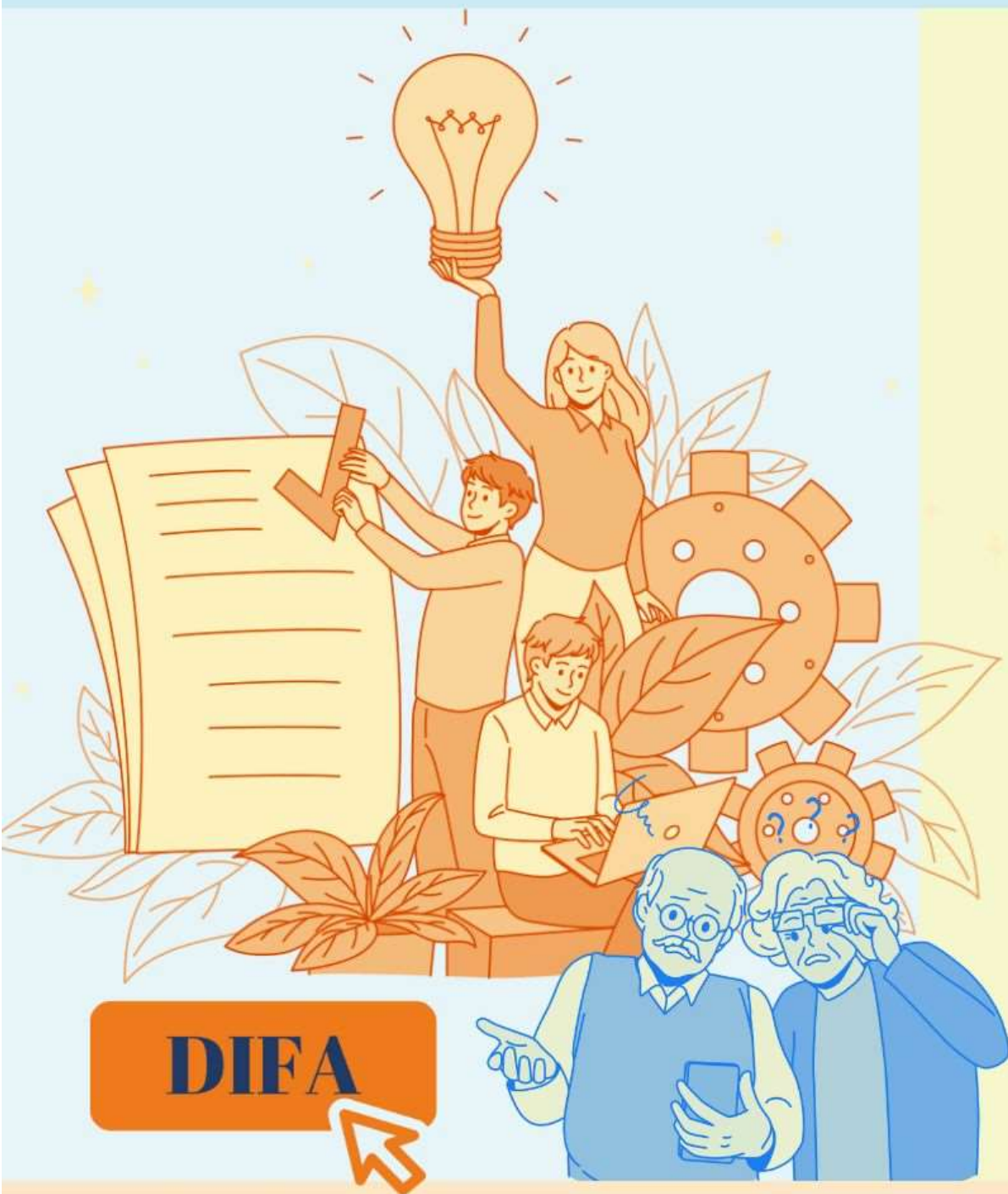




# Online Assessment Web App for Adults 55+

## The Digital Facilitator's Guide



**DIFA**

**55+**

**4TEAM 4**  
excellence

  
voluntariat  
pentru viață

  
FORMATIVE FOOTPRINT



# Digital Facilitator for Adults 55+

2021-1-RO01-KA220-ADU-000035297

## DIFA

Online Assessment Web App for Adults 55+. The Digital Facilitator's Guide

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## Summary

The importance of digital competence has grown significantly in recent years, with technology playing an increasingly critical role in our personal and professional lives. Digital competence refers to the ability to use digital tools, devices, and platforms efficiently and effectively, including the ability to critically evaluate and use digital information. In today's digital world, digital competence is no longer a desirable skill but has become a necessity. The ability to navigate the digital landscape confidently is crucial for staying informed, connected, and productive. Therefore, [assessing individuals' digital competence of adults 55+](#) has become increasingly important to ensure they have the necessary skills to succeed in their personal and professional endeavours.

This guide was developed as part of the [Erasmus+ project "DIFA - Digital Facilitator for Adults 55+"](#), implemented by a consortium of four partners from Romania, Spain and Turkey. The project aims to develop, test and implement an innovative digital education ecosystem with supportive tools to let educators create, share and adapt attractive learning activities for the development of digital skills of adults 55+. In doing so, the DIFA55+ project provides a comprehensive formative objective assessment of digital competence across five DigComp competency areas. In essence, the guide describes the process of developing, piloting and reviewing the "Everyday Digital Skills for Adults 55+" web app.

In line with the objectives of the [DIFA55+ project](#), the research consortium developed and implemented a methodology in **Chapter 1**. The methodology includes the development and deployment steps undertaken to meet ambitions for the impact and sustainability of the project. This approach was taken to ensure that the app development is aligned with the project's overall goals and objectives.

In **Chapter 2**, the researchers from [TEAM4Excellence \(Romania\)](#), Voluntariat Pentru Viata (Romania), Formative Footprint (Spain), and Saricam Halk Egitimi Merkezi (Turkey) contributed to the development of assessment questions, answers, and advice. This stage followed the methodology implemented in Chapter 1 and aimed to ensure that the assessment questions are aligned with the project's objectives and are suitable for evaluating the digital competencies of adults aged 55 and over.

**Chapter 3** of the DIFA55+ project provides a detailed guide on how to use the "Everyday Digital Skills for Adults 55+" online assessment web app. The chapter begins by explaining how to access the webpage and navigate to the relevant section for taking the assessment. It then walks through the process of taking the assessment, providing tips on how to answer the questions and showing examples of what the explanations of the correct and incorrect answers look like. The chapter also explains how to view the results and get the Certificate of Achievement, which shows the participant's score and their performance across the [five DigComp competence areas](#). The Certificate also provides a radar plot, which visually displays the participant's strengths and weaknesses across the different areas, allowing them to identify areas where they may need to improve. The chapter is accompanied by screenshots that demonstrate the step-by-step process of using the assessment web app.

In **chapter 4**, the ["Everyday Digital Skills for Adults 55+" online assessment web app](#) was piloted with 268 participants, and 187 of them provided feedback via a Google Forms survey. The survey included questions about the web app's usability and NPS questions to rate and provide feedback on the app. The feedback collected from the pilot study was analysed and used to improve the assessment web app, ensuring that it better meets the needs and expectations of its users.



Following up on the web app development, piloting with seniors 55+ and implementing necessary changes/improvement, the project partners organised [seminars with adult educators](#) in order to present the web app, its features and results as well as to discuss potential real-life application in classroom and online training settings, which were described in **Chapters 5 and 6**. The participants in these seminars included adult educators and trainers, staff from elderly care centres and managers of adult education institutions with the below distribution per project partner.

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## Chapter 1. Methodology

### Aim

The DIFA project aims to develop, test and implement an innovative digital education ecosystem with supportive tools to let educators create, share and adapt attractive learning activities for the development of digital skills of adults. In order to do this, educators and other adult education staff need to develop their digital skills and use appropriate teaching methods and tools adapted to digital education. At the same time, adult education organisations need to improve their capacities to address the real needs of adults 55+.

The DIFA55+ project is an initiative that aims to support digital competence across the five competency areas outlined by DigComp. Part of such support was sought through an online assessment. The project partners from Romania, Spain and Turkey have developed 50 questions, which are categorized into DigComp Competence Areas 1 and 2, and were integrated into an assessment web app. The objective of the assessment is to evaluate the digital skills and knowledge of individuals, in line with the increasing importance of digital competence in today's world. With the ever-growing use of technology in personal and professional settings, digital skills have become an essential requirement for individuals to navigate the digital landscape confidently.

By evaluating digital competence across various competency areas, the DIFA55+ web app aims to provide a comprehensive and detailed formative objective assessment of participants' digital skills, helping them identify areas where they may need further development.

The web app, designed with educators and other adult education staff, can be used in order to identify the level of understanding of the use of technology and the internet by their adults 55+ learners. The App addresses the 5 areas of digital competencies DigComp and comprises sets of questions related to everyday digital skills. The direct target groups of the web app are adults 55+, while adult educators and adult education institutions benefit from a simple and freely available online assessment tool to support their education and training activities.

### Development process

The development process of the web app was set out following the ASSURE model (Smaldino, Lowther & Russell, 2008) comprising of Analysing target group needs, Stating the objective of the web app, Selecting methods (research, developing a question set, designing, developing, reviewing and deploying the web app), Utilising media and materials for result elaboration, Requiring target groups' participation (for piloting and validation) and Evaluating and revising the web app before transferring it to the target groups.

