

# digitol

## Country Report

WP 2 - Context Analysis

50plus Hellas

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Co-funded by the  
Erasmus+ Programme  
of the European Union

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# Technical References

<b>Project Acronym</b>	DIGITOL
<b>Project Title</b>	Digital Inclusion for Older People - Intergenerational synergies for the active participation in society
<b>Project Coordinator</b>	Antonio Dell'Atti, <a href="mailto:antonio.dellatti@comunitabrianza.it">antonio.dellatti@comunitabrianza.it</a> , Consorzio Comunita Brianza
<b>Project Duration</b>	January 2020 – December 2022 (24 months)

<b>Report Name</b>	Context Analysis Report - Greece
<b>Work Package</b>	WP2 – Context Analysis
<b>Task</b>	T2.4 – Context Analysis
<b>Dissemination Level*</b>	PU
<b>Task Leader</b>	Pro Arbeit
<b>Organization Responsible for the Report</b>	50+ Hellas
<b>Submission Date</b>	07/07/2020

PU = Public

PP = Restricted to other programme participants (including the Commission Services)

RE = Restricted to a group specified by the consortium (including the Commission Services)

CO = Confidential, only for members of the consortium (including the Commission Services)

Version	Date	Task Leader	Author	Approved
V01_draft	07/07/2020	Pro Arbeit	Chelsea Lazaridou	V
V02_final	29/07/2020	Pro Arbeit	Chelsea Lazaridou	V



# Acknowledgements

The work described in this publication has received funding from the Erasmus+ programme under grant agreement N° 612208-EPP1-2019-1-IT-EPPKA3IPI-SOC-IN.

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The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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# Executive Summary

The report herein contains the results from the needs analysis and assess regarding digital and media literacy of older adults in Greece. The research took place in the framework of the Erasmus+ project DIGITOL. It involved an online survey, desk research on the subject of fake news and good practices applied in order to tackle the issue. Also, interviews of trainers and organizations that are active in the field of digital training for older adults were conducted, as well as focus groups with local stakeholders and older adults elaborating the data findings, adding their own perspective and needs regarding digital literacy and active citizenship. Results strongly indicate the necessity of training programs for seniors as well as trainers on the issue of media literacy in Greece.

The main objective of this project phase was to from a better understanding of the context in Greece in order to contribute to the development and support of the DIGITOL Digital Academy.



# 1. DIGITOL and the relevance of digital literacy - an introduction

In the context of Covid-19, the importance of digital competences and digital literacy has again come into the limelight. As people stayed home, they faced challenges in terms of keeping up with work through online communication tools. But they also faced the challenge to stay healthy and informed when receiving and evaluating information about the pandemic that was being conveyed through both online and offline media channels. It quickly became apparent that disinformation and so called “fake news” at times spread faster through the internet than official, reliable and trustworthy information. Thus Covid-19 became a prime example for the spread of fake news and the effects this can have on society.

Beyond the issue of fake news, the Covid-19 crisis has highlighted to what extent our digitised environments increasingly rely on the Internet to inform, communicate, shop, but also to access services such as banking, tele-health services, governmental and administrative services, etc. Yet, despite the fact that older Europeans (55+) growingly use the Internet, their presence online remains low in comparison to other age groups.

Although efforts to support the digital inclusion of older adults should not rest in intensity, we believe the challenges of today’s Internet and the rapid development of fake news in the last decade require a renewal of how to approach digital literacy.



Developing digital literacy skills should expand beyond the acquisition of basic capacities in operating computers, tablets, and other smart devices into developing media literacy, critical thinking, and a proficiency to identify reliable online information.

The latter necessity gains prominence since fake news tend to hamper the public debate on topics of immense political importance, such as: climate change, displaced populations, social inclusion, fight against poverty, tolerance to diversity, and many more.

In this context, DIGITOL delivers a contribution to promoting EU common values, such as solidarity and diversity.

This is achieved by developing and delivering an innovative digital literacy training with younger trainers and older learners. The project aims to make the Internet accessible and more respectful for all. Thus, DIGITOL will contribute to combating discrimination within the EU that are driven by xenophobia, populism, and homophobia by gathering younger and older people around the challenge to identify and contain fake news and online hate speech.

