



GenerationInfinity

**Enhancing digital skills,
competencies & safety in European
older adults & seniors!**



**Co-funded by
the European Union**

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



GenerationInfinity

Enhancing digital skills,
competencies & safety in European
older adults & seniors!

Project Partners



Municipality of Gotse Delchev
(Bulgaria)



Fundacja "Fundusz Inicjatyw"
(Poland)



Fondazione Università Adulti
Anziani (Italy)



Bluechain
(Greece)



Social Nebula
(Greece)



LJUDSKA UNIVERZA CELJE
Ekipa dobrih ljudi

Ljudska Univerza Celje
(Slovenia)



Co-funded by
the European Union



GenerationInfinity

Enhancing digital skills,
competencies & safety in European
older adults & seniors!



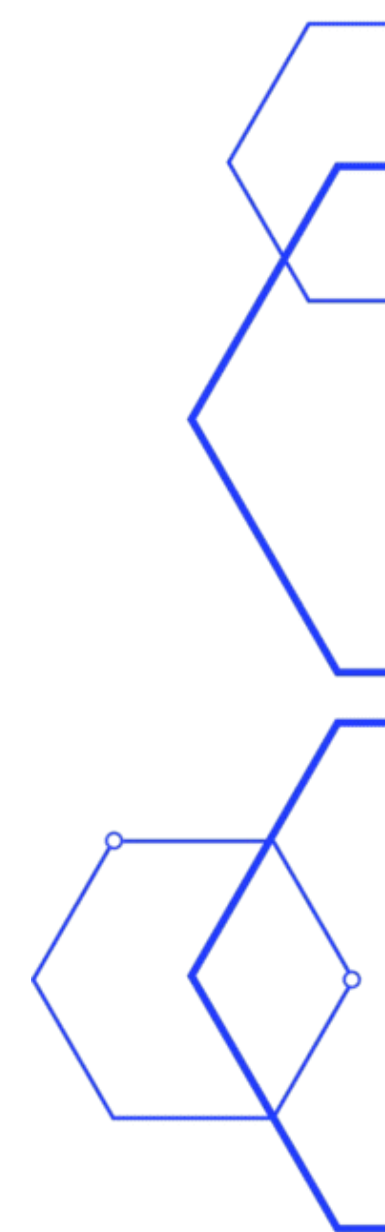
WP2 - TRAIN THE TRAINERS FRAMEWORK

TRAINING MODULE FOR TRAINERS:

MODULE 3 - Digital Intergenerational

Learning: Older People Learn from

Younger People



Partner: Fundacja "Fundusz Inicjatyw"



Co-funded by
the European Union



At the end of this module, the trainer will be able to:

- Explain the models and benefits of intergenerational learning (reverse mentoring, co-learning, peer tutoring) and justify their use with concrete, evidence-based examples.
- Design and be able to facilitate or supervise a 20–30 minute intergenerational digital learning activity that pairs younger mentors with older learners, using real, widely available tools (e.g., WhatsApp, Google Photos, YouTube, Padlet, Google Docs).
- Facilitate respectful, safe, and effective interactions between different generations: manage communication mismatches, prevent condescension, and build psychological safety.
- Coach youth mentors to teach patiently and coach older learners to share expertise and stay engaged (mutual learning mindset).
- Evaluate the learning outcome of an intergenerational session with simple, practical instruments (observation checklist, short practical task, participant reflection sheet).



Module structure:

Section 1 — Foundations of Intergenerational Digital Learning

- 1.1 Models of Intergenerational Learning & Real Examples
- 1.2 Evidence-Based Focus on Seniors' Digital Needs (Feasibility Report)
- 1.3 Role of the Trainer
- 1.4 Communication Styles & Building Psychological Safety

Section 2 — Preparing and Facilitating Intergenerational Digital Sessions

- 2.1 Designing Task-Based Intergenerational Digital Activities
- 2.2 Structuring Short Intergenerational Sessions
- 2.3 Preparing Youth Mentors for Their Role

Section 3 — Evaluation, Troubleshooting and Quality Assurance

- 3.1 Evaluating Learning Outcomes in Intergenerational Sessions
- 3.2 Troubleshooting Common Challenges
- 3.3 Trainer Reflection and Continuous Improvement

Section 1 — Foundations of Intergenerational Digital Learning



**Co-funded by
the European Union**

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



GenerationInfinity

Foundations of Intergenerational Digital Learning

Models of Intergenerational Learning & Real Examples

Intergenerational learning is based on the idea that different generations bring complementary knowledge and experiences. Young people contribute digital skills, while older adults offer life experience and critical thinking.

Young people - digital fluency and confidence with technology;

Older adults - life experience, reflection, and practical knowledge.

Learning becomes more effective through collaboration and knowledge exchange.



Foundations of Intergenerational Digital Learning

Models of Intergenerational Learning & Real Examples



Reverse mentoring is one of the most common approaches in digital education. Young participants support older adults in completing specific digital tasks, making learning practical and accessible.

- Young people act as digital mentors;
- Focus on everyday digital activities;
- Short, structured, task-oriented sessions.

Examples:

- sending photos via WhatsApp;
- organising smartphone images;
- adjusting privacy settings.

Foundations of Intergenerational Digital Learning

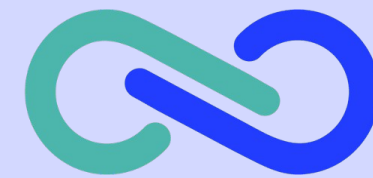
Models of Intergenerational Learning & Real Examples

In the co-learning model, both generations work together towards a shared goal instead of following a traditional teacher–learner relationship. Learning develops naturally through cooperation and discussion.

- Joint exploration and decision-making;
- Shared responsibility for the final outcome.

Example:

- creating a digital family story using scanned photos and Google Photos



GenerationInfinity

Foundations of Intergenerational Digital Learning

Models of Intergenerational Learning & Real Examples

Intergenerational learning often continues beyond formal mentoring. Participants begin supporting each other informally or meet regularly in community-based learning groups.

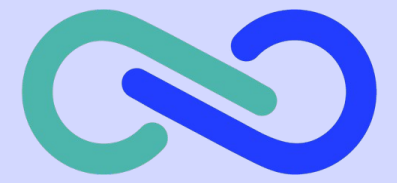
Peer tutoring

- Seniors help other seniors;
- Young mentors exchange ideas and teaching strategies.

Intergenerational clubs

- Regular meetings in libraries or community centres;
- Solving everyday digital challenges together;
- Combining digital learning with social interaction.





GenerationInfinity

Foundations of Intergenerational Digital Learning

Models of Intergenerational Learning & Real Examples



The benefits of intergenerational learning extend beyond improving digital skills. Both generations develop new competencies while strengthening relationships within the community.

For seniors - confidence, independence, and social inclusion;

For young people - empathy, communication skills, and civic engagement;

For communities - stronger cooperation and greater social cohesion.





Foundations of Intergenerational Digital Learning

Evidence-Based Focus on Seniors' Digital Needs (Feasibility Report)

The Feasibility Report provides an overview of the digital skills and needs of older adults across Bulgaria, Greece, Italy, Poland, and Slovenia. It shows that seniors are a diverse group with different levels of digital competence.

- Digital readiness depends on age, education, employment, and place of residence;
- Seniors cannot be treated as one homogeneous group;
- Previous experience with technology strongly influences confidence and skills.





GenerationInfinity

Foundations of Intergenerational Digital Learning

Evidence-Based Focus on Seniors' Digital Needs (Feasibility Report)

Although most seniors have access to smartphones and the internet, many still struggle to use digital technologies independently. Confidence, rather than access, remains the biggest challenge.

- Low levels of basic digital skills;
- Difficulties navigating applications;
- Limited awareness of online safety and cybersecurity;
- Fear of making mistakes, scams, or damaging devices.