The development process also envisaged following the 5 project management phases, namely:

- **INITIATION:** Each partner announced the start of the work package to create awareness, with focus on relevant stakeholders.
- **PLANNING:** The activity leader developed the guidelines for the implementation of the activities, and communicated the detailed requirements, indicators, quality criteria and deadlines.

- EXECUTION and CONTROL were iterative activities during the entire duration. Four main activities were associated with the production of the final output (presented in the next sections of the methodology)
- CLOSING: Project partners transferred the final output to relevant stakeholders and collected feedback for further project works in the next work package.

### DigComp Competence Area Dimensions 1 and 2

As previously set out, the web app rests upon and supports the DigComp Framework. The questions developed by project partners were intended to be relatable to adults 55+ and following all the Competence Area Dimensions 1 and 2 provided by DigComp. For ease of reference, these areas were tabulated below:

Competence Area Dimension 1	Competence Area Dimension 2
Information and data literacy	Browsing, searching and filtering data, information and digital content
	Evaluating data, information and digital content
	Managing data, information and digital content
Communication and collaboration	Interacting through digital technologies
	Sharing through digital technologies
	Engaging in citizenship through digital technologies
	Collaborating through digital technologies
	Netiquette
	Managing digital identity
Digital content creation	Developing digital content
	Integrating and re-elaborating digital content
	Copyright and licences
	Programming
Safety	Protecting devices
	Protecting personal data and privacy
	Protecting health and well-being
	Protecting the environment



Problem-solving	Solving technical problems
	Identifying needs and technological responses
	Creatively using digital technologies
	Identifying digital competence gaps

### Design app structure

Considering the aim and digital competence topic in the DigComp framework, the development team sought to set out more detailed requirements and the structure of the web app.

One of the first criteria envisaged by developers was to create an app which is available on desktop, laptop, tablet and mobile devices without requiring users to login.

WordPress is a free, open-source website creation platform. On a more technical level, WordPress is a content management system (CMS) written in PHP that uses a MySQL database.

Also, it was considered that the app shall be developed using a free, open-source website creation platform. WordPress, a content management system (CMS) written in PHP that uses a MySQL database was chosen for several reasons: it is stable, very well-known and widely utilised. Moreover, the existing DIFA55+ webpage is also a WordPress installation. Once the decision was made on the CMS, developers sought to develop a plugin compatible with current WordPress versions of the DIFA 55+ webpage and the pre-existing Divi Theme.

The web app was then sought to include the question database and the user interface. The basic functionality was sought simple, easy to use and efficient: the web app displays 21 multiple-choice questions (of the total 50 in the database) one by one; when users select an answer, a pop-up message indicates if the answer was right or wrong and provides an explanation of why it is so; upon completion of the formative objective assessment, users would type their names and receive a certificate of achievement and a radar plot on the five DigComp areas of competence.

### Develop app questions, answers and advices

Once the decision on the basic app structure was made, the research team designed a spreadsheet database with 50 questions. The database included questions covering all 5 Competence Area Dimension 1 and all 21 Competence Area Dimension 2 of DigComp. Each question was provided with 3 answers and each answer was supplemented by an explanation/advice. The correct answers were visually highlighted in the spreadsheet to inform developers later on.

The questions and answers were sought to relate to the knowledge, experiences and needs of adults 55+, provide tips on practical situations that adults face in their daily lives and help improve the digital knowledge, skills and behaviours of users.

Finally, questions were intended to have the role of formative objective skills assessment as well as to increase awareness about the potential use of technology, which can improve adult life (e.g., online banking, paying bills, setting medical appointments, using google calendar for reminders).

## Develop the app

The app development process included a team of skilled researchers, adult educators and developers. The team was assembled so in order to facilitate an end product which is innovative, easy to use, playful and useful for adults 55+.

Valuable input to the app development was collected during a transnational Co-creation lab. Thus, each partner organization delegated 4 educators, adult education staff and developers to participate in a 5-day Co-creation lab (LTTA). The app's sections were developed in collaboration with educators, with a focus on User Experience and User Interface. These elements were crucial for the web app, as the goal was to provide the user with simple, efficient, relevant, and overall pleasant experiences.

The web app development was carried out as an iterative process where researchers provided input, developers put that input into practice while adult educators verified the product according to the project specs and target group needs and wants.

Finally, the app is an innovative and very useful product which provides advices for improving the online behaviour of adults 55+, fosters internet safe and increases their digital competence. Users are also advised with regard to the risk associated with being online.

## App piloting

Following the app development phase, the project team envisaged a pilot phase involving 150+ adults aged 55+ and above to ensure its suitability, acceptability, and feasibility. During piloting, the project partners distributed the online assessment web app, "Everyday Digital Skills for Adults 55+" to their targeted adult groups, inviting them to take the online assessment. This allowed for practical testing of the web app's effectiveness.

Upon using the web app, adults 55+ were invited to provide feedback through a Google Forms survey. The survey collected quantitative and qualitative data which were analysed by the project research team. The main learning points from the survey data analysis were fed into further improvements in the app structure, content and appearance.

## App deployment to adult educators through seminars and use cases

Upon completing the piloting phase, the project partners organised deployment seminars with adult educators, trainers and staff of adult education centres. During these seminars, facilitators presented the project, the web app, the results from piloting and the incipient version of the current guide.

The overarching objectives of these seminars were to promote the app, explain how to use it in adult education and discuss potential ways to use the web app as it is and/or how to integrate it into existing or future adult education training, courses, workshops and alike. Examples of use cases were collected and included in the last chapter of this guide, to serve as inspiration for adult educators and development pathways for adult education centres.

## Chapter 2. Questions, answers and advices

The assessment in the DIFA55+ project is structured to evaluate digital competence across five DigComp competence areas 1 and the relevant subareas 2. Each competence area contains a set of questions that cover different aspects of digital skills and knowledge. The assessment is designed to be easy to use, with all questions being multiple-choice and participants required to select one correct answer from three possible choices. Participants (adults 55+) receive an explanation of why the answer they chose was correct or incorrect, which is intended to help them learn from their mistakes and improve their digital skills. The assessment is integrated into an assessment web app, which makes it accessible and easy to use for adults 55+, who will receive a score at the end of the assessment, indicating their level of digital competence. The assessment may be used by adults 55+ independently, or guided by adult educators. Moreover, the assessment tool may be complemented by and integrated into topical education and training curricula.

The format of the questions in the DIFA55+ project is designed to provide adults 55+ with a clear understanding of the correct answer and why it is the right choice. Each question has three possible answers, of which one is correct. The answers are accompanied by an explanation of why they are right or wrong. This is intended to help participants learn from their mistakes and improve their digital skills. The explanations are carefully crafted to provide adults 55+ with insights into the correct answer, ensuring that they not only know the correct answer but also understand why it is correct. This approach will help participants build their digital competence and become more proficient in using digital tools, devices, and platforms effectively. The question bank template is included below, followed by the 50 questions, answers and advices.

Area 1 ...

Area 2 ...

**Q1-50. Question...?**

A. Answer A ...

*This is the best solution. Explanation...*

B. Answer B ...

*Beware! Explanation...*

C. Answer C ...

*Attention! Explanation...*

## Information and data literacy

Browsing, searching and filtering data, information and digital content

**Q1. When consulting various sites, how do you know which websites are reliable and which are not?**

A. If it is on google, I trust it.

*Attention! Googling without paying attention to certain details such as the author, address bar, URL, domain name and the website privacy policy will not guarantee the reliability of the source.*

B. I only check if the website is created by a trustworthy organization or author.

*Beware! There are sites that look like the originals but are fake. This is why you should always check the address bar, URL and domain name and verify the website privacy policy.*

C. I carefully look at the address bar, the URL and the domain name and I verify the website privacy policy.

*This is the best solution. Like this, you ensure that you are consulting reliable sources.*

**Q2. When you need to find information online, how do you usually do that?**

A. I make my own search online and compare different results.

*This is the best solution. You should always remember to compare different sources of information before deciding which ones to use.*

B. I Google it and click on the top search results.

*Beware! Using search engines is the first step to autonomous information search online. However, we should be careful about selecting the most appropriate results.*

C. I ask my kids/grandkids to find it for me.

*Attention! This is the easiest and the most classic way to find information online. However, you need to improve your digital competences and develop autonomy in order to have your own personal access to the digital world.*

## Evaluating data, information and digital content

**Q3. You found an online article, but you don't know whether it is reliable or not. What do you usually do?**

A. I take it for granted and use it in my presentation without mentioning the source.

*Attention! In doing so, your presentation may contain fake information or you could be accused of plagiarism.*

B. I apply the CRAAP test (or similar) — CRAAP stands for currency, relevance, authority, accuracy, and purpose and if the information passes the test, I include it in my presentation mentioning the source.