This report is the result of the first phase of the project and provides an analysis of the local, national and European context regarding digital literacy among older adults with a view to informing and guiding the further implementation of the project. As such it will present the results of a desk research on the state of the art of digital literacy in the project countries, namely: Bulgaria, Germany, Greece and Italy. It will also present the information, ideas and suggestions on all aspects relevant for the implementation of the project that were gathered through the direct engagement of stakeholders. This information was collected by means of an online survey, interviews among experts and direct discussions with groups of stakeholders through the method of the focus group.

In this first chapter, the objectives and the questions that have been guiding our analysis will be introduced. This will be followed by a section discussing the definition of key concepts regarding digital literacy and disinformation as they will be used throughout the report.





Consequently, a brief description of the methodology for data collection will be provided, outlining the methods and tools that form the basis for both collection and analysis of the data that will be presented in Chapter 3, 4 and 5.

In Chapter 3, the main results from the desk research will be outlined, focusing on information regarding the digital literacy landscape of the project countries with a focus on the situation concerning digital literacy among older adults.

In Chapter 4, the information gathered through the engagement of stakeholders will be presented and analysed, while Chapter 5 will provide a summary of the main findings that are relevant for the design and implementation of the Training-of-Trainers and the capacity building programme, and a general outlook on the relevance of the data for the project and beyond.

## 1.1 Objectives and questions guiding our analysis

The research was guided by and intends to provide an answer to two main research questions.

The first is targeting the general situation and the opinion of both experts and older adults on the use of the internet and social media among older adults. It could be phrased in the following way:

Research Question 1: To what extent are older adults using the internet and social media and what would be their training needs concerning aspects such as digital literacy, digital competences, and fake news.

The second aims to identify the existing best practices for adult education and the teaching of media literacy and digital competences with a view to employing the most relevant during the implementation of the capacity building programme. It could be phrased in the following way:



Research Question 2: What are some of the best practice examples for training initiatives and formats for teaching media literacy and digital competences and to what extent can they inform the design of the DIGITAL SOCIAL ACADEMY?

As a first step to approach these questions, it is important to briefly introduce the main concepts that form part of this analysis, i.e. digital literacy, media literacy, fake news and disinformation. These will be briefly discussed in the following. Consequently, the methodology used for gathering the data will be described before laying out an analysis of the main results.

## 1.2 Key concepts

DIGITOL provides an intergenerational approach to teaching digital literacy and media literacy in order to combat ‘fake news’. Especially ‘fake news’ is contested as a term so what is meant when referring to these concepts?

In order to provide clarity on these key concepts, the following will provide an outline and brief discussion of some of these key terms.

In recent times, ‘fake news’ has come to prominence in public debate and its effects on society and democracy have gained more and more attention. In the report of the independent High level Group on fake news and online disinformation (HLEG) (DG Connect, 2018: 10), the term ‘fake news’ is described as referring to a ‘spectrum of information types’. This includes so called ‘low-risk forms’ such as partisan political discourse and click bait headlines. However, it also includes more high risk practices such as the use of malicious fabrications using automated amplification techniques that are used by different actors for example to infiltrate grass roots groups or to influence and undermine democratic processes in EU countries (DG Connect, 2018: 10).

However, according to the High Level Expert Group (HLEG), the term is inadequate because it does not capture the complexity of disinformation and related practices such as fabricated or manipulated videos, organized trolling, targeted advertising and the like. At the same time ‘fake news’ is a



misleading term, as it is at times being used by some politicians in order to dismiss coverage they do not agree with. For these reasons the high level group avoids the use of the term ‘fake news’ and instead suggest that the issue at stake is better described with the term disinformation (DG Connect, 2018: 10).

Hence, disinformation is being defined as ‘all forms of false, inaccurate, or misleading information designed, presented and promoted intentionally to cause public harm or for profit’ (DG Connect, 2018: 10).

While it can be harmful, it is to be distinguished from other forms of illegal forms of speech, such as defamation or hate speech which falls under the regulatory remedies of EU or national laws (DG Connect, 2018: 11).