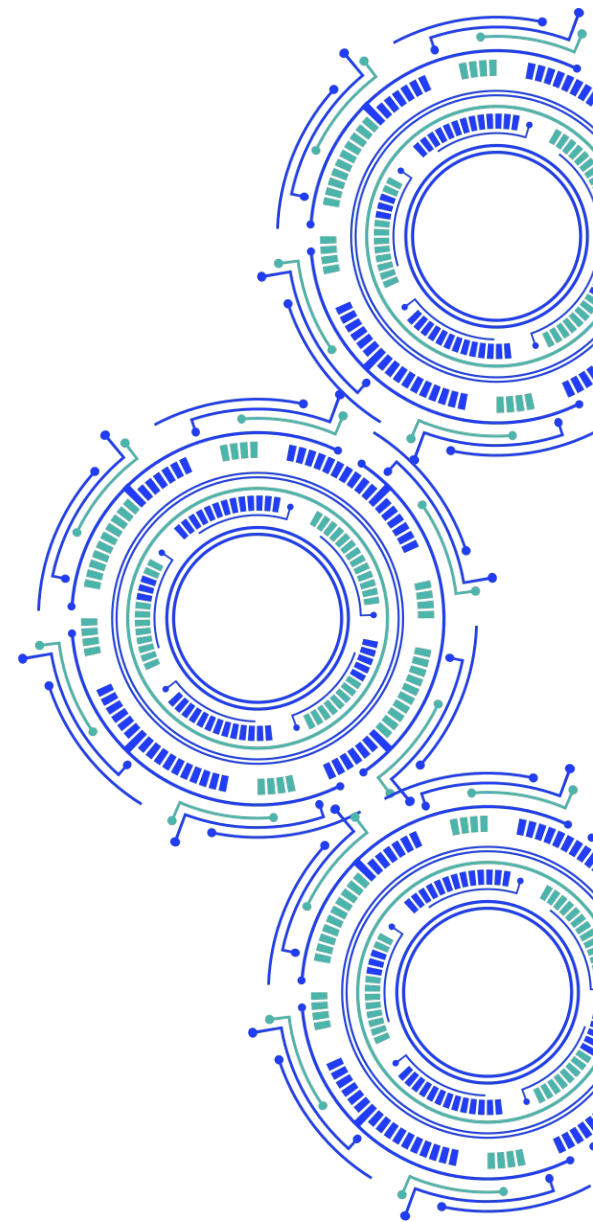
GenerationInfinity

Foundations of Intergenerational Digital Learning

Evidence-Based Focus on Seniors' Digital Needs (Feasibility Report)

The report highlights that effective digital education for seniors requires adapting both the pace and the teaching methods. Learning should focus on practical situations and repeated practice.

- Slower learning pace;
- Step-by-step guidance;
- Repetition and hands-on activities;
- Clear visual instructions and simple language.



Foundations of Intergenerational Digital Learning

Evidence-Based Focus on Seniors' Digital Needs (Feasibility Report)



The report identifies several digital services that are particularly important in older adults' everyday lives. At the same time, these services often generate the greatest anxiety.

- Online communication;
- E-government services;
- Online banking and payments;
- Health services (e-prescriptions, appointment booking);
- Online shopping.

Main concerns - privacy, cybersecurity, and online fraud.

Foundations of Intergenerational Digital Learning

Evidence-Based Focus on Seniors' Digital Needs (Feasibility Report)

The report presents several successful initiatives where young people support older adults in developing digital skills. These projects demonstrate the value of long-term intergenerational collaboration.

Simbioza Genesis (Slovenia):

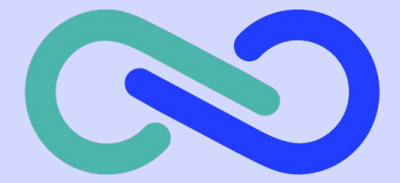
- youth volunteers teach digital skills to seniors;
- over **35,000 participants** in more than **300 locations**.

Mobiln@ initiative:

- mobile classroom reaching rural communities;
- training on smartphones, e-services, and cybersecurity.

Digital Generations (Erasmus+, 2021–2024):

- co-learning activities between young mentors and seniors;
- promoting creativity and digital engagement.



GenerationInfinity

Foundations of Intergenerational Digital Learning

Role of the Trainer

In intergenerational digital learning, the trainer is more than a traditional instructor. Their main role is to create a supportive learning environment and encourage effective cooperation between generations.

- Facilitates learning rather than simply delivering knowledge
- Creates a respectful and inclusive atmosphere
- Supports communication and collaboration between seniors and youth





Foundations of Intergenerational Digital Learning

Role of the Trainer

The trainer helps participants learn from each other by organising activities and building successful learning pairs. Good facilitation increases confidence and engagement for both generations.

- Sets realistic learning objectives;
- Matches participants based on skills, confidence, and communication style;
- Monitors interactions and provides support when needed;
- Encourages active participation from everyone.





GenerationInfinity

Foundations of Intergenerational Digital Learning

Role of the Trainer



Successful intergenerational learning begins before the session itself. Both youth mentors and older learners need appropriate preparation to ensure a positive learning experience.

- Prepare youth mentors by explaining expectations and communication principles;
- Help seniors feel comfortable and reduce anxiety;
- Organise the learning space, devices, and internet access;
- Respond to technical or organisational challenges during the session.





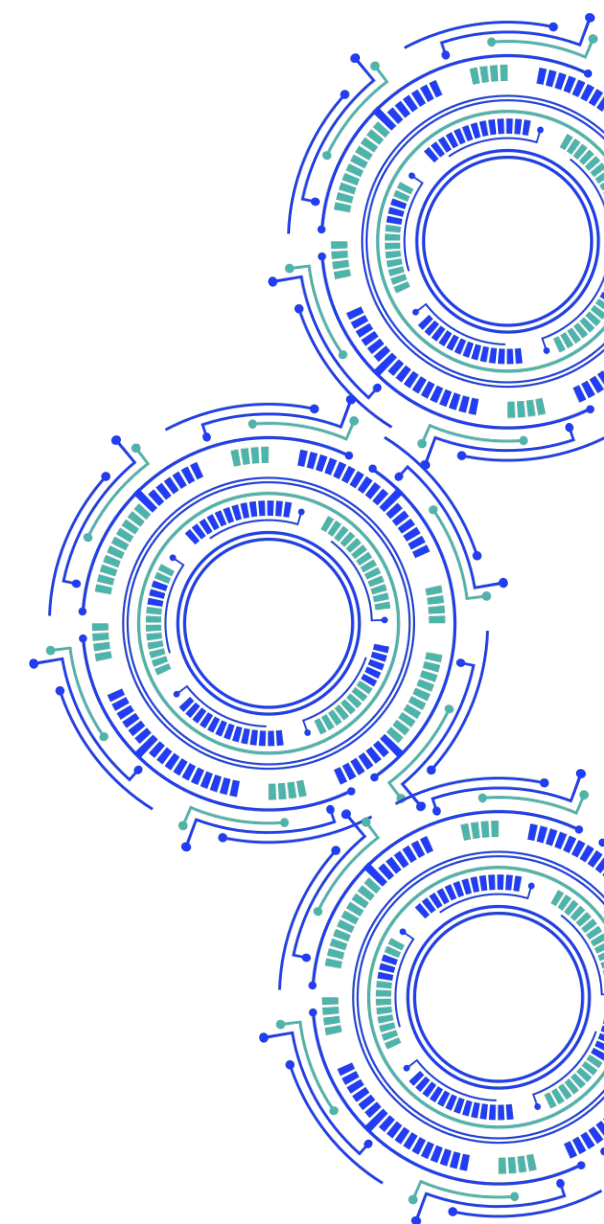
GenerationInfinity

Foundations of Intergenerational Digital Learning

Role of the Trainer

Trust and safety are essential in digital learning, especially when participants use personal devices and share personal information. Trainers are responsible for ensuring ethical and secure learning conditions.