*This is the best solution. By doing so you make sure your presentation includes verified data and sources.*

C. I introduce the information in my presentation and mention the source.

*Beware! Even if you mention the source, you are still not sure that the information is true as you didn't check it.*

**Q4. When you find information online, how do you know if that is correct?**

A. I ask my kids/grandkids to confirm it.

*Attention! Asking for support from the younger ones in your family is indeed an option. However, you should develop your digital competences to be able to check the reliability of online information.*

B. I usually check websites that I am familiar with.

*Beware! This is an option to stay safe online. However, you will always need to find new sources of information and therefore this option will not always be sufficient for you.*

C. I make my research on different platforms and compare the information I find.

*This is the best solution. Information reliability is an important issue and you should always try different search platforms and/or websites and compare the results.*

**Q5. You scroll through your Facebook page and you see a story accompanied by a photo that reads 'Climate activists left a park with so much trash and plastic after their protest'. You get angry! You post a quick reply and share the story with your contacts. But then a disturbing thought crosses your mind. What if the story is not true? What should you do to identify fake news?**

A. I check to see if I can find the same story somewhere else.

*Beware! This is a useful option. However, you may need to use other tips to spot fake news. If you read something online that you're not sure about, you can visit fact-checking websites designed to help people identify fake news.*

B. I use fact-checking websites and reverse image search websites.

*This is the best solution. There is a lot of information on the internet and it can be really hard to know what is real and what is fake, so you should use some sources as a reference to find real information.*

C. I ask my friends to check if the news is real or not.

*Attention! Doing so can make things worse. If the news is fake, you help it spread more. Do not share someone else's post without verifying the information. Get your news from reliable news sites.*

Managing data, information and digital content

**Q6. You want to save a video received from a friend or family member by message, without risking losing it. What do you usually do?**

A. I leave it in the phone's gallery so I can easily find it again.

*Attention! Today we leave much of our lives on the devices we usually use the most, and the best way not to lose all our documents is to backup them up.*

B. I store it on the cloud (iCloud, Google Drive, One Drive, Dropbox).

*This is the best solution. The best Cloud storage services keep your data safe with end-to-end encryption. They also offer free storage space and reasonable fees for additional space. Since your data is in a remote location, you can access it from anywhere by both computer and mobile device as long as you have internet access.*

C. I store it on an external drive (external hard drive, USB flash drive, CD, DVD, Blue-Ray Disk).

*Beware! It's true that backup can be done using external storage devices but the risk of losing or breaking the device, being a material object, persists.*

**Q7. How do you store your personal information such as online banking information, email address username, passwords, etc.?**

A. I write them on a piece of paper.

*Attention! You should be careful when storing your personal information. You can of course use a piece of paper or your notebook. However, these are very easy to lose and/or to be captured by an unknown person who could misuse your personal information.*

B. I store all the passwords on my google account and it automatically fills the forms when I need them.

*This is the best solution. Google accounts offer to store your username and password information and you can have access to your list whenever you log in to your Google account. Please remember that you should be careful about the security of your google account login information.*

C. I have my username and password information saved on a word file on my computer on the desktop.

*Beware! This is an option to keep your personal information. However, beware that having access to your personal computer means having access to this word file. You may consider using some tools to password-protect your computer and this word file.*

## Communication and collaboration

### Interacting through digital technologies

**Q8. You see a racist comment to a Facebook post in a group you are part of. What do you usually do?**

A. I report it.

*This is the best solution. Like this, you not only make sure that Facebook will remove the comment and warn the person who posted it. In addition, Facebook also revokes a user's ability to share particular types of content or use certain features, may disable a user's account, or if need be, refer issues to law enforcement.*

B. I comment against it bringing arguments.

*Beware! Engaging in an online dialogue with a person who has already strong racist ideas may not be the best solution, as it may evolve into inappropriate comments.*

C. I comment on it, letting myself get caught up in an emotional reaction.

*Attention! Often an over-hasty answer may cause the opposite effect to the one desired.*

**Q9. When you miss your kids/grandkids, how do you usually contact them?**

A. I call them from my landline.

*Attention! Calling from the phone is the most classical way to keep in touch with your family. However, you should try using newer digital options.*

B. I send a text message to their mobile phone number.

*Beware! You can send a text message and try to keep in touch with them. However, younger generations would prefer other digital tools.*

C. I create a zoom session for a video call and send them the invitation link on WhatsApp.

*This is the best solution. Video conferences became popular again during Covid-19 and it is a good way to connect with your family and friends.*



Sharing through digital technologies

**Q10. You want to help one of your relatives, who lives far away from you, to prepare for a job interview that will take place online. What communication and collaboration tools do you use?**

A. I use Google Meet, Zoom and MS Teams (or similar) because they are used for job interviews.

*This is the best solution. It is important to inform yourself about the best tools, even if you need to spend more time in the beginning for you and your team to understand how they work, as afterwards, these tools will facilitate your working process.*

B. I use Facebook or Instagram messenger as all my colleagues are active on social media.

*Beware! Even if these are better than WhatsApp, social networks are not the appropriate channel for official communication and job interviews.*

C. I use WhatsApp because it is known and used by everybody.

*Attention! Even if it is the most accessible communication tool, WhatsApp is a platform that is usually used for informal messages and calls.*

**Q11. You see a video/ picture/ post that you like on the internet. How do you usually share that content?**

A. I send the link directly to my kids/grandkids/friends on WhatsApp.

*Attention! Sending a link directly to someone on WhatsApp might not always be desirable for the person receiving it unless the content is relatable.*

B. I post it on Facebook/Twitter or retweet/share it.

*Beware! Retweeting or sharing is an option to use on social media. However, you should be careful about the content and the source of the link you share. Everything you share stays as your digital footprint in the future.*

C. I send the link to closed WhatsApp or Facebook groups of our family and friends in order to protect our privacy.

*This is the best solution. Sharing links and content in closed groups can help keep your digital privacy secure and easier to correct mistakes.*

Engaging in citizenship through digital technologies

**Q12. You have to make a hospital appointment, but the number is often busy. What do you do?**

A. I try to make an appointment using the specific app.

*This is the best solution. By using the app, you will save time and that action leads to your development as a digital citizen.*

B. I try to call until someone answers.

*Attention! Unfortunately, this is the least digital and most time-consuming solution. Whenever an appointment needs to be made, one should first make sure that there is an alternative means to phone calls such as the app in this case.*

C. I send an email to the hospital email address.

*Beware! Although this could be a solution, you may have to wait a long time before receiving the confirmation email. When provided, the use of an app is always recommended.*

**Q13. You want to give feedback/complaints about your experience at the hospital. What do you do?**

A. I write my complaint on a piece of paper and drop it in the complaint box.

*Attention! If you want to see a quick response and development, this is the oldest and the slowest method to receive it.*

B. I send an email to the hospital administration.

*Beware! Sending an email to the official email address of an organization is a good method to use but not always very efficient. You might receive a response but not the desired changes.*

C. I start an online campaign using digital platforms such as change.org to make a change at the hospital.

*This is the best solution. Using the power of social media and public communication tools can be very useful and effective if you want a change in your society. You can reach many people and receive support from them.*

Collaborating through digital technologies

**Q14. You are attending an online language course and the materials, exercises and tutorials are provided via google drive. You are all editors of the folders you are working on. What do you usually do?**

A. I download the material, complete the exercise or consult the theoretical material directly on my computer, to avoid editing the file that serves as a template.

*Beware! It is true that by doing so you facilitate and respect the work of all of the members of the team, but you may risk unnecessarily filling up your computer's memory.*

B. I work on files directly on Google Drive, creating a copy of the document to be filled in with my name in the same folder.

*This is the best solution. By doing this you can work directly on the drive without having to download or upload any files.*

C. I print the material, complete the exercises and upload them after scanning them.

*Attention! This is the worst solution in terms of wasted time, environmental effects and digital skills.*

**Q15. You need to prepare an official application letter together with your friends. How would you do it?**

A. We would use one of the cloud platforms such as google drive, create a document and share it with the group so we could work on it simultaneously and follow up on each other's progress.

*This is the best solution. When you need to work on a document together with your friends/colleagues, using a cloud-based platform is the best option. You can see each other's work and make changes simultaneously.*

B. Everyone would take notes on their computer using Microsoft word, then send them to one who would put them all together.

*Beware! Using the computer to take notes is a good idea but collecting everyone's work and putting them together can also be quite time-consuming.*

C. We would meet together to discuss it and one of us would write it on a piece of paper.

*Attention! This is quite an outdated and very time-consuming method if you want to work on any content with your friends or colleagues.*

## Netiquette

### Q16. You receive unwanted messages or emails. What do you usually do?

A. I ignore it.

*Attention! Although difficult, such comments should always be denounced. Taking action is the only solution to stop this phenomenon.*

B. I report it or block it.

*This is the best solution. By reporting inappropriate content and hateful posts you are not only helping the affected person, but you are acting against the phenomenon that needs to be stopped.*

C. I respond back.

*Beware! There is no need to publicly express your opinion when there are more effective solutions such as reporting the incident.*

### Q17. You are on public transportation, and a friend of yours sends you a voice message on WhatsApp. What would you do?