For the purpose of this report and also for the purpose of the project at large, the definition of disinformation will be adopted as the main operating concept. However, due to the popular use and prominence of the term ‘fake news’ among the project partner’s local stakeholders, the term ‘fake news’ will continue to be used interchangeably with disinformation, keeping in mind that the definition of disinformation and the concept of ‘fake news’ for our purpose will refer to the definition as suggested by the HLEG, and as described also in the European Commission communication on tackling on-line disinformation (European Commission 2018: 3-4) meaning ‘verifiably false or misleading information that is created, presented and disseminated for economic gain or to intentionally deceive the public, and may cause public harm’.

According to the communication on tackling on-line disinformation (European Commission 2018: 1), such disinformation has the potential ‘to erode trust in institutions and in digital and traditional media. It can furthermore harm democracies by hampering the ability of citizens to take informed decisions while supporting both radical and extremist ideas and activities (European Commission, 2018: 1). As such it may have severe effects on society, including threats to democratic political and policy-making processes and may even put at risk ‘the protection of EU citizens' health, the environment or security’ (European Commission, 2018: 2).



Thus tackling disinformation and the spread of fake news is one of the main objectives of DIGITOL. In order to do so, DIGITOL promotes the teaching of Media Literacy and Digital Literacy. However, what is meant with those terms and how do they relate to tackling misinformation?

Again here, we rely on the definitions as provided by the European Commission.

According to the European Commission policy on Media Literacy: (Audiovisual and Media Services Policy, 2019), Media Literacy is understood to be the ‘capacity to access, have a critical understanding of, and interact with the media’ and ‘enables citizens of all ages to navigate the modern news environment and take informed decisions’. Similarly, the Audiovisual Media Services Directive (2018: (59)) states, that Media Literacy refers to the skills, knowledge and understanding necessary for consumers to use the media effectively and safely.

Following the European Commission definition of Media Literacy (Audiovisual and Media Services Policy, 2019), it is important to note, that Media literacy concerns different media such as broadcasting, the radio and the press. It also includes different distribution channels that are operated through traditional media outlets, the internet as well as social media. Finally, Media literacy is also understood to be a ‘tool empowering citizens as well as raising their awareness and helping counter the effects of disinformation campaigns and fake news spreading through digital media’ (EU Commission policy on Media Literacy (Audiovisual and Media Services Policy, 2019).

When Media Literacy is mentioned in the context of the internet and social media, it may at times coincide with the term Digital Literacy. According to Law et al. (2018: 6), digital literacy includes competences that may be referred to variously as media literacy, information literacy, computer literacy, and the like. In this context ‘Digital literacy is understood as ‘the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship’ (Law et al. 2018: 6).

Thus, media literacy and digital literacy are interrelated as they overlap with regards to the skills that refer to the technical use of information technology. In a way these technical skills can be regarded as



key competence to access but also to interact with information that is available on various formats online such as social media or news websites, through the use of desktop computers, tablets and the like.

The overlap of media literacy and digital literacy is comprehensively portrayed in the European Digital Competence Framework (Kluzer, S., Pujol Priego, L.: 2018: 16). This framework sets out five broad areas of competence for European citizens. Already the first area refers to information and data literacy. This includes ‘browsing, searching and filtering data, information and digital content’. It also includes the skills to ‘analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content’ as well as the skills to analyse, interpret and critically evaluate the data, information and digital content’ (Kluzer S., Pujol Priego L.: 2018: 12).

This highlights the importance of information and media literacy when talking about the use of information technology and digital competences at large.

According to the authors (Kluzer S., Pujol Priego L.: 2018: 12) the Digital Competence Framework describes those competences that are crucial today ‘when using digital technologies in a confident, critical, collaborative and creative way to achieve goals related to work, learning, leisure, inclusion and participation in our digital society’.

In this sense, the digital competence framework provides a comprehensive reference point that includes both media literacy and digital literacy under the same umbrella, highlighting the interdependence of technical skills for the use of information technology and the more intangible skill for critical understanding of and interaction with the digital information environment.

Thus it becomes clear, that both digital literacy and media literacy are key in combatting the spread of disinformation and fake news. However, this also means that tackling the disinformation challenge is not only a matter of improving technical skills for the use of new technological equipment. Even more so, it is a matter of improving the media literacy of citizens of all age groups so that they can become able to navigate the news environment safely in order to make informed decisions. In this sense it is



media literacy, with all its facets, that can be regarded as the main important competence that there is to be fostered when it comes to the combatting of all forms of disinformation.