- Respect participants' privacy and personal data;
- Obtain informed consent before sharing information or photos;
- Use clear, simple, and respectful language;
- Create a psychologically safe environment where mistakes are accepted as part of learning.





PRACTICAL PART

- Checklist exercise



Co-funded by
the European Union

Foundations of Intergenerational Digital Learning

Communication Styles & Building Psychological Safety

Effective intergenerational learning depends on clear and respectful communication. Differences in experience, language, and learning pace can easily create misunderstandings if they are not addressed.

- Different learning speeds between young people and seniors;
- Technology feels intuitive for youth but often unfamiliar for older adults;
- More time is needed for processing information and completing tasks.



Foundations of Intergenerational Digital Learning

Communication Styles & Building Psychological Safety

Many communication barriers result from the way digital concepts are explained rather than from a lack of ability. Using clear language helps seniors stay engaged and confident.

- Avoid technical jargon and unexplained digital terms;
- Use plain language and simple instructions;
- Break tasks into small, manageable steps (scaffolding);
- Use familiar analogies to explain abstract concepts;
- Encourage questions and practise active listening;



Foundations of Intergenerational Digital Learning

Communication Styles & Building Psychological Safety

A supportive learning environment allows seniors to learn without fear of making mistakes. Respectful communication strengthens confidence and encourages active participation.

- Avoid patronising language or taking control of the device;
- Give seniors enough time to complete tasks independently;
- Recognise and value their life and professional experience;
- Treat learning as a collaborative process.

Foundations of Intergenerational Digital Learning

Communication Styles & Building Psychological Safety



Communication is not only about words but also about body language and behaviour. Small non-verbal cues can greatly influence how comfortable and supported seniors feel.

- Sit side by side rather than standing over the learner;
- Maintain eye contact and a calm pace;
- Show patience and encouragement;
- Create an atmosphere of trust, respect, and cooperation.



PRACTICAL PART

- Role-play exercise



Co-funded by
the European Union

Section 2 — Preparing and Facilitating Intergenerational Digital Sessions



**Co-funded by
the European Union**

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

Preparing and Facilitating Intergenerational Digital Sessions

Designing Task-Based Intergenerational Digital Activities

Task-based learning focuses on practical activities rather than theoretical knowledge. In intergenerational education, this approach is especially effective because it addresses seniors' everyday needs and produces immediate, meaningful results.

- Learning through real-life tasks;
- Focus on practical outcomes;
- Activities relevant to everyday digital life.



Preparing and Facilitating Intergenerational Digital Sessions

Designing Task-Based Intergenerational Digital Activities

Digital tasks should be simple, realistic, and achievable within a single learning session. The goal is to help seniors complete a task independently and build confidence for future use.

- Clear and well-defined objectives;
- Limited number of steps;
- Real-life applications;
- Emphasis on independent task completion.

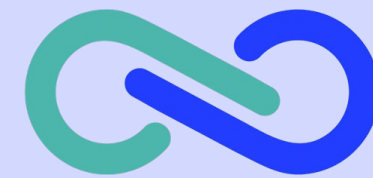
Preparing and Facilitating Intergenerational Digital Sessions

Designing Task-Based Intergenerational Digital Activities



The Feasibility Report identifies several digital activities that are both useful and challenging for older adults. These tasks help develop skills that can be applied immediately in everyday life.

- Sending photos via WhatsApp;
- Creating and sharing a Google Photos album;
- Sending an email with an attachment;
- Recording and sharing a short video;
- Completing online forms or booking appointments.



GenerationInfinity

Preparing and Facilitating Intergenerational Digital Sessions

Designing Task-Based Intergenerational Digital Activities

Well-designed tasks should reduce cognitive load and encourage active participation. Learning materials and alternative solutions help seniors remain confident even when technical difficulties occur.

- Break activities into small, logical steps;
- Provide repetition and positive feedback;
- Treat mistakes as part of the learning process;
- Use printed guides, step cards, and visual instructions as low-tech support.





GenerationInfinity

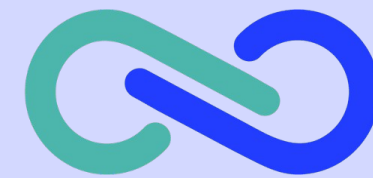
Preparing and Facilitating Intergenerational Digital Sessions

Structuring Short Intergenerational Sessions

Short intergenerational sessions require careful planning to make learning effective within a limited time. The focus should be on achieving one clear objective rather than covering many topics.

- Simple and realistic learning goals;
- Focus on quality rather than quantity;
- Clear structure: introduction, practice, and reflection.





GenerationInfinity

Preparing and Facilitating Intergenerational Digital Sessions

Structuring Short Intergenerational Sessions

Different formats can be used depending on the number of participants and available resources. Each format offers different opportunities for interaction and support.

One-to-one mentoring – personalised guidance for beginners;

Small-group rotation – one mentor supports several seniors in turn;

Workshop format – group introduction followed by individual practice.