A. I would listen to it on speakers and answer back with a voice message.

*Attention! When you are on public transport, it is quite rude to speak loudly or listen to something on speakers on your phone because it would surely disturb other people.*

B. I would put the phone on my ears and listen to it and answer back with a voice message.

*Beware! Listening to the voice message quietly is a kind thing to do. However, you should be careful not to speak too loudly when you answer it.*

C. I would type to my friend on WhatsApp saying 'I am on public transport; I will respond to you when I am available.'

*This is the best solution. It is important to be aware of some behavioural norms while using digital technologies. Your behaviour should not disturb other people around you as well as the people you are interacting with while using digital technologies.*

## Managing digital identity

**Q18. You are enjoying a relaxing private moment at the swimming pool/sauna/spa etc. alone or accompanied. What do you usually do?**

A. I am not sharing any photos, as I don't like to share private moments on social networks.

*This is the best solution. Always be careful what you upload because everything remains as your digital footprint and you never know how can be used to damage your (online) reputation.*

B. I share photos only with the person/people I am (if accompanied).

*Beware! Showing yourself and/or others in private hypostasis may seem harmless, but remember that employers nowadays check possible employees' social network profiles.*

C. I make an Instagram story as it will be available only for 24 hours.

*Attention! Exposing yourself in such a way may lead to destroying your (online) reputation. Any person could decide to take a screenshot of your story. It's true that Instagram stories appear to the public for only 24 hours but then these remain in the archive.*

**Q19. Assume that when you type your name on Google, the first result shows the latest news link about an incident you were involved in; however, the content is distorted and misleading. What would you do?**

A. I wouldn't care so much about the results on Google.

*Attention! You should be careful about your digital identity. Nowadays, your digital reputation can affect your possible employment opportunities or even relationships with other people.*

B. I would make a video telling the true story and publish it on my social media accounts.

*Beware! This could be a useful method to reach out however its effect would be limited. You might have to take further steps to protect your digital reputation.*

C. I would contact the search engine's administrators and invoke my right to access personal data held about me and to update or correct the distorted information and remove them if possible, according to the Art. 17 GDPR Right to erasure ('right to be forgotten').

*This is the best solution. Sometimes distorted digital content might really destroy your reputation and can be very harmful both for your personal and professional life. Always keep in mind that in the EU, one has the right to ask a website's or search engine's administrators to access personal data held about you (right of access), to update or correct them (right of rectification), or remove them (right of erasure, also known as the Right to Be Forgotten).*

## Digital content creation

### Developing digital content

**Q20. You decided to record cooking videos with easy-to-make recipes. What is the best way to get more views?**

A. Use my own account, since it has already some followers and it is easier to start like this.

*Attention! Sticking with your old account even if it already has some followers will not get you many views and the wanted reach might never come.*

B. Rename my old accounts and post the videos on the social platform which is most suitable for that type of audience.

*This is the best solution. As you gain followers, you should be able to select those that best suit your target audience.*

C. Post the videos both on Facebook, Instagram and YouTube, making the profiles public and thus accessible to all.

*Beware! It may seem like a good idea to create a new account. It's true that opening your profile to an undefined audience may give you more visibility but the risk is that your new followers are not really interested in your videos.*

**Q21. Assuming that one of your children has a wedding and you want to invite everyone in your neighbourhood. What would you do?**

A. I would create a digital poster and create an event on social media, then publish the poster there.

*This is the best solution. Creating a digital poster and using social media networks to create events and invite people via these channels would seem more professional and digitally well-organized. Remember that digital identity and visibility play an important role in our lives nowadays.*

B. I would send them a text message and invite them.

*Beware! Sending a text message could work however you should focus on increasing the digital visibility of your event. A text message will also be a limited tool when you want to pass on a lot of information about your event.*

C. I will call them one by one and invite them.

*Attention! Trying to call everyone by phone could be very time-consuming. On the other hand, you might not always get hold of everyone's phone numbers in this kind of situation.*

**Q22. You will retire soon and you want to share your professional experiences with others. How would you share your experiences?**

A. I write down my experiences on paper, make photocopies and distribute them to the people around me.

*Attention! This method is inefficient and you cannot reach a large number of people. You have the information; the point is to distribute it in the easiest way possible for the reader to absorb and remember.*

B. I create a blog and share my experiences by preparing written, visual and video content.

*This is the best solution. You can reach more people by sharing your experiences on different platforms. People want to see more pictures and videos. Visual content is much easier to consume than text. Creating videos is becoming a very influential type of content lately, and YouTube is another great platform to promote your blog. Embedding videos in your blog posts can help your readers learn more and you can reach a wider audience by publishing your content on YouTube.*

C. I prepare it in a pdf file and send it to my contact list via WhatsApp.

*Beware! This could be a solution, but you can still reach a limited number of people.*

Integrating and re-elaborating digital content

**Q23. You want to transform physical materials into digital ones. How would you do?**

A. I go to the print shop and ask them to digitalize the material.

*Attention! Always remember to ask for an OCR format that you can then edit on your PC.*

B. I scan them in OCR format.

*This is the best solution. OCR stands for 'Optical Character Recognition'. It is a technology that recognizes text within a digital image. It is commonly used to recognize text in scanned documents and images. OCR software can be used to convert a physical paper document or an image into an accessible electronic version with text.*

C. I take pictures and type the interesting parts.

*Beware! Although this could be a solution in case you don't know how to OCR a document, this process is very time-consuming. In fact, photos do not allow text to be copied and pasted, so it will be necessary to transcribe parts of the text that you want to work on.*

**Q24. You want to show others all the places you travelled to over the last ten years. Which digital tool would you use to show them?**

A. I would create an album on my social media account and post the pictures there.

*Attention! This is the simplest way to do it. However, if you want to keep track of your history and make it easier for others to follow it, you should search for other tools for more creative solutions.*

B. I would make a collage of pictures and create a video and share it on WhatsApp/Instagram stories.

*Beware! You can create collages and videos of your pictures and share them on your social media. However, if you want people to see the history, timeline, and even some text and story, you should look for other digital tools to do it.*

C. I would make a story map to keep and share my history through it.

*This is the best solution. Story maps are digital tools which provide creative ways to share history, timelines, stories, pictures, videos, etc.*



## Copyright and licences

**Q25. You find an interesting article on the internet and you want to share it on Facebook. What is the best way to do it?**

A. Copy/paste the article, write the Author, Date, Title and Subtitle, the Name of the Newspaper and the reference link.

*This is the best solution. By citing the Author, Date, Title and Subtitle, the Name of the Newspaper and the reference link, there will be no risk of incurring the crime of plagiarism and you will be able to share the articles you want.*

B. Copy/paste without any reference.

*Attention! Using the ideas of another author without providing a reference is a serious offence. Unintentional plagiarism of even a sentence or two can have grave consequences.*

C. Copy/paste the article, and write the author and the reference link.

*Beware! Sometimes just quoting the author and the reference link may be enough to avoid plagiarism. It is always better, however, to add as many references as possible.*

**Q26. You need to prepare a presentation and you need to find some pictures and text to support your content. What would you do?**

A. I would search for it on Google Images and choose the most appropriate pictures for my presentation.

*Beware! You can use google search for images. However, you need to make sure that the pictures you take from there are free to use or permitted by their owner for public use.*

B. I would look for similar presentations and use the picture and text from them.

*Attention! Using pictures and text from the internet without reference and permission from the author or owner of the picture would violate copyright laws and regulations.*

C. I would use websites such as Shutterstock to look for free-to-use pictures and use text with link references.

*This is the best solution. Using platforms such as Shutterstock is one of the safest ways in terms of copyright violation because you can list all the free pictures and select amongst them. You should still make sure to add a note under the picture or the text showing its source.*

## Programming

**Q27. You have a lot of meetings and you want to find the best solution to deal with them. What will you do?**

A. I will note them in my physical agenda.

*Attention! Physical agendas don't have sound reminders. The risk is forgetting appointments and commitments.*

B. I will use online meeting tools.

*This is the best solution. By choosing this option you will get more benefits in future. Among other advantages, this allows you to receive reminders when the date of the event or meeting is approaching, allows you to enter links to different meetings and synchronise calendars between your different devices.*

C. I will use the phone notes.

*Beware! Although it is a digital solution, it could prove inconvenient and counterproductive. The risk is forgetting different appointments.*

**Q28. You want to make a list of things you buy from the market every week to keep a record of your kitchen expenses. What would you do?**

A. I would record them in a notebook.

*Attention! This is a very time-consuming and exhausting way of keeping track of kitchen expenses.*

B. I would write them down and use a calculator to calculate the total sum of my market expenses.

*Beware! Using a calculator could be helpful. However, if the list is too long and considering that every week you need to do it, this method will not be a good one in the long term.*

C. I would create an excel sheet, make different lists and use excel formulas to calculate the subtotal and total expenses.

*This is the best solution. You can use Excel to keep track of expenses, making different lists and tables and it is very easy to keep records of everything as well as calculate total expenses. You can also look into different excel formulas and even some basic-level coding options in excel in order to bring solutions for more complicated problems.*

## Safety

### Protecting devices

#### Q29. What is the best way to protect your device and digital content?

A. Passwords and fingerprints.

*Attention! While password theft can happen, without a good quality antivirus the risk is to compromise the security of your device, online accounts and digital content on your computer.*

B. Antivirus.

*This is the best solution. An antivirus product is a program designed to detect and remove viruses and other kinds of malicious software from your computer or laptop. Malicious software - known as malware - is code that can harm your computers and laptops, and the data on them.*

C. Only going to trusted sites and setting a high degree of security in the browser settings.

*Beware! Going to trusted sites and setting a high degree of security in the browser settings may be a temporary solution, but it does not guarantee the full security of your data and devices.*

#### Q30. What is the most secure way to protect your data when using public computers to access your internet accounts such as online banking, email, etc.?

A. I would sign out from all accounts after I am done and use extra security measures such as mobile phone confirmation messages to be able to access my accounts.