Having clarified and discussed some of the key concepts that are being used throughout this report, the following section will briefly lay out the methodology of data collection before going ahead with the analysis of the research results and the conclusion on the recommendations for the design and the implementation of the capacity building programme.

## 2. Details on Data Collection

The following research on digital and media literacy of older adults in Greece involved an online survey and desk research on the subject of fake news and good practices applied in order to tackle the issue. Also, interviews of trainers and organizations that are active in the field of digital training for older adults were conducted, as well as focus groups with local stakeholders and older adults elaborating the data findings, adding their own perspective and needs regarding digital literacy and active citizenship.

More specifically, the research took place consisted of:

**A. A literature review** carried out by 50plus Hellas. It was internet-based, with the main objective to find any references to digital literacy, media literacy, and programmes addressed to seniors regarding those issues. We searched for recent surveys, articles, and publications on the topic

- Definitions from other organisations on Media literacy, misinformation, fake news, as well as the importance of critical thinking and interacting with the Media.

According to the definition elaborated by the EU Media Literacy Expert Group (MLEG),<sup>1</sup> “Media literacy” is a wide concept that includes all technical, cognitive, social, civic and

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<sup>1</sup> <https://ec.europa.eu/digital-single-market/en/news/meeting-media-literacy-expert-group-0>



creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it”, while the National Association for Media Literacy Education (NAMLE) states that “Media literacy, the ability to access, analyze, evaluate, create and act using all forms of communication, is widely acknowledged as **a necessary skill for full participation in civic life.**” The European Commission agrees, “Media literacy – our capacity to access, have a critical understanding of and interact with the media **has never been as important as it is today.**”<sup>2</sup>

- What the situation is regarding digital and media literacy of seniors in Greece.
- Best practices for digital training
- Best practices for tackling the issue of fake news and the perpetual sharing of misleading information, addressed to any age group and especially to older adults.

**B. Online Survey** conducted via Internet addressed to seniors, trainers, organisations and other stakeholders.

The survey was announced by email, on the website page of 50plus Hellas and facebook page. 55 responses in total were collected (42 female, 12 male, 1 X) from trainers, stakeholders and older adults.

**C. Interviews:** Five educators (3 female, 2 male) specialized in digital training for various groups (adults, older adults, younger students and refugees) and one expert in media literature – professor at the University of Athens. The interviews were done by telephone and email.

**D. Focus Groups:** The groups were mainly of seniors – members of 50plus Hellas- discussing the previous findings and looking for ideas to contribute to the Academy. Two focus groups took place with a total of 23 participants, mostly older adults, via Skype. For the record, most participants were women.

#### **Limitations:**

Due to the restrictions by the Greek government during the Coronavirus outbreak, it was not possible to have any meetings face- to-face, a fact that did limit interactions to an extent. Focus groups took place via Skype, excluding seniors that were not already familiarised with computers and the Internet.

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<sup>2</sup> Mapping of media literacy practices and actions in EU-28, European Audiovisual Observatory, Strasbourg, 2016



## 3. Digital literacy among older persons: an overview on the state of the art

This chapter highlights the situation concerning the digital literacy and media literacy of older adults in Greece presenting the main results of the desk research mentioned previously.

We will be examining the digital literacy level of the general population in Greece and among older adults, the digital gap between generations as well as the training needs that derive from the research.

### 3.1. General data on digital literacy and the digital divide

Although digital literacy seems to be acknowledged as a necessity for all age groups, according to a recent survey by DiaNEOsis (2020)<sup>3</sup>, only 7 out of 10 Greeks have access to the Internet. It is a small part of the population compared to other surveys in developed countries, but it seems to be growing rapidly - in 2015 it was 10% lower. The gap between men and women regarding the use of the Internet in comparison to previous surveys still exists: about 57.7% of non-users are women. However, compared to a 2017 survey, the percentage of women using the Internet has increased by 9.3 points. It seems that the gap, although still remarkable, is declining rapidly. Furthermore the profile of those who use and **those who do not use the Internet is age-related**: all young people under the age of 35 use the Internet (100%). Conversely, only 22.5% of Greeks over the age of 65 say they use the Internet. Of those who do, 8 out of 10 use their mobile phone. They use it often to seek information related to medical issues and for communicating with friends and family. The seniors who don't use the Internet, state that they are not interested in using it, that it is not useful to them, or they are afraid of technology. Also many are reluctant to use services on the Internet and give out their personal data. During the Corona virus epidemic, the digital gap seems to have gained even greater proportions: as seniors were

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<sup>3</sup> [www.dianeosis.org/2020/06/oi-ellines-kai-to-internet/](http://www.dianeosis.org/2020/06/oi-ellines-kai-to-internet/)





obliged to stay at home, the fact that they are digitally illiterate resulted to marginalize them even further. Those who were not equipped with digital skills were much more isolated than those who had the alternative of the Internet.