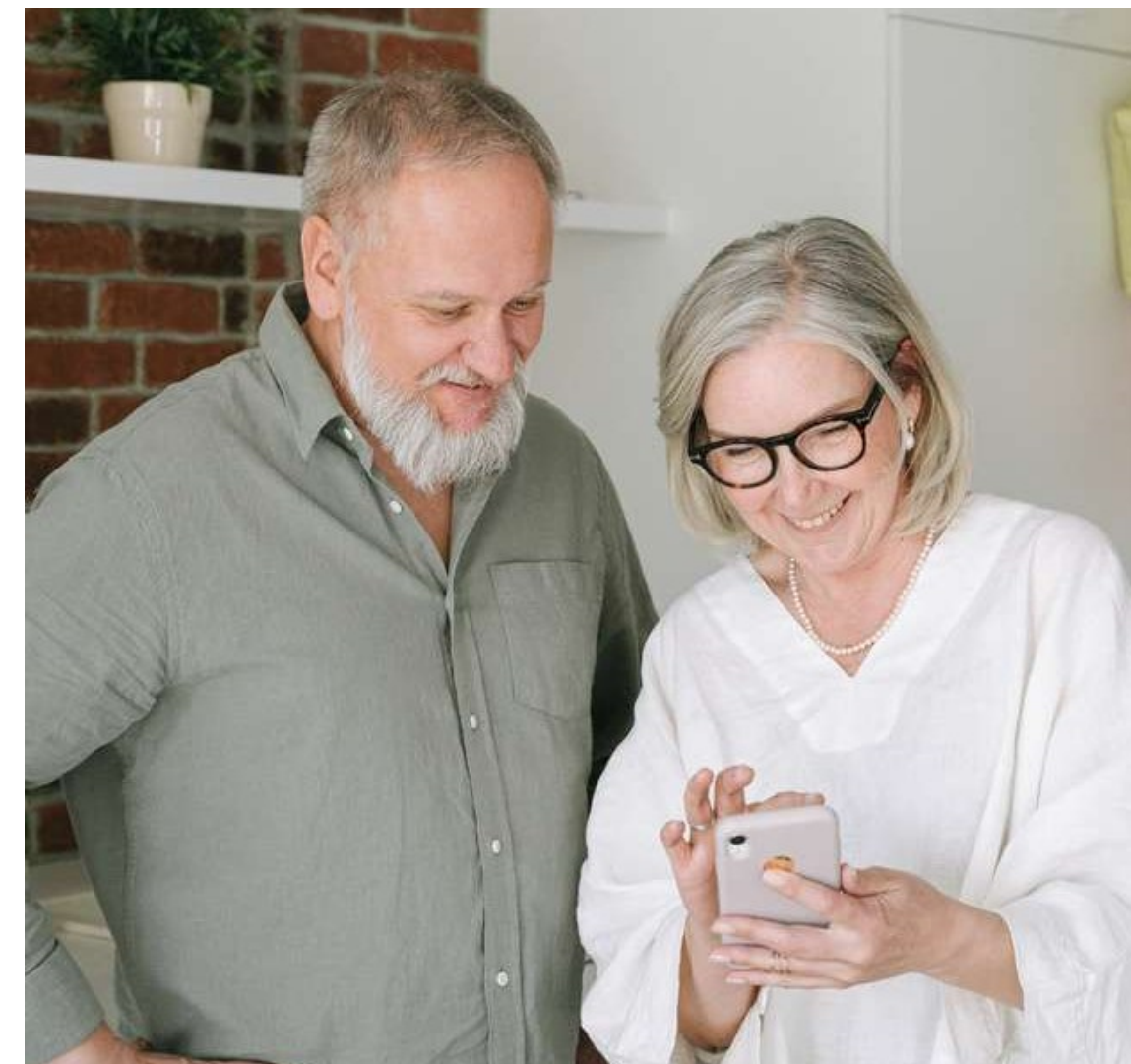
GenerationInfinity

Preparing and Facilitating Intergenerational Digital Sessions

Structuring Short Intergenerational Sessions

Good time management ensures that participants spend most of the session practising rather than listening. A short reflection at the end reinforces learning and builds confidence.

- Keep explanations brief and clear;
- Prioritise hands-on practice;
- Allow time for questions and feedback;
- End with a short reflection on what was learned.





GenerationInfinity

Preparing and Facilitating Intergenerational Digital Sessions

Structuring Short Intergenerational Sessions

Successful sessions depend on thorough preparation before participants arrive. Anticipating potential challenges helps ensure that learning continues even if technical problems occur.

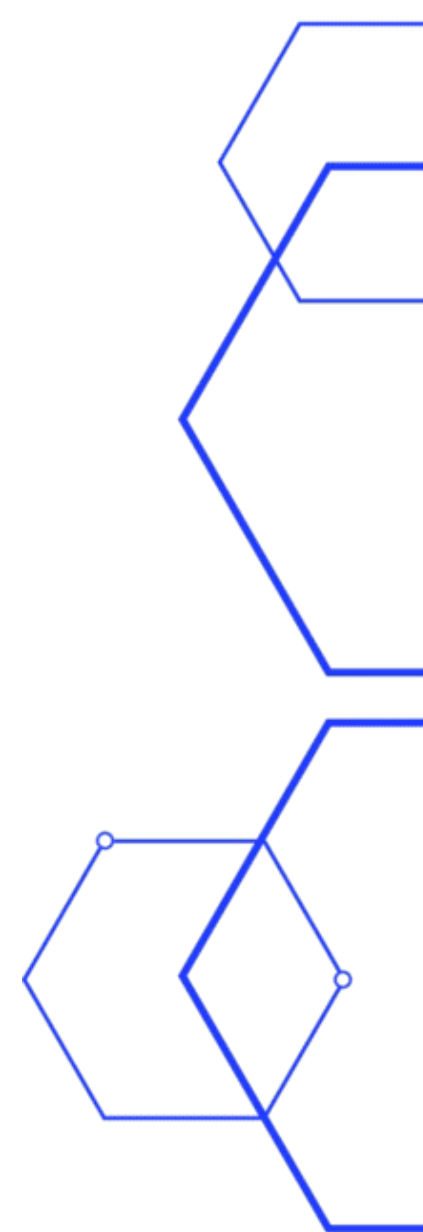
- Define one clear learning objective;
- Prepare devices, materials, and internet access;
- Assign roles to youth mentors;
- Have backup activities and printed materials available.





PRACTICAL PART



- Session structuring
- 



Co-funded by
the European Union



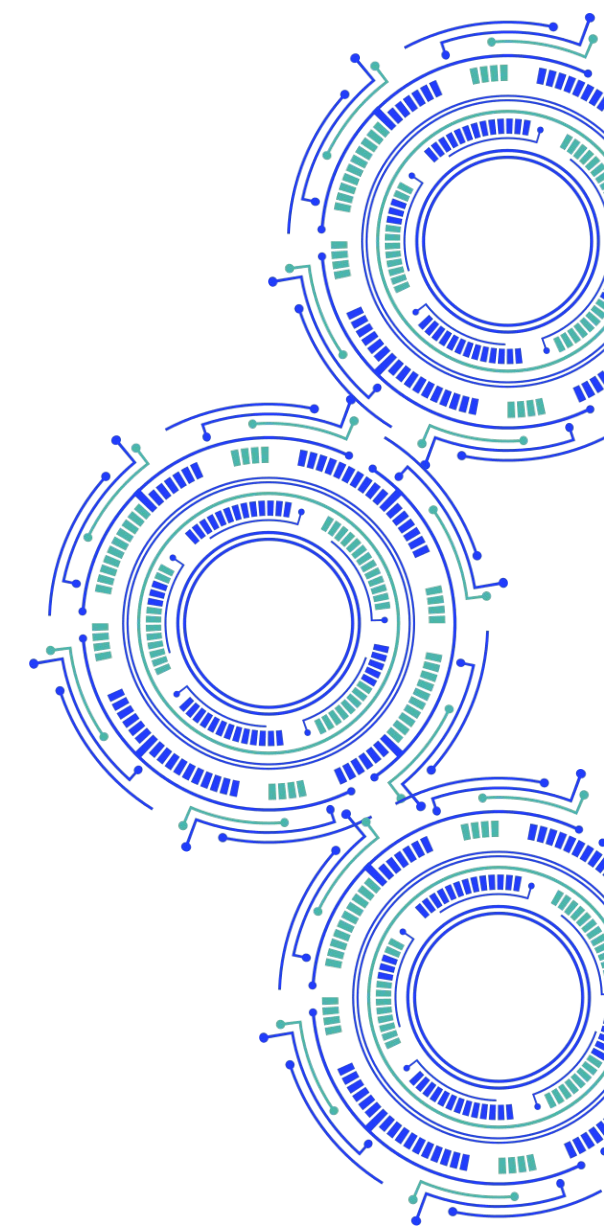
GenerationInfinity

Preparing and Facilitating Intergenerational Digital Sessions

Preparing Youth Mentors for Their Role

Youth mentors play a key role in the success of intergenerational digital learning. Although they are usually confident technology users, they also need preparation to become effective learning facilitators.

- Support learning rather than simply teach technology;
- Help seniors build confidence and independence;
- Guide the learning process with patience and encouragement.





GenerationInfinity

Preparing and Facilitating Intergenerational Digital Sessions

Preparing Youth Mentors for Their Role

Successful mentoring is based on collaboration rather than completing tasks for the learner. Youth mentors should encourage seniors to participate actively and learn at their own pace.

- Focus on *doing things with*, not *doing things for*;
- Allow enough time for learning and practice;
- Observe signs of confusion or fatigue;
- Encourage independent problem-solving.



Preparing and Facilitating Intergenerational Digital Sessions

Preparing Youth Mentors for Their Role

Good communication helps create a positive learning experience for both generations. Respecting seniors' knowledge and experience strengthens trust and makes learning more collaborative.

- Use plain language and avoid technical jargon;
- Break tasks into small, manageable steps;
- Check understanding through supportive questions;
- Recognise and value seniors' life and professional experience;
- Ask permission before using someone else's device.