*This is the best solution. Using an extra security measure to protect your accounts is essential. You should always use an Incognito (private) browser and sign out from your accounts. You should also use extra confirmation steps to be able to access your accounts.*

B. I would use Incognito Mode (private) while using browsers therefore my passwords and activity will not be recorded.

*Beware! Using Incognito (private) web is a good option to keep your browser history safe. However, if there is a third-party program installed on the computer you use, that may also store your personal information in the background. Therefore, you need to consider taking extra measures to keep your account information safer.*

C. I would turn off the computer after I am done using it.

*Attention! Turning off the computer is essential after you use a public computer. However, in most cases, your browser history and account information will be stored in the browser's history.*

## Protecting personal data and privacy

**Q31. You are on an online shopping site that, at the time of payment, asks you for data that are not usually requested. What will you do?**

A. I check for information on that webpage on the Internet to see if the same has happened to other people.

*Beware! There is a lot of fake news on the Internet and it may happen that comments are checked by those who manage the site.*

B. I will provide the data requested.

*Attention! This action may be harmful to you because your sensitive information may be used and you could be exposed to great risks.*

C. I get suspicious and block the payment process.

*This is the best solution. When you are not sure about something and your instinct tells you to be careful, you should always go along with it. Buying online can wait compared to the risk of being robbed.*

**Q32. You emailed your CV for a job application to a well-known company and received a reply that you were hired. The company asks you to send your bank account number and social security number. What would you do?**

A. I check the email address they use to make sure.

*Beware! Checking the email address can help determine if the email is fake. Any legitimate recruiter or hiring manager contacts you from a corporate email and never contacts you from Gmail, Hotmail, Yahoo, or other free personal email addresses. However, it is better to analyse everything carefully.*

B. Delete the message immediately.

*This is the best solution. Reputable companies never ask for personal information via email. If the message asks for your bank account information or social security number, then it's a phishing email.*

C. I google the website address provided in the signature.

*Attention! It is possible to recreate the legitimate company's website by slightly changing the web address.*

**Q33. A friend who follows you on social media said that your personal information is visible to everyone. What should you do?**

A. I go to privacy settings, edit my profile and choose which information is private or visible.

*This is the best solution. Privacy settings allow you to manage your account, update your privacy and security settings, and set your preferences easily.*

B. I create a new account.

*Beware! Creating a new account may seem better, but it's not very convenient. If you don't manage your privacy settings, you will face the same privacy issues.*

C. I deactivate my account.

*Attention! This is the easiest method, but you will lose your current account. It might be easier to manage your account by updating the privacy settings.*

**Q34. You are unemployed and currently looking for a job. You come across an online job listing of a well-known company offering work-from-home jobs. You are asked to click on a link to fill out the application form. The offer seems too good. You doubt whether the company is really the company it claims to be. What would you do?**

A. I view the company website.

*Beware! Checking the company's website and social media accounts can help you determine if it's real. However, scammers can create a legitimate company's website by slightly changing the web address. If you don't look carefully, you may not realize that you are on a fake website.*

B. I check the company name and logo.

*Attention! Scammers can steal company names and logos to make themselves appear legitimate. Never trust an online post just because you see a real logo or a recognizable company name.*

C. I search for the company on professional and social media platforms.

*This is the best solution. Searching on a professional, reliable platform is always a good idea. Phishing scams often appear to come from a trusted and well-known company, so always reach out to an employer directly through legitimate websites rather than clicking on any link that appears to be 'phishing'.*

**Q35. You receive a text message saying you have won a prize and asking you to click the link to claim the prize. What do you do?**

A. I delete the message immediately to prevent myself from accidentally opening the message in the future.

*Beware! It is a good idea to delete a spam text message. But this may not be enough. Spammers send fake messages on behalf of companies to steal your information.*

B. I ignore the message.

*Attention! Don't reply to or click on a link from a random text message you receive saying that you've won a prize, gift card or an iPad. It's most likely a scam. When you click on the links, you are redirected to fake websites to sign up for rewards. Registration requires you to sign up for various third-party offers that require you to disclose your personal information. The entire operation is designed to allow these companies to collect your personal information and make money by selling it to third parties. In the end, you don't get anything.*

C. I delete the message, block the sender and report the message as spam to my carrier.

*This is the best solution. Always be careful when you receive random texts asking you to click on a link or to confirm or provide personal information by following a link to a website. These are generally fake sites that aim to access your information.*

Protecting health and well-being

**Q36. You are experiencing a sleep disorder. You wake up frequently during the night. What will you do?**

A. I will use my phone, computer or tablet and try to watch an episode on Netflix, hoping to fall asleep again.

*Attention! Sleep disorders are often linked to excessive use of digital devices. The blue light present in the artificial lighting of computers, smartphones, tablets and televisions can alter sleep quality.*

B. I will try to avoid turning on any kind of digital device.

*This is the best solution. Avoid the use of your smartphone, laptop, and tablet for at least an hour before going to sleep every night.*

C. I will read an eBook on a digital device.

*Beware! Even if eBooks have the function of being able to adjust the light so as not to be exposed to strong illumination, it is still not recommended to use digital devices before sleeping.*

**Q37. You're trying to finish an important task at work, but you can't focus because you're distracted by notifications on your smartphone. What can you do to keep your concentration?**

A. I disable all notifications to avoid constant interruptions.

*Beware! Using your smartphone without notifications can be a good idea to boost your focus and reduce your stress levels. But remember that there is always a better option for you.*

B. I switch the phone off or keep it on silent mode.

*Attention! Turning off the phone or keeping it in silent mode is not always a good idea. It is not a viable option for you if a family member wants to reach you in the event of an emergency or accident. There are several ways to reduce or eliminate distractions from your smartphone. There is always a simpler technique to help you concentrate and get things done.*

C. I set up Focus mode and temporarily pause distracting apps when I need to focus.

*This is the best solution. Technology can disturb and diminish our ability to concentrate. Mobile phones have options to pause applications temporarily. This will prevent your phone from disturbing you when you need to focus on something important. If you try to open an app while in focus mode, it will remind you that the app is paused!*

## Protecting the environment

### Q38. Which are the efficient low-tech strategies for saving the environment?

- A. I shut down the devices and switch off Wi-Fi at night or when I'm not home and don't print any documents.

*This is the best solution. Our digital devices pollute. Sending e-mails, making video calls, and storing photos and other documents in online archives have an environmental impact. To give an example, a single megabyte of email produces 20 grams of CO<sub>2</sub>. This impact becomes exponentially large when we think about the myriad of emails we send and receive every day. For these reasons, this is the best solution way to reduce waste.*

- B. I use Wi-Fi at home rather than a data connection.

*Beware! It is true that choosing Wi-Fi means drastically reducing electromagnetic pollution with the same quality of navigation, but it is still advisable to switch it off when not in use.*

- C. I can use my smartphone anytime because it is small and doesn't require much energy.

*Attention! This option is creating unnecessary waste and it would be a really good idea to rethink the ecology strategy in your daily life.*

### Q39. Your boss wants you to reduce your contribution to the digital carbon footprint and to work in a more eco-friendly way. What should you do?

- A. I delete old emails with large attachments.

*Attention! Deleting old emails can reduce your digital carbon footprint, but it's better to think twice before sending them.*

- B. I avoid over-consuming video streaming.

*Beware! Limiting streaming usage is a good way to reduce internet energy consumption and helps reduce your digital carbon footprint. The transmission of real-time data for videos, which are usually watched in high-definition quality, consumes quite a lot of energy. However, you may consider further actions to minimize your digital carbon footprint.*

- C. I use my computer and other digital equipment for a longer period by protecting them from potential damage.

*This is the best solution. We consume - buy and discard- a large number of different technology devices each year to be able to connect to the Internet, and limiting this consumption is*



*certainly the greenest attempt we can take to reduce our digital carbon footprint. Avoiding potential damage will help technology devices last longer.*

**Q40. You have a smartphone and its battery runs out very quickly. What can you do with your phone to protect the environment?**

A. I can sell my old one and buy a new one.

*Attention: You may not really need a new phone. There is a minor issue with the battery life that can be fixed with a little care. It might be a good idea to consider tips that help the battery last longer. Research has shown that buying a new smartphone consumes as much energy as using your current smartphone for 10 years. Limiting this consumption will certainly help protect the environment.*

B. I can check battery usage in my settings to see if there are apps that use the most battery, and then I remove them or limit my usage.