## 3.2. Needs for digital literacy among older persons

Nowadays, especially due to the corona virus epidemic and its implications, everyday life is compromised for older adults. According to the President of the European Commission Ursula von der Leyen, adults over 65 years old in Europe are suggested to remain in quarantine until the end of 2020. Technology could be a tremendous asset in supporting older adults at home, however it seems older users in Greece are simply afraid of technology. Therefore, they don't have the necessary skills to perform certain transactions, such as e banking or to take advantage of any service through the Internet. Only few are equipped with skills that enable them to communicate via digital communication pathways.

While according to another survey by DiaNEOsis (2020), today 63% of Greek Internet users are worried about misinformation on the Internet, a rate higher than the average of the 40 countries of the sample (56%). The high concern is related to the spread of misinformation in Greece. According to a recent study<sup>4</sup>, Greece is the least resilient country to malicious misinformation after the US, in a sample of 18 Western countries. The authors of the study mention that the factors that favour the lack of resistance to misinformation in Greece are low confidence in the media, high use of social media for information, low public television viewing, and the spread of populism in society. When it comes to older adults in Greece, 42% believe that only half the information they find on the Internet is reliable. Also, the majority believes that they are capable of detecting fake news on the internet, a fact that is contradictive to the first finding, thus that seniors tend to share fake news more often than other age groups, a fact that can mislead people about how to stay safe, reduces the level of trust in the media, and tends to increase anxiety.

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<sup>4</sup> Humprecht, E., Esser, F., & Van Aelst, P. (2020). Resilience to online disinformation: A framework for cross-national comparative research. *The International Journal of Press/Politics*, 1940161219900126.



## 4. Consolidating older person's digital literacy: a review of our local findings

### 4.1. Needs for digital literacy - the professionals' perspective

Although digital literacy is important for all age groups, most professionals agree with the statistics, meaning that the older the people are in Greece, the less they are equipped with digital skills, thus their need for relevant education is higher.

All trainers and stakeholders that were interviewed and participated in the focus group discussions acknowledge that there is not a specific age over 55 when digital education is needed more; there is a need for digital literacy for all ages, even for those who have some digital skills, since in addition to the "external" digital gap (between those who have digital skills and those who do not), there is also the "internal" digital gap, which consists of significant differences between individuals possessing certain (or more) digital skills.

As the internet is an integral part of everyday life, it would be right to train all ages. It is also everyone's right to have access to this 'new' internet routine. The exclusion of any group automatically deprives it of the right to an active social presence, leading to social alienation and exclusion.

Digital learning should concern basic digital functions to be applicable for everyday issues. Clearly, at any age we can distinguish different emerging needs: one trainer with a background of training vulnerable social groups, such as migrants and refugees, stated that older adults in rural areas as well as refugees are the most in need of digital training in order to cope with everyday life challenges.



Regarding the content of the digital literacy trainings, most professionals prioritise digital literacy trainings for older adults the same way, with video calling (e.g. skype/zoom) ranking the highest. The need for communication is greater for older adults so they can see their loved ones and not feel lonely. This was extremely crucial during the Corona virus epidemic, when they were obliged to stay at home and the Internet was an essential means of communication with the rest of the world.

E-banking and online government services followed, making everyday life easier as there are many services that don't require physical presence anymore (such as waiting in a queue at a bank or a public service). E-learning and e-commerce were last on the list. Especially e-learning seems to be considered as something younger adults would be more interested in.

Depending on the individual of course, we can distinguish different emerging needs. However, when it comes to trainings regarding the media, the basic principles should be about the structure of society and the role of the media within it, with all the power relations that exist between the different "subsystems" of society (politics, economy, media). Furthermore, media and new technologies should be discussed with examples related to specific issues, in order to be more understandable by the participants.