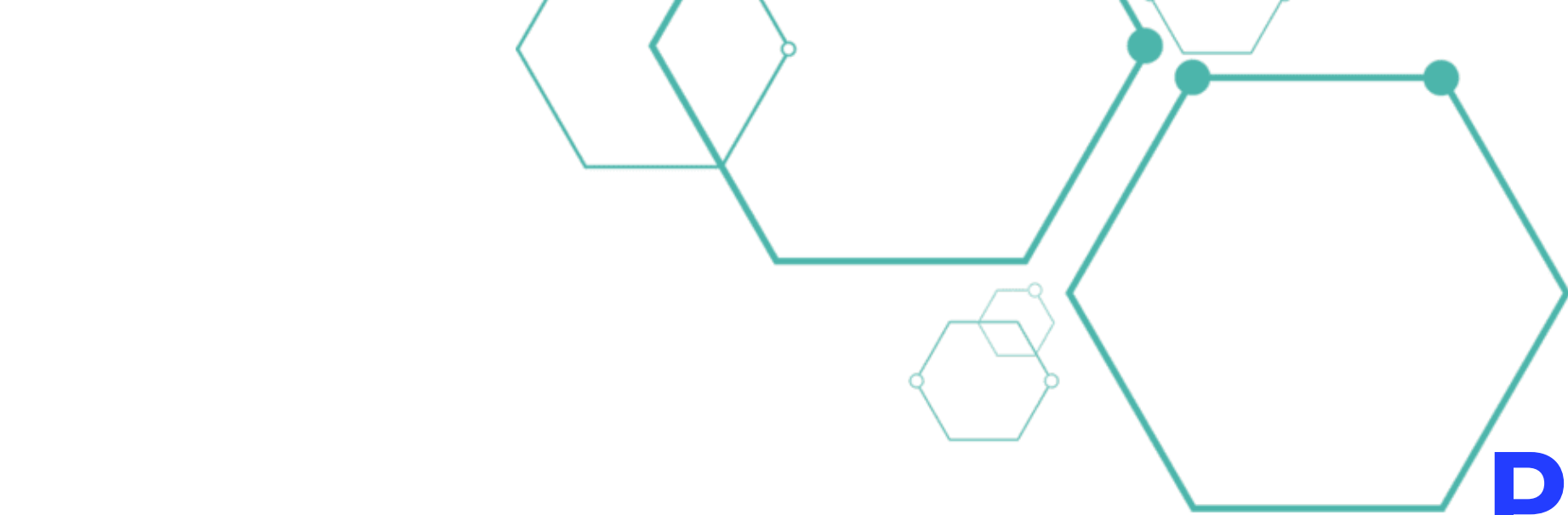
Preparing and Facilitating Intergenerational Digital Sessions

Preparing Youth Mentors for Their Role



Before taking part in a session, youth mentors should understand both their educational and ethical responsibilities. Clear expectations help create a safe and respectful learning environment.

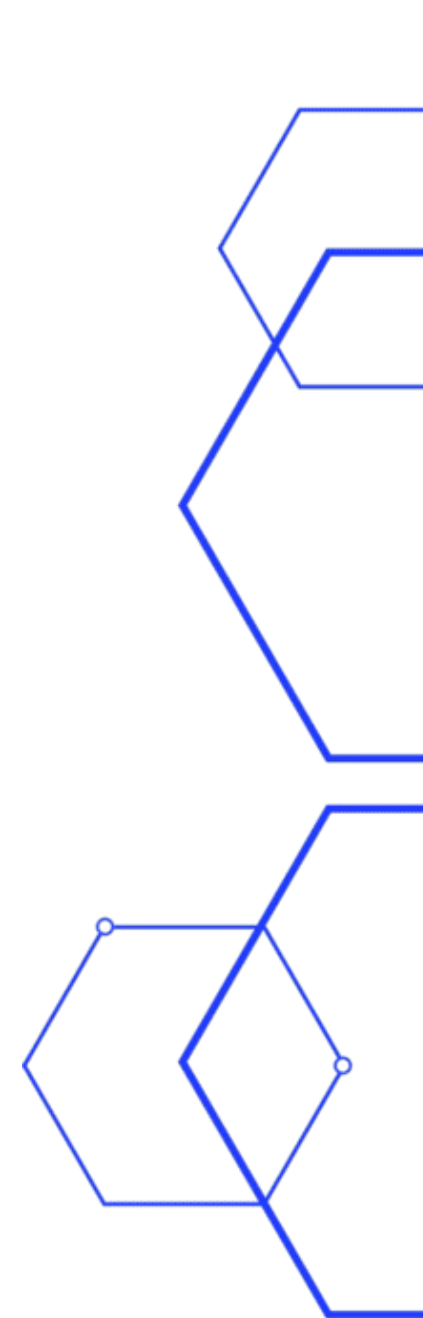
- Explain the mentor's role and responsibilities;
- Promote respectful and non-patronising behaviour;
- Discuss privacy, consent, and data protection;
- Encourage empathy, patience, and active listening.



PRACTICAL PART



Trainer-led discussion and
mentor briefing simulation

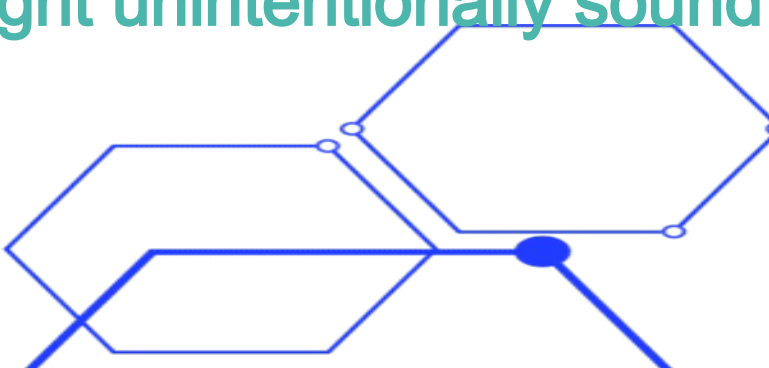


Co-funded by
the European Union



PRACTICAL PART



- What assumptions do young people often make about seniors' digital abilities, and how might these assumptions influence their behaviour during a mentoring session?
 - How can a youth mentor recognise the difference between a senior's lack of understanding and a need for more time to process information?
 - In what situations does “helping” turn into overhelping, and how can mentors support learning without taking control away from the senior?
 - How can youth mentors explicitly acknowledge and value seniors' prior knowledge and life experience during a digital task?
 - What language or behaviours might unintentionally sound patronising, even when the mentor's intention is positive?
- 



Section 3 — Evaluation, Troubleshooting and Quality

Assurance



**Co-funded by
the European Union**

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



GenerationInfinity

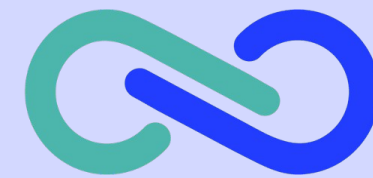
Evaluation, Troubleshooting and Quality Assurance

Evaluating Learning Outcomes in Intergenerational Sessions

In intergenerational digital learning, evaluation is designed to support learning rather than assess performance. Its purpose is to recognise progress, build confidence, and improve future learning experiences.

- Focus on learning rather than testing;
- Reinforce seniors' confidence;
- Provide feedback for trainers and mentors.





GenerationInfinity

Evaluation, Troubleshooting and Quality Assurance

Evaluating Learning Outcomes in Intergenerational Sessions

The main indicator of success is whether seniors can complete a practical digital task independently. Evaluation focuses on real-life skills that can be used after the session.

- Functional autonomy in everyday digital tasks;
- Ability to complete activities with little or no support;
- Practical outcomes rather than theoretical knowledge.





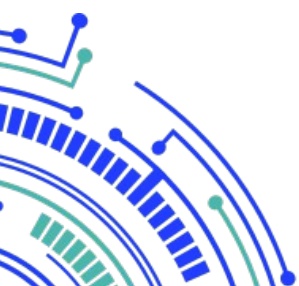
GenerationInfinity

Evaluation, Troubleshooting and Quality Assurance

Evaluating Learning Outcomes in Intergenerational Sessions

Evaluation should be informal and respectful to avoid creating unnecessary stress. Observation and reflection provide valuable information while maintaining a positive learning environment.

- Observe participants during task completion;
- Avoid formal tests or comparisons;
- Encourage reflection on achievements and remaining challenges;
- Use feedback to strengthen confidence.