*This is the best solution. Sometimes it's just an app that consumes more than its fair share of power.*

C. I can reduce screen brightness to extend the battery life when I actively use the phone.

*Beware! Reducing the screen brightness during active use can be helpful to extend battery life. However, you may need to try a better option to extend your phone's battery.*

## Problem-solving

### Solving technical problems

**Q41. You have just downloaded Instagram and you want to post your first photo, but your phone doesn't allow it. How do you solve this problem?**

A. I will go to my phone settings and allow Instagram to access my photo gallery.

*This is the best solution. For almost all apps, you must first enable privacy settings and in this way allow access to your phone gallery.*

B. I will uninstall and install the app again.

*Beware! This is not the solution and you may encounter the same problem after downloading again the app. In order to be able to publish a photo, it is often necessary to first give permission to access the phone's gallery.*

C. I will create another account.

*Attention! Creating a new account will not solve the problem. You will be asked again to change your privacy settings.*

**Q42. You want to watch a video on your mobile phone, but you receive a 'low memory alert' message indicating that your phone has insufficient storage space. What can you do to solve the problem?**

A. I move my large files to my computer, delete unnecessary apps and files, clear the app cache and watch.

*This is the best solution. This will definitely help free up storage space on your phone.*

B. I download it to the computer and watch it.

*Beware! This is not the best option for solving the problem. This is a temporary solution. You'll probably get the same alert when you try to download or update anything.*

C. I stop watching and search the internet for a new phone.

*Attention! This is the easiest method. However, it is not recommended both economically and environmentally. Before considering buying a new device, you can search the internet for ways to free up storage space on your phone.*

## Identifying needs and technological responses

**Q43. You just arrived by bus in a city you don't know. You want to visit the city and then come back to the bus in three hours. You have a smartphone with internet access. What can you do to make sure you find your way back?**

A. I take a photo of the place of drop-off.

*Beware! A photo may help you in some cases, but it is not the easiest thing to do. What if you cannot find anyone to recognise the place in the photo?*

B. I try and find a place to buy a printed map.

*Attention! You only have 3 hours and you may spend valuable time looking for a map rather than exploring the city. With the new digital tools, you can have a map directly on your phone (e.g., google maps).*

C. I turn on my GPS and mark the initial position on Google Maps.

*This is the best solution. Marking the starting position will be of great help in finding your way back.*

**Q44. You are flying abroad and you need to take a taxi from the airport to get to your hotel. This is your first time in that country. What can you do to take a taxi?**

A. After I arrive, I take a taxi waiting at the arrival exit gate.

*Attention! If you're travelling to a new destination and are not familiar with the local customs, you should be careful. Your taxi driver may extend the travel duration by making unnecessary detours and overcharging you. Even if you decide to take a licensed taxi, there is no guarantee that you will not be scammed.*

B. I book a taxi through taxi apps. I schedule a trip for later and specify the date and time when the driver should arrive.

*This is the best solution. You can book a taxi with a single tap and only need to enter the pickup and destination locations. While using the application, you have multiple payment options and you can use any payment method that suits you. Before booking a taxi, you can easily review the driver's profile and check ratings, experience, cost and many other things.*

C. I search on the internet to find an online taxi transfer.

*Beware! This can help you in some situations, but it's not the best option to do. Online taxi transfers have fixed fees regardless of the situation. While this is extremely lucrative for people travelling in a group, it's not really helpful if you're alone. Private taxis are more expensive than local taxis. You should always make a decision that will benefit you more.*

**Q45. You come home after a tiring day at work and don't want to cook dinner. You decide to order food. How do you do this?**

A. I use my mobile phone apps to order food.

*This is the best solution. We live in a digital age, so it may be a good idea to switch to online ordering to make the ordering process easier. When you order online, you take the time to browse the menu and become acquainted with the additional deals and offerings available at your restaurant.*

B. I call a local restaurant and order food.

*Attention! This is the traditional way; you have to call to order or drive to a restaurant for takeaway and wait for your food to be prepared and delivered. Ordering food by phone sometimes means that there could be mistakes in orders. These might not be the best solutions to ordering food from restaurants, especially after having a very busy day.*

C. I google to find a restaurant and then I order online.

*Beware! This may help you in some cases but it is not the safest thing to do.*

Creatively using digital technologies

**Q46. You write articles on various blog websites and some trolls exaggerate, bring fallacious arguments and try to make you angry. What can you do?**

A. I respond constructively and try to delete comments.

*Beware! This will allow you to express your thoughts publicly and to educate people but it may not be the solution to stop the phenomenon.*

B. I ignore them.

*Attention! If you let them win, they will continue to ruin your work. There are alternative solutions, such as checking comments before they are published on your blog.*

C. Create your own blog and customise it to permit only those comments which you accept.

*This is the best solution. This way you can control not only trolls but also any hate comments from different users. Be careful not to block any negative comments, they can sometimes be constructive and can lead to a positive debate.*

**Q47. You run into a tourist on the street asking you something in English. Your English level is very low, but you want to help her. How can you help her?**

A. I make a WhatsApp call with my son and get him to speak to her.

*Attention! Asking for support from your child is always an option. However, it might be not a proper way to act in this situation. It can also be risky to give your phone to someone you just met.*

B. I use an instant voice translation app.

*This is the best solution. Using translation apps is an efficient way to break down language barriers and enable communication between speakers of different languages. There are many advantages of using a translation app like doing business or travelling abroad.*

C. I google a translation website and ask her to type her question.

*Beware! This is an option to overcome language barriers but it may not be safe to give your phone to someone you just met. There is always a safer and more practical option.*

Identifying digital competence gaps

**Q48. A friend asks you for help in using social media because he wants to create a cultural page. You are using social media only for your personal needs. What do you usually do?**

A. I improvise some advice, without doing any research about the specific social media skills that he may need.

*Attention! This behaviour is improper. Your friend has asked you for help and trusts you.*

B. I admit I am not up to it and I advise him to enrol in an online course.

*This is the best solution. Even if you know something about social media, you realise that the advice you could give him would be limited. A course would enable him to develop the necessary skills to realise his project.*

C. I check various sources to make sure I understand what he needs.

*Beware! There is a lot of information to be found on the Internet, some correct, some not. Before you can interpret it correctly, however, you need to acquire the appropriate skills.*

**Q49. One of your colleagues needs to develop a survey and she asks for your help. What would you do to help her?**

A. I help her create an online survey using Google Forms or similar software.

*This is the best solution. A survey link is the most common way to share an online survey. This link is specific to your survey. You can share your survey using this method anywhere you can paste a link, such as Facebook, Twitter, emails, and other online forums. Creating online surveys is easy and cost-efficient. Printing, mailing, postage, or interviewers are not required for online surveys. The data from your respondents is immediately accessible.*

B. I advise her to prepare it in a word file and then print and distribute them.

*Attention! This method is not cost-effective. There is a better option to do. Online surveys have become a more cost-effective option as technology has advanced. You can get your answers in real-time, without the need to collect a paper survey.*

C. I help her create it in a PDF file and share it via email and WhatsApp groups.

*Beware! It might be an option, but it is not very convenient for respondents. It is unlikely to collect many responses.*

**Q50. Your friend is unemployed and currently seeking a job. She asks you for help to find a job. How would you support her?**

A. I share the contact information of the places I know that are recruiting new staff and tell her to email their human resources department.

*Attention! This is a safe way, but not a very effective way to find a job. Your options are limited and it is unlikely to get a positive reply from them.*

B. I help her create a professional online CV and use reliable job search engines and job boards which are valuable tools for job seeking.

*This is the best solution. With the advent of online job boards and professional networking sites like LinkedIn, job searching online has become easier. You can post your resume on job boards*

*and potential employers can find your information and invite you to apply. You can find the jobs you are interested in with the advanced search feature. It is possible to sort by location, education, experience, salary and more.*

C. I send her links to jobs posted online and tell her to send an email to their human resources department.

*Beware! While this is a convenient option, many financial scammers are posing as legitimate employers, and when you apply for a job, you may become the target of these scams. You should be careful to avoid potential scams.*

## Chapter 3. Online assessment web app

Following the project development process, the questions, answers and advices were integrated into an assessment web app. The following is essentially a manual for adult educators to use the “Everyday Digital Skills for Adults 55+” online assessment web app for themselves and their target groups. The step-by-step process illustrated below includes accessing the main website, DIFA55+ webpage and the specific section for the assessment, changing the language, going through questions, answers and advices, obtaining the results including the final score, radar plot across the five DigComp areas of competence and the certificate of achievement with the recipient’s name.

### Access

TrainingClub.eu website. Access it with [direct link](#) or QR Code in classroom environments.



DIFA55+ webpage. Access it from the partnership page or with [direct link](#). Change the language from the top right corner.





## Taking the test

Scroll down to the “Everyday Digital Skills for Adults 55+” online assessment web app or access it with [direct link](#) to the relevant section in the page or QR Code in classroom environments.

The Web App will show you, one by one, 21 of the 50 questions in the database. You will get a certain number of questions from each DigComp Competence Areas 1 and 2.



Click to answer each question. The Web App will instantly tell you if you are right or wrong in a playful way. Moreover, a popup window will show you why your answer is right or wrong. Click NEXT to move on to the next question.





When consulting various sites, how do you know which websites are reliable and which are not?

Attention! Googling without paying attention to certain details such as the author, address bar, URL, domain name and the website privacy policy will not guarantee the reliability of the source.



- If it is on google, I trust it.
- I only check if the website is created by a trustworthy organization or author.
- I carefully look at the address bar, the URL and the domain name and I verify the website privacy policy.