## 4.2. Preferences for digital literacy - an older person's perspective

In the beginning of the discussions, when the older adults who participated in the focus groups were asked about their opinion on the topic of fake news, it was quite obvious that they hadn't given much thought to the issue. However, they grew more cautious during the conversation and concluded that they can't trust any source of information without thinking about it twice. And even though they realised that they are often encountered with information that afterwards might seem fake or misleading, they admitted sharing it, **especially when they were emotionally challenged by the content.**

They stated that they mostly rely on the television for news and least trust information they come across on social media, but still they believe that even on the television, there is always the chance that there is a hidden agenda. They believe that the problem is especially serious in Greece and that journalism is often biased and controlled, in order to generate profits or pursue political goals, jeopardizing the very essence of Democracy.



Regarding the content of a training program, especially because of the Covid epidemic, training on practical tools, e.g. the use of e-banking and other e-government services ranked highest on their priorities, followed by safety measures while using the internet. Also, the need to train on tools and methods to recognise fake news was highlighted while the seniors felt it was very important to participate in a course on media literature.

When they were asked what would motivate them to participate, they replied that the subject alone of fake news is engaging. Also, that the training programs delivered should be interesting and fun, in a safe learning environment that wouldn't cause stress or any kind of anxiety. Trainers should have empathy with older learners and be committed to encourage progression from learning. They also seemed excited to work with and learn from young volunteers.

### 4.3. Teaching and training on digital literacy

50plus Hellas searched for initiatives focused on **digital literacy for older adults** in Greece. Our research findings show several significant programs for digital training of seniors throughout the country, mostly organised by NGOs and Municipalities.

More specifically, 50plus Hellas ([www.50plus.gr](http://www.50plus.gr)) has implemented three different digital training programs for seniors, with a total of approximately 12.000 participants. They were introductory courses in digital skills, intended for users with no previous experience who seek to familiarize themselves with using a computer and learn how to perform basic tasks, such as word processing or web browsing. Of the implemented projects, the “KNOWLEDGE VOLUNTEERS” is closest to the DIGITOL project, as it was on an intergenerational basis, where young volunteers trained older adults (<https://youtu.be/Aj9P0NwSb4U>).

Additionally, NGO ‘People Behind’ ([www.peoplebehind.gr](http://www.peoplebehind.gr)) provides tablet lessons in the framework of the “Third Age University”. The ‘Stavros Niarchos Foundation’ also had a program for training seniors to use computers ([www.snfcc.org](http://www.snfcc.org)) as well as several Municipalities across the country (e.g. the Municipality of Larisa in central Greece).



All programs focused on developing basic digital skills. And although the need for media literature is evident from all research findings, no such course addressed to older adults seems to exist in Greece, only scarce examples of interventions for children.

## 4.4. Examples of successful training initiatives and their transfer potential to another public: older adults

Media Literacy: It is widely understood that it is important to empower older adults to assess the online and social media content, meaning to empower them to think critically. Critical thinking is a reflective way of thinking, it examines the rationality of thoughts and involves the validation and reformulation of stereotyped, taken for granted, assumptions.

Many scholars from the field of Adult Education agree that the exploration of artworks is one of the main ways that lead to the development of critical thinking. Our contact with art may provide us with thoughts and insights that are different from the dominant ones and allow us to perceive various issues beyond the way that is considered as given. The proposed method supports the learner's creativity and critical thinking through the systematic exploration of art and the development of the cognitive and the imaginative processes as well. It is based on Perkins Project Zero of the University of Harvard ([www.pz.harvard.edu](http://www.pz.harvard.edu)) as well as the works of Freire, Dewey, Gardner and so on. Art has many advantages in the educational setting, especially when addressed to older adults: it is a universal language, it engages the learners regardless of their educational level, and enhances participation and group communication. There are no "right" or "wrong" answers, so it builds self-esteem and positive self - image. Also it helps thinking 'outside the box', developing new ways of thinking and helps getting around stereotypes. The method is easily applied by any trainer using any type of art (fine arts, films, theatre, literature, music). Acceptance, solidarity, and cooperation are only a few themes for discussion, as well as issues such as populism, homophobia, ageism and ethics. Therefore we believe it would be a suitable method for the DIGITOL ACADEMY.