GenerationInfinity

Evaluation, Troubleshooting and Quality Assurance

Evaluating Learning Outcomes in Intergenerational Sessions

Evaluation benefits not only participants but also trainers and organisations. Collecting simple feedback helps improve future sessions and ensures the long-term quality of intergenerational learning.

- Record learning outcomes and challenges;
- Gather feedback from seniors and youth mentors;
- Improve task design and facilitation strategies;
- Support continuous development of the programme.





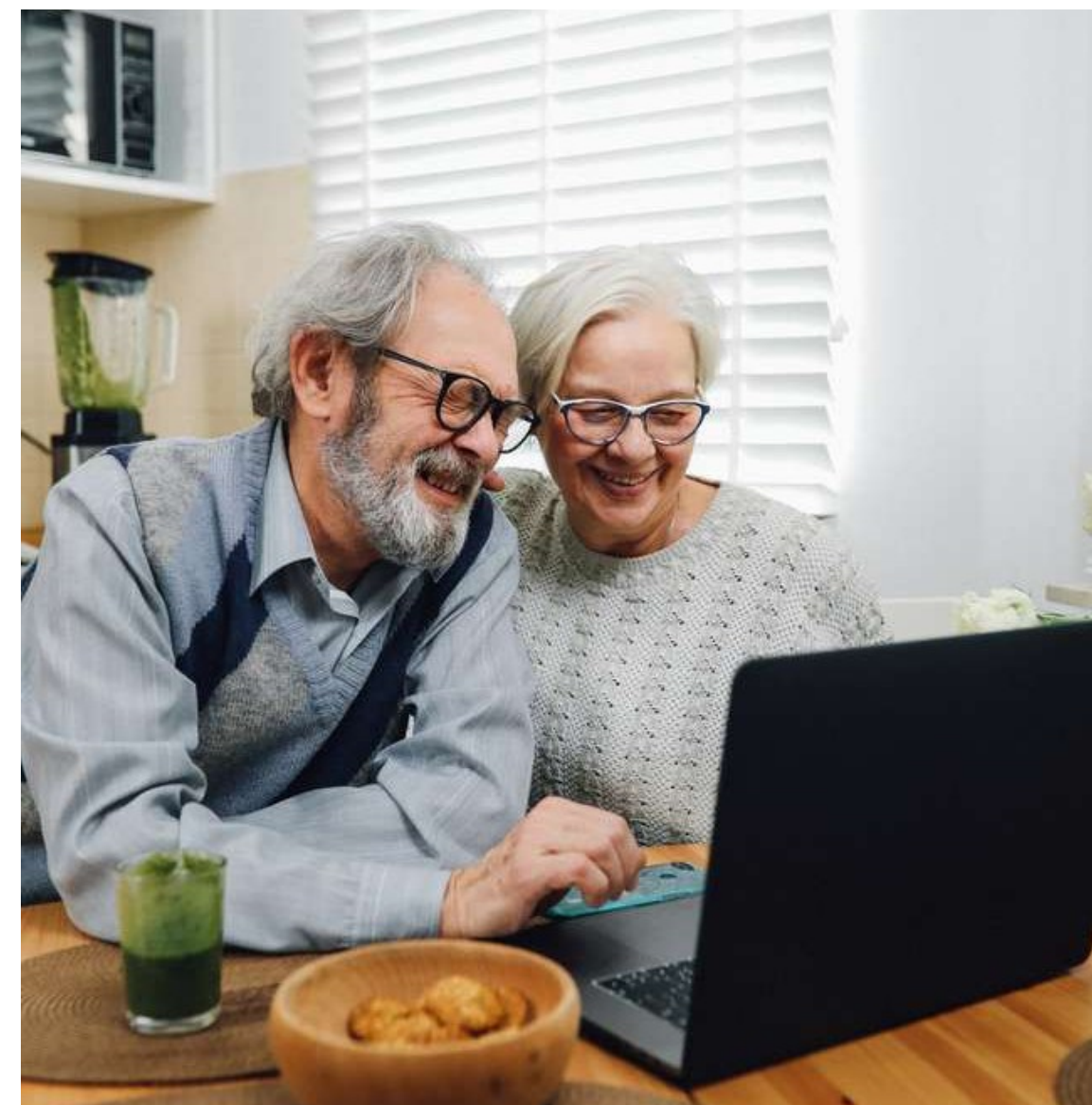
GenerationInfinity

Evaluation, Troubleshooting and Quality Assurance

Troubleshooting Common Challenges

Challenges are a natural part of intergenerational digital learning and should be seen as opportunities for improvement rather than signs of failure. The trainer's role is to respond calmly and maintain a positive learning environment.

- Recognise problems early;
- Support learning without creating stress;
- Maintain participants' confidence and motivation.





Evaluation, Troubleshooting and Quality Assurance

Troubleshooting Common Challenges

Differences in learning pace and communication can affect the learning process. Trainers and mentors should adapt their approach to meet seniors' individual needs.

- Different learning speeds between generations;
- Seniors may need more time and repetition;
- Avoid taking over the task or rushing the learner;
- Break activities into smaller, manageable steps.