NEXT

### Assessment results

**Upon completing the assessment, type your name as you want to appear on your Certificate of Achievement.**



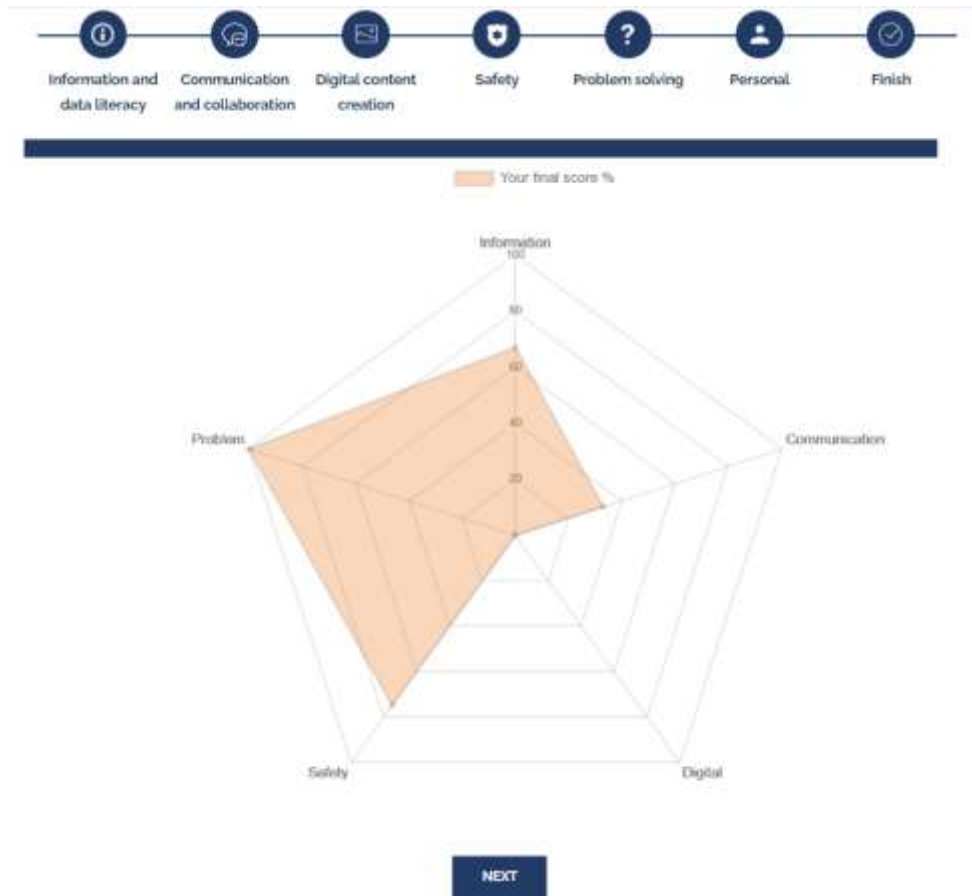
**Congratulations! You have successfully completed the "Everyday Digital Skills for Adults 55+" online self-assessment.**

Get ready to view your results and download your certificate.  
 Add your name as you want to appear on your certificate (English keyboard ONLY)

First and Last Name \*

NEXT

You will then see your competence radar plot across the five DigComp Competence Areas.



In this step, you can see your final score out of the maximum of 21. Click Generate Certificate to view and download your certificate. Click Redo the Test to try and get a better score and learn more at the same time.



## Certificate

Get the certificate of completion with your score. Your competence radar plot is attached to your certificate.



## Chapter 4. Piloting of the Web App

The “Everyday Digital Skills for Adults 55+” online assessment web app was piloted with 150+ adults 55+ to ensure its suitability, acceptability and feasibility. In practice, the web app was distributed by project partners to their adult 55+ target groups, which we invited to take the online assessment and share their feedback via a Google Forms feedback survey.

The data collected indicate that the assessment was undertaken by 268 participants, of which 193 participants received their certificates. In total, 187 adults 55+ from Romania, Spain and Turkey filled in the feedback survey.

The feedback survey included 5 quantitative questions (rating the app on a 1-5 Likert scale, where 1 is low and 5 is high) and a Net Promoted Score (NPS) set of questions with survey logic. The NPS questions asked each participant two questions: (1) rate the web app on a 1 to 10 scale (where 1 is low and 10 is high) and (2) motivate score choices (based on the answer to their first question, adults 55+ received questions about what they liked, what can be improved and what was disappointing). The questions and analysis of results follow below.

### Questions nos. 1 to 5

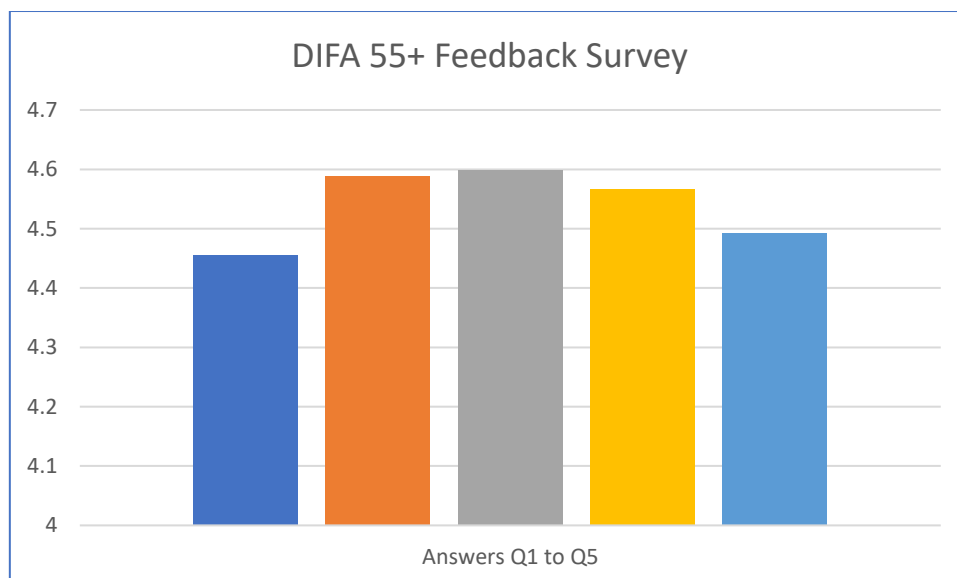
**Q1. How innovative and different do you find this web app, compared to what you already knew?**

**Q2. How useful is our web app?**

**Q3. How would you rate the ease of use of our web app?**

**Q4. With this web app, we intend to provide tips on practical situations that adults face in their daily lives. How practical are the situations included in the questions?**

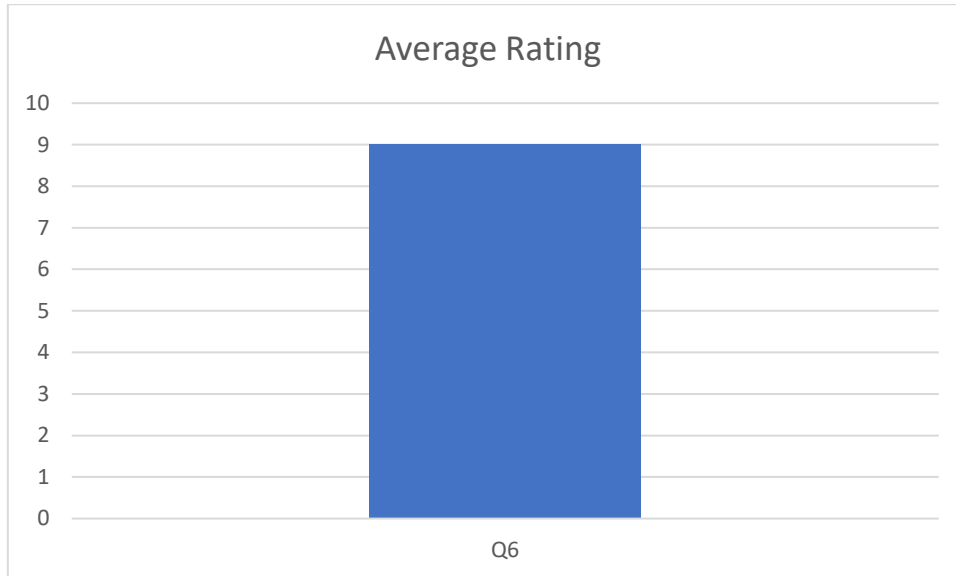
**Q5. To what extent does this web app help improve your digital knowledge, skills and behaviours?**



NPS set of questions (nos. 6 and 7)

**Q6. On a scale of one to ten, how likely are you to recommend the DIFA55+ web app to a friend or colleague? (1 being not likely at all -10 being very likely)**

To this question, the average rating stood at an average of 9.2 (on a 1 to 10 scale).

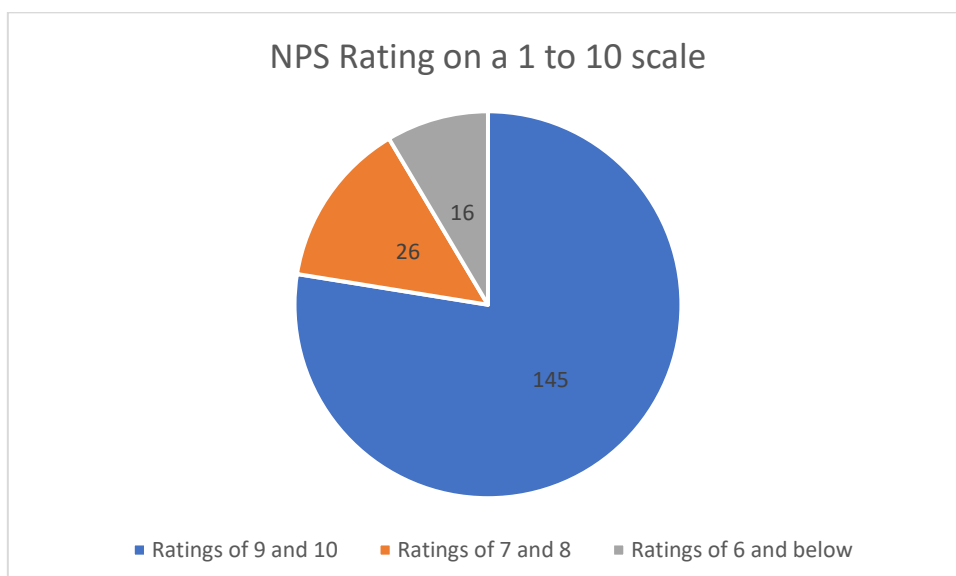


The table below illustrates a breakdown of the responses received:

Scale	1	2	3	4	5	6	7	8	9	10
Responses	1	2	3	1	5	4	7	19	31	114

Out of the total number of 187 responses:

- Promoters: 145 participants rated the app with a score of 9 or 10 (114 rated 10 and 31 rated 9).
- Passives: 26 participants rated the app with a score of 7 or 8 (114 rated 10 and 31 rated 9).
- Detractors: 16 participants rated the app with a score of 6 or below.