It requires a work of art (best chosen by the group) and a question that the group wants to elaborate (disorientating dilemma). An example can be found in the material developed for the European project



MATURE –Making Adult Teaching Useful, Relevant and Engaging (<https://www.50plus.gr/wp-content/uploads/2020/05/MATURE-F2F-training-EN-final1.pdf>).

## 4.5. Specific training programmes for older persons' digital literacy

Research findings show that in order for such a training program to be successful, there are several acquirements to be met:

- The subject must be of interest to the participants
- The intervention must be well organized
- It is best when participants use their own tablets or telephones during training, as they tend to get confused with different devices
- The environment and the training material must be age-friendly
- The trainers must be properly trained in geragogic approach and have an understanding of the ageing process
- Must be cautious not to reproduce stereotypes during the lessons. This is especially crucial when training refugees or migrants, as they have different perceptions (especially age related) they are from different cultures and often with strong stereotypes in relation to age
- Trainers must be familiar with factors that impact on engagement and participation
- In order to sustain the learning outcomes, support should be provided after the lessons, otherwise what was gained could easily be lost



## 5. Conclusion and insights for the design of the DIGITOL Academy

The report herein presented the findings of the DIGITOL research regarding digital and media literacy of older adults in Greece. The research revealed one of the vulnerabilities of modern Greek society, that is digital illiteracy of a significant part of the population: older adults to a great extent lack digital skills and are not familiarized with the internet and social media. As a result, they don't know how to use search engines in order to cross-check information and draw on genuine information themselves. The recent Covid-19 epidemic highlighted that they now need digital skills even more and are vulnerable to misleading material, as a large majority can't distinguish a valid source from a non-valid one. Furthermore, no training programs on media literacy for older adults seem to be available in Greece. This stresses even more the need for initiatives that will empower older citizens to significantly improve their ability to critically assess the online and social media content they consume and create and become responsible and confident digital citizens.

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# Annex

## Annex 1: Analytics from the survey

Date the survey was created: Monday, March 23, 2020

Total number of responses: 55

Demographic analytics for Greece

### Gender

ANSWER CHOICES	RESPONSES	
Γ	76.36%	42
A	21.82%	12
X	1.82%	1
TOTAL		55



## Age

ANSWER CHOICES	RESPONSES	
0-18	0.00%	0
18-25	0.00%	0
25-35	1.82%	1
35-45	12.73%	7
45-55	10.91%	6
55-65	20.00%	11
65-75	43.64%	24
75-85	9.09%	5
85-95	1.82%	1
95+	0.00%	0
<b>TOTAL</b>		<b>55</b>

## Organisations vs. Individuals

ANSWER CHOICES	RESPONSES	
Ως εκπρόσωπος του οργανισμού μου	12.73%	7
Ως ιδιώτης	87.27%	48
<b>TOTAL</b>		<b>55</b>

## Annex 2: List of stakeholders interviewed

Name	Organisation	Location	Website	Date of interview
Dr.Manos Pavlakis	Junior Achievement Greece	Athens	senja.gr	14/5/20



Irene Dervenaga	Curing The Limbo	Athens	curingthelimbo.gr	15/5/20
Giorgos Athanassiadis	50plusHellas	Athens	50plus.gr	19/5/20
Maria Apostolidou	50plusHellas	Athens	50plus.gr	16/5/20
Lina Tzani	50plusHellas	Athens	50plus.gr	15/5/20
Dr.Stamatis Poulakidakos	National and Kapodistrian University of Athens Faculty of Economics and Political Sciences Department of Communication and Mass Media	Athens	en.uoa.gr	30/6/20

### Annex 3: List of stakeholders that participated in focus groups

Organisation	Location	Website
50plus Hellas*	Athens	50plus.gr

\* The focus groups were organized with older adults recruited through 50plus Hellas network, as agreed within the DIGITOL Consortium, with 21 seniors and 2 trainers participating in total. Due to data privacy their names are not listed.



## Annex 4: Analytics from the focus groups

Date	Number of participants	% F / % M	Type of Participant Organisations
21/5/2020	9	80% F / 20% M	Individuals
26/5/2020	14	80% F / 20% M	Individuals, trainers