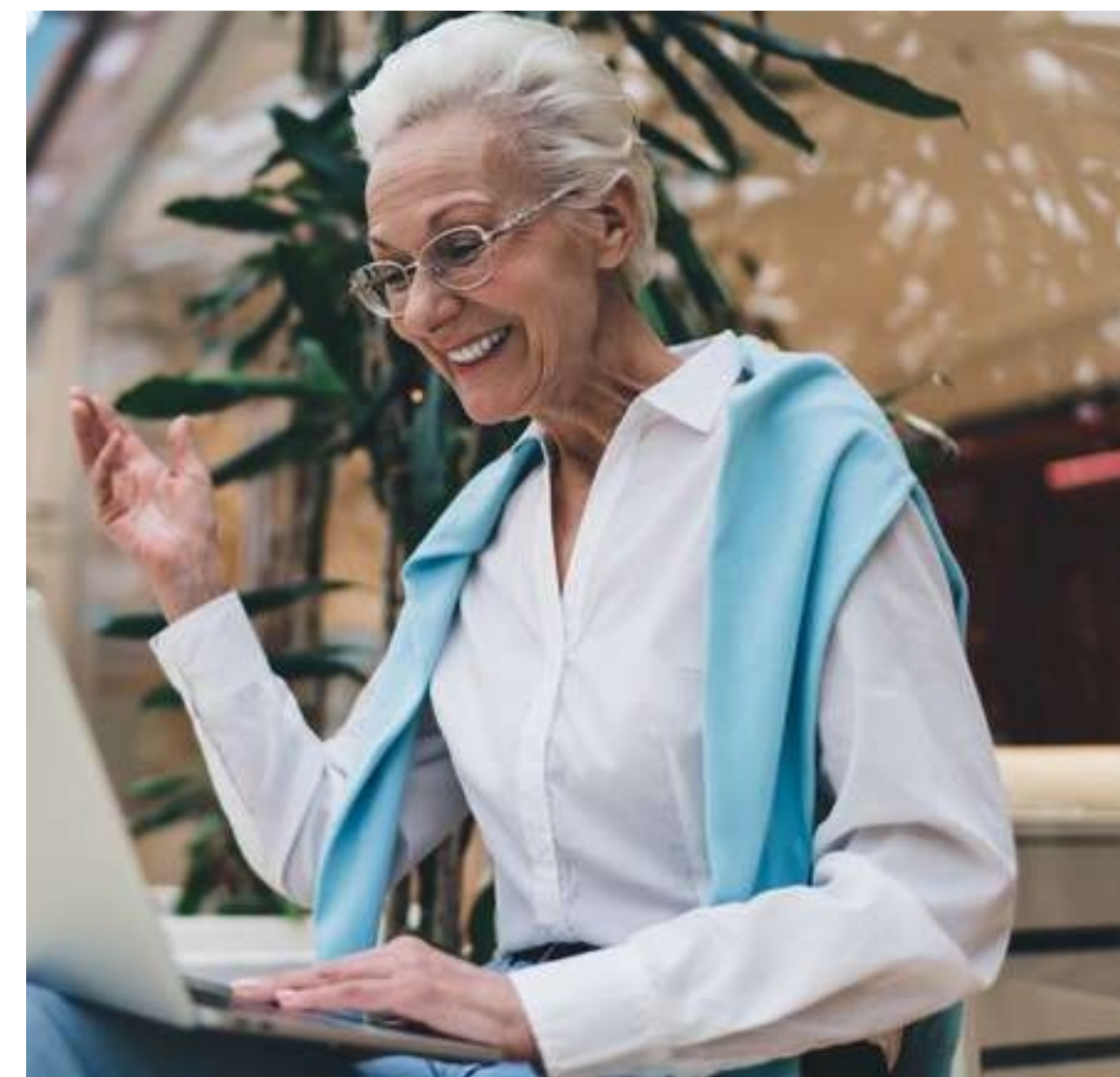


Evaluation, Troubleshooting and Quality Assurance

Troubleshooting Common Challenges

Both emotional and technical challenges require flexible responses. Trainers should help participants overcome difficulties while keeping the learning experience positive.

- Acknowledge frustration and encourage persistence;
- Treat mistakes as part of learning;
- Adapt activities when technical problems occur;
- Use low-tech alternatives if needed.





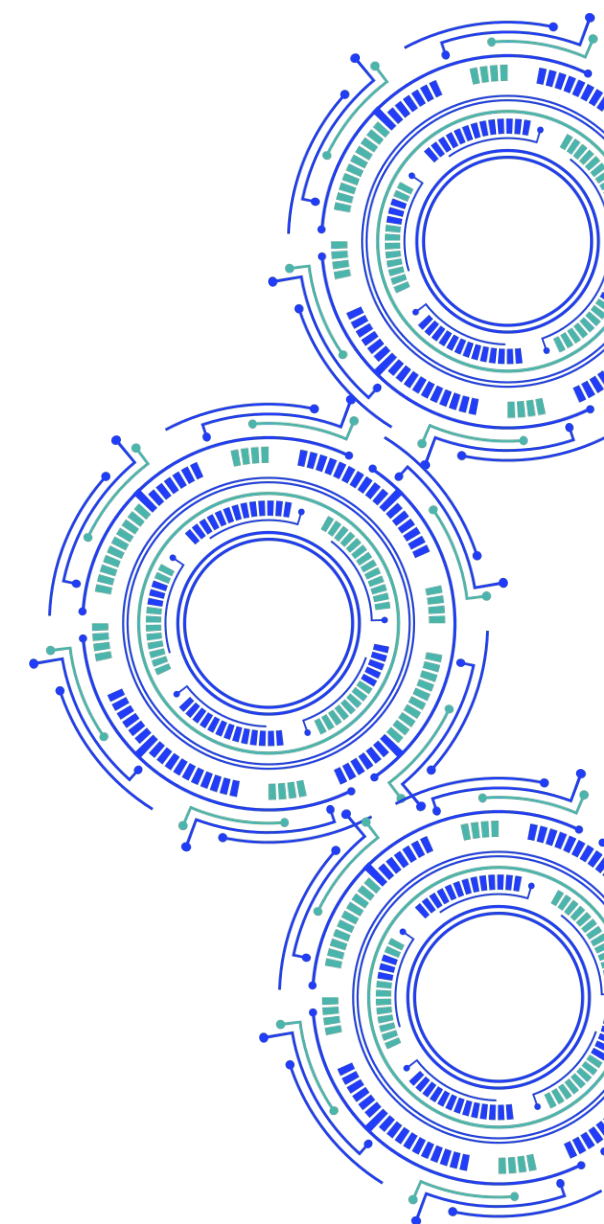
GenerationInfinity

Evaluation, Troubleshooting and Quality Assurance

Troubleshooting Common Challenges

Reflecting on recurring difficulties helps improve future sessions and the overall quality of the programme. Every challenge provides useful feedback for trainers and organisations.

- Identify patterns in common problems;
- Improve task design and mentor preparation;
- Adjust session structure when necessary;
- Strengthen future intergenerational learning activities.

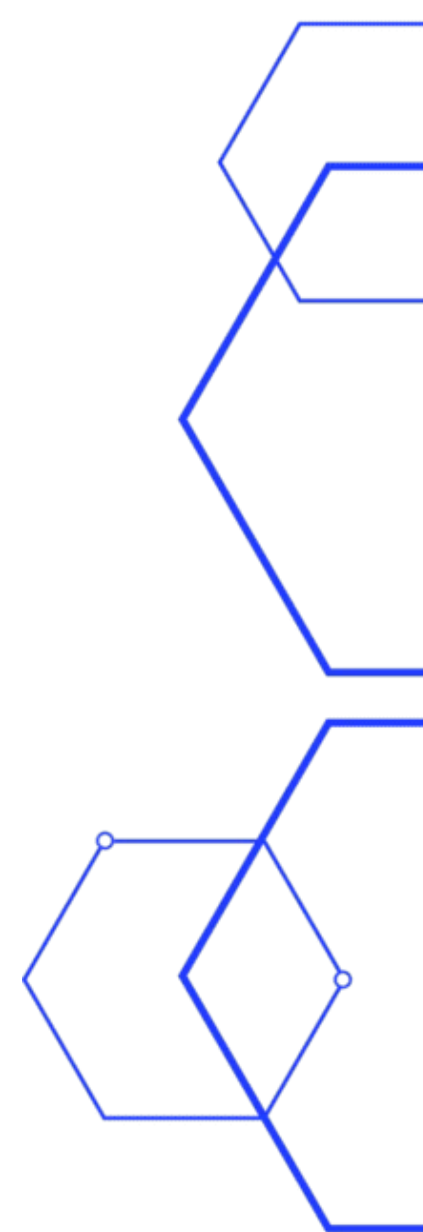




PRACTICAL PART



Scenario-based discussion and
trainer intervention planning



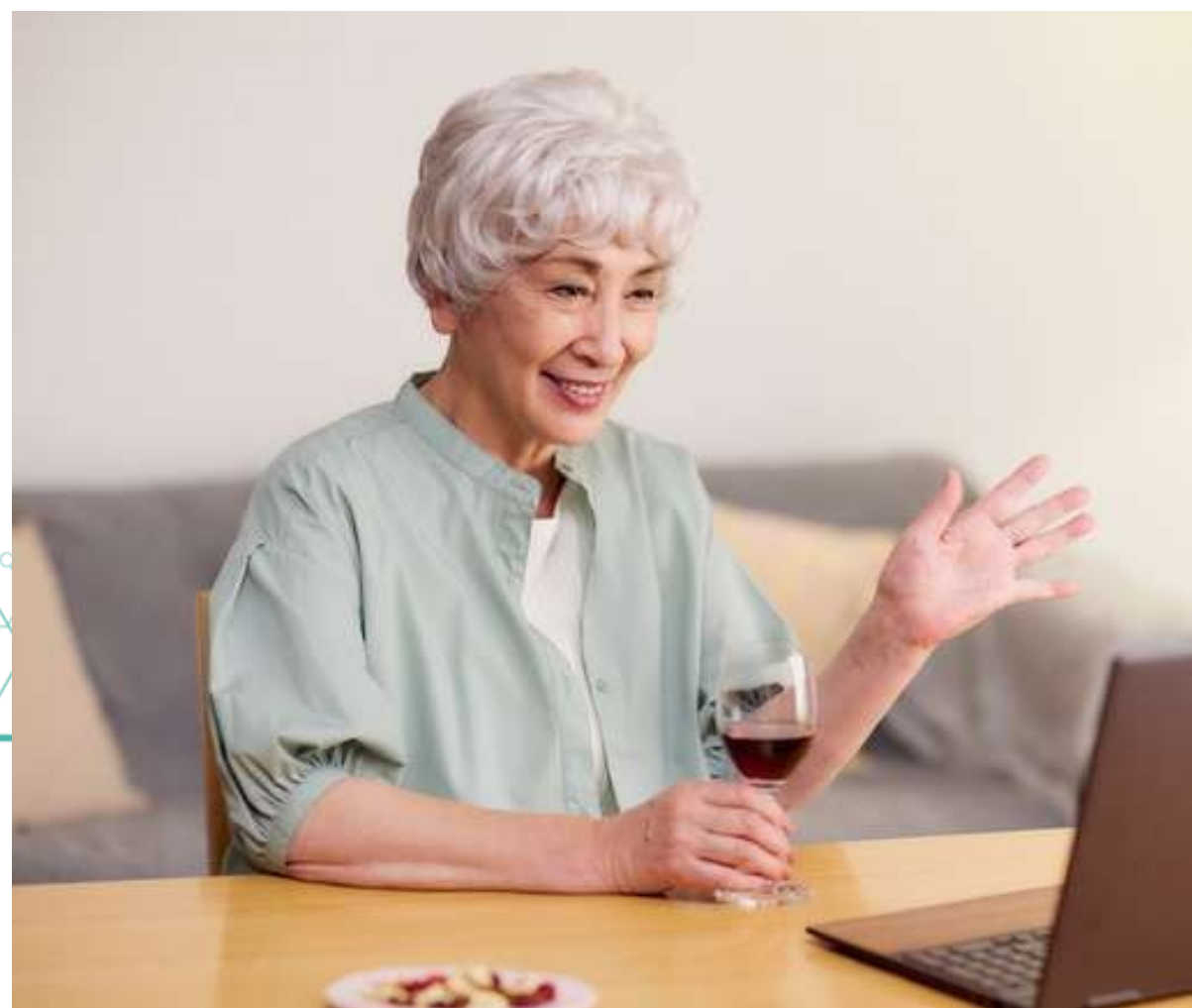
Co-funded by
the European Union



GenerationInfinity

Evaluation, Troubleshooting and Quality Assurance

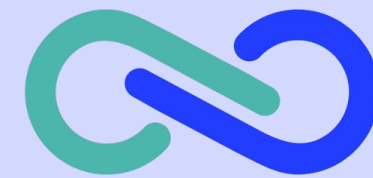
Trainer Reflection and Continuous Improvement



The trainer's role continues after the learning session has ended. Reflection is an essential part of professional development and helps improve the quality of future intergenerational learning activities.

- Reflect on each learning experience;
- Focus on continuous improvement;
- Adapt to participants' changing needs.





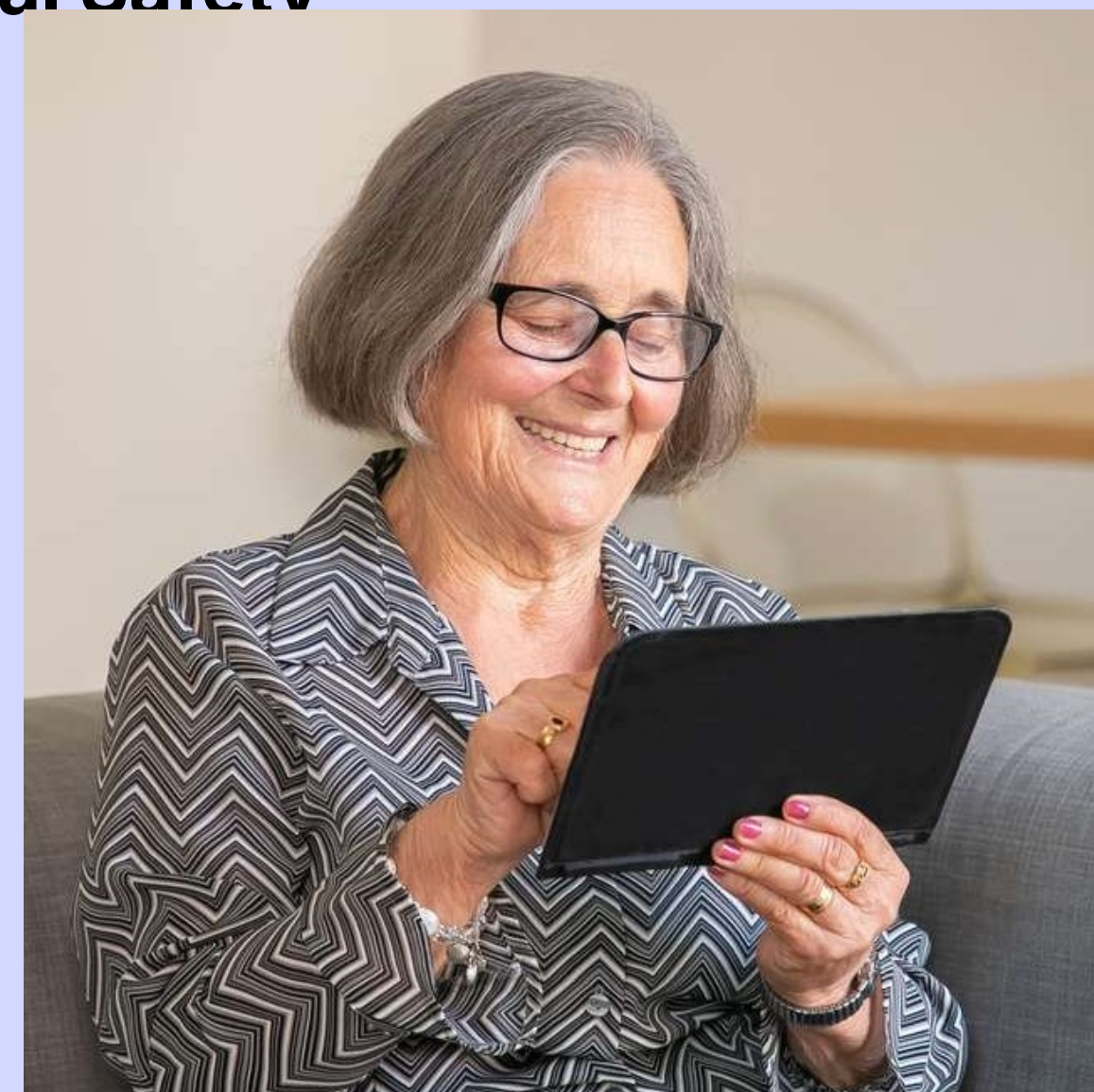
GenerationInfinity

Foundations of Intergenerational Digital Learning

Communication Styles & Building Psychological Safety

Effective reflection goes beyond evaluating whether a task was completed. Trainers should also consider how participants interacted and which teaching strategies worked best.

- Analyse communication and group dynamics;
- Identify successful facilitation techniques;
- Recognise challenges and opportunities for improvement;
- Focus on both the learning process and outcomes.



Foundations of Intergenerational Digital Learning

Communication Styles & Building Psychological Safety

Feedback from seniors and youth mentors provides valuable insights into the learning experience. Regularly collecting and reviewing this feedback supports evidence-based improvements.

- Gather feedback from both generations;
- Identify recurring challenges;
- Improve pacing, task design, and mentor preparation;
- Use feedback to enhance future sessions.



GenerationInfinity

Preparing and Facilitating Intergenerational Digital Sessions

Preparing Youth Mentors for Their Role

Documenting successful activities and reflecting on experience helps create a stronger and more sustainable learning programme. Continuous improvement benefits both trainers and the organisations they work with.

- Record effective tasks and teaching strategies;
- Develop reusable learning materials;
- Share good practices within the organisation;
- Promote lifelong learning and continuous professional growth.





GenerationInfinity



Thank you!



GenerationInfinity



Find us



generationinfinity.eu



Generation Infinity