**Q7A. What do you like or appreciate most about our web app?**

A selection of answers to this question is provided below:

- It helps me rethink my digital behaviours. Thanks to the app, I question what I do is wrong or right.
- I like the design very much and I also appreciate the immediate response for each question.
- The app is very useful and let us improve ourself about our digital skills
- Very practical situations to develop your digital skills
- Very instructive application for low skilled adults. Thanks for your work.
- Daily situations and the tips for them are very good to improve your digital skills.
- The possibility of retrying the test to improve the score with the newly learned tips.
- The visuals make the web app easier to use.
- I appreciate the use of real-life examples to help me understand each question.
- I like that the web app is tailored to adults 55+ and the material is relevant to my needs.
- The web app is motivating and encourages me to learn more.
- I find the progress tracking feature very helpful.
- I like the step-by-step approach (categories of questions) of the web app.
- I appreciate the mobile responsiveness of the web app.
- I like the organized structure of the web app and the way content is presented.
- I find the assessment results helpful in identifying areas of improvement.
- The web app has a great selection of topics related to everyday digital skills.
- I like that the web app offers self-assessment opportunities.
- I appreciate the helpful hints and tips provided in the web app.
- The web app is enjoyable and provides a fun way to learn. I like emojis which appear to right or wrong answers
- I like the variety of examples included in the web app.
- I find the assessment questions relevant and engaging.
- The web app is user-friendly and provides helpful feedback.
- I appreciate the detailed explanations on how to use it
- The web app is interactive and encourages me to think critically.
- I find the review process helpful in understanding and remembering things about digital competences
- I appreciate the useful and practical examples provided in the web app.
- I like the radar plot given at the end.
- What I like most about the application is that it is very useful and easy to use.

**Q7B. How can we improve our web app?**

- Could be simpler
- Nothing
- Some questions are not relatable for me. Some questions are not connected to what I experience in real life. For example, the question about my retirement and sharing experience. I don't write it on a paper or make a pdf and send to my friends on WhatsApp. I would only share my experiences verbally if someone asks me to.
- Very useful
- It was quite enough for me.

- The tips are very useful but each person has to learn how to use the different applications, which is sometimes difficult for older people as we were not born with it and have never used it.
- In my opinion, only going through these questions does not substantially improve my competences, although this can be a good starting point.
- Need more questions to learn more
- I find the web app to be very easy to use and there is very little room to improve, as the app is great!
- You can do some little things to make it better!
- Training platform with free practice area, assisted by trainers!

#### **Q7C. What was missing or disappointing with our web app?**

- English as the language of the answers
- Cell phone use was problematic in my phone
- I think that for my age some questions, mainly the one related to helping someone to do a CV, will have a lot of practical application.
- Very long questions and the beginning of the questionnaire is not clear. The vocabulary is not easy to understand.
- I don't like the fact that the correct answer appears at the end of each answer

#### NPS Score

To calculate your Net Promoter Score, we subtracted the percentage of Detractors from the percentage of Promoters.

$$\text{NPS} = \% \text{ promoters} - \% \text{ detractors.}$$

The calculated DIFA 55+ assessment web app NPS is 69, which is remarkable compared to the NPS of Udemy, for example, which is 40 (59% Promoters, 22% Passives, and 19% Detractors)

#### Analysis of results

The analysis of results indicates a wide utilisation of the “Everyday Digital Skills for Adults 55+” online assessment web app, considering the 268 end users.

The completion rate was also good, with 193 participants finalising the assessment. Most of these participants (187) filled in the feedback survey, which is remarkable and demonstrates commitment and engagement.

While the average rating score for all Q1 to Q5 questions was above 4.45 on a 1 to 5 scale, the most appreciated feature was the ease of use of the web app (average score of 4.6).

The calculated NPS score provides confidence that the web app compares well with other online learning providers (but considering that the numbers of the population are comparably low).

The analysis of the qualitative data (answers to Q7A, B, C) reinforces the positive feedback on all areas of the web app features. As an area of further improvement and development, it stands out the suggesting of complementing the app with learning modules.



## Chapter 5. Web app deployment to adult educators through seminars

Following up on the web app development, piloting with seniors 55+ and implementing necessary changes/improvement, the project partners organised seminars with adult educators in order to present the web app, its features and results as well as to discuss potential real-life applications in classroom and online training settings. The participants in these seminars included adult educators and trainers, staff from elderly care centres and managers of adult education institutions with the below distribution per project partner.

Participants/ Partner	TEAM4Excellence	Voluntariat Pentru Viata	Sarıçam Halk Eğitimi Merkezi	Formative Footprint
Educators	33	15	20	10
Organisations	17	9	8	5

The DIFA 55+ consortium prepared a generic agenda, which was then adapted by each partner to meet the specifics and interests of their target groups. The main topic in the agenda included:

- Welcome Speech
- Introduction to Erasmus+ DIFA55+ project.
- DIFA55+ Digital facilitator toolkit. Focus on the Competence Map.
- DIFA55+ Web App for every day digital skills assessment.
- What an adult educator can do to become a digital facilitator? Discussion.
- Introduction of DIFA55+ upcoming activities.
- Discussions, feedback; Q&A session.
- Conclusions and closure.

Summaries of the seminars organised by the four project partners were included below.

### Seminar in Romania hosted by TEAM4Excellence

TEAM4Excellence organised the “Digital competences for adults” thematic seminar in Constanta, Romania. The event aimed to promote lifelong learning by promoting the DIFA55+ web app and organising educational activities with adult educators and staff from adult institutions. This event was also an opportunity to disseminate the DIFA55+ project results to foster adult education with and about the importance of digital competences for adults.

The target group consisted of digital facilitators and educators who want to learn more about ways to improve digital competence for adults 55+ to fight the digital divide. In attendance were 37 digital skills facilitators and educators of different ages, adults and seniors.

Facilitators from TEAM4Excellence welcomed the guests with a speech about the Erasmus+ lifelong learning education projects and presented the DIFA55+ project and the project results, including the assessment web app.



To facilitate practical exercises using the web app, the trainers from TEAM4Excellence presented a draft of the current guide, in order to help participants understand the concept of the web app, and how to access and use it for themselves and with their target groups. In addition, participants had on their tables leaflets about the project and a QR code for the DIFA55+ web app.



After getting familiar with the DIFA55+ application, participants were invited to go through the assessment and test their digital competence. The highest assessment scorer was awarded a prize. The practical web app exercise was followed by discussions about the importance of acquiring and improving digital skills at any age, the role of the assessment web app in this context and about ways of using the app in day-to-day educational activities in online, classroom and even family settings. Examples of use cases were formulated by participants, along with ideas of cooperation across local adult education institutions to support adult education.

### Seminar in Romania hosted by Voluntariat Pentru Viata

The seminar hosted by Voluntariat Pentru Viata took place in Marasesti, in a non-formal context. Its purpose was to increase awareness about this topic among participants, presenting them the mission and the results of DIFA55+. We wanted to determine our group to reflect on the matter and launch the challenge to come up with methods, instruments and solutions. Facilitators presented the web app and asked for feedback.

The seminar included four important moments: introduction, the presentation of the project, brainstorming on the topic (using Mentimeter), the testing of the web app and sharing feedback about it.

In the end, facilitators used Points of YOU as a closing game. This instrument helped our participants to express their thoughts. Moreover, it gave us the opportunity to understand the impact that our workshop had on them.

The 15 participants were educators and active workers in private educational programs for adults in several institutions. They were not aware of the many problems that digital literacy can create but were excited to learn how to use the app in order to use it during their training sessions. Moreover, they found the app very useful and accessible and provided their in-dept reflections about the web app.



In the end, they thought that they intend to use the instruments that we presented to them. Moreover, the workshop lit up their interest in the topic, a fact which makes us believe that they will become more involved in seniors` education for developing digital competencies.

### Seminars in Spain hosted by Formative Footprint

Formative Footprint invited different trainers and educators of adults from the area of Medina del Campo to an informal round table, in order to get to know about the DIFA55+ Erasmus+ project. The event took place in two sessions, to allow for smaller groups and deep-dive discussions. Every educator took the chance to introduce a complementary project or programme in the field of adult education, with an overall complementarity to the Web App for everyday digital skills assessment.

The digitalization of more aged learners was centric for the event and provided insights about the most efficient ways to teach and learn about ICTs for people 55+.

A researcher from Formative