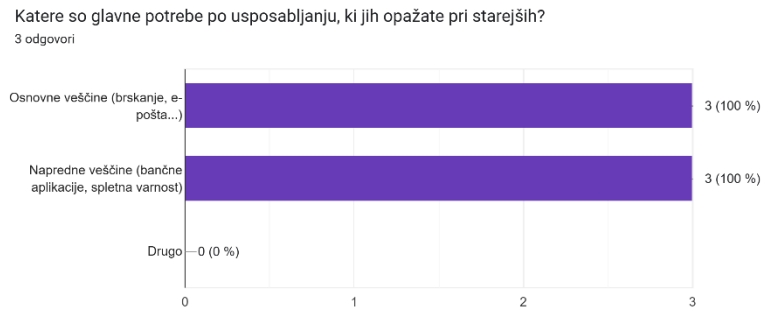
Many existing resources—such as video tutorials and online materials—are not adapted to the specific needs of older adults. They are often too fast-paced, use complex terminology, or assume a certain level of prior knowledge.

Older adults learn best through repetition and hands-on tasks, yet many current resources are overly theoretical and lack step-by-step, guided exercises.

A significant number of materials are in English or contain foreign terms, which can cause confusion and discomfort among older learners. Additionally, they often fail to include practical, everyday examples—such as how to order medication through the zVEM portal or how to use online banking.

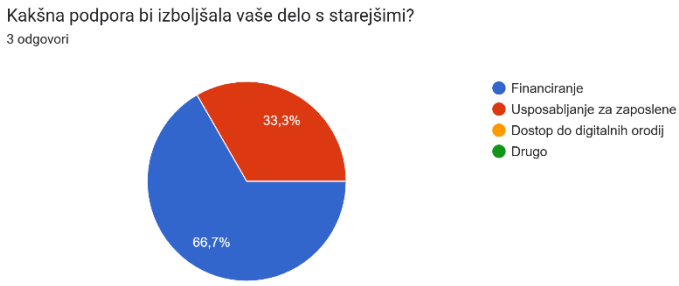
Even after attending workshops, many seniors lack access to simple materials for practice at home—such as printable cheat sheets, subtitled instructional videos, or personalized learning worksheets. These gaps highlight the need for more accessible, relatable, and structured learning resources tailored to older adults.

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 foundational knowledge to more complex, practical tasks relevant to everyday life.

What type of support could enhance your work with seniors?



To enhance their work with seniors, organizations identified several key areas of support. **Funding** was the most mentioned need, with **66.7%** of respondents highlighting it as essential. Additionally, **33.3% expressed the need for training for employees** to better equip staff working with older adults. No respondents indicated a need for access to digital tools, suggesting that the focus is more on **capacity building and financial resources** rather than equipment.

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

Organizations overwhelmingly view technology as a key factor in improving the quality of life for seniors. **66.7%** of respondents consider it **very important**, while **33.3%** see it as **moderately important**. None of the participants rated it as slightly or not important. These results reflect a strong belief that digital inclusion plays a crucial role in

promoting **independence, social connection, and access to essential services** for older adults.

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 unanimous 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 older adults, organizations suggested several practical and user-centered changes:

- Large icons, high contrast, and adjustable font sizes 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 reach essential functions such as “Send,” “Save,” or “Back,” reducing cognitive load and frustration.
- Printed and video guides specifically adapted for seniors, featuring large fonts, visual instructions, and a slower learning pace.
- Step-by-step instructional videos with Slovenian subtitles to support comprehension and independent learning.

In addition, respondents emphasized the importance of involving older adults in the development and testing of digital services. Engaging seniors in the design process and incorporating their feedback would help ensure that final solutions truly meet their needs and preferences.

These suggestions reflect a strong desire to create **inclusive, user-friendly digital environments** that empower seniors and reduce barriers to participation in the digital world.

Summary of findings

A thorough analysis of the survey and focus group results revealed important challenges, needs, and motivations of older adults regarding digital skills. Participants came from diverse professional backgrounds, primarily industry and manufacturing, agriculture, NGOs, and public administration, which influenced their level of technical literacy.

The main motivation for improving digital skills was communication with family and friends, followed by making daily tasks easier. Personal interests and professional reasons were less commonly mentioned. Most participants were willing to dedicate between 1 and 5 hours per week to learning, indicating a strong desire to acquire new knowledge.

The key challenges seniors face when using technology include a lack of technical knowledge, fear of making mistakes, and the perceived complexity of devices and applications. Emotional barriers such as confusion and anxiety are common, but successful independent use leads to feelings of pride and increased confidence.

Older adults prefer learning environments that offer clear, step-by-step instructions in Slovenian, supported by visual materials and repetition. Small group workshops and individual support are highly valued. Practical skills—such as messaging, online banking, and filling out forms—are seen as most relevant. Alongside basic skills, there is a strong demand for advanced knowledge related to app usage and online security.

Existing learning materials often do not meet seniors' needs; they tend to be too fast-paced, use technical jargon, or are in foreign languages, which causes confusion. There is also a lack of practical, everyday examples and accessible materials for practice after workshops, such as printed guides with large fonts and subtitled videos.

Organizations working in this field primarily focus on providing educational support through group courses and individual training. They assist varying numbers of seniors annually, from fewer than 50 to over 100. However, two-thirds of organizations still believe that significant gaps remain in available resources.

To improve digital accessibility for older adults, organizations recommend larger icons, adjustable font sizes, high contrast, minimalist design, and clearer navigation with fewer clicks to reach key functions. Involving seniors in the design and testing of digital tools is also emphasized to ensure solutions truly meet their needs.

Overall, the majority of organizations recognize technology as an important factor in improving seniors' quality of life and express a strong willingness to collaborate on developing and delivering training programs tailored specifically to this group.

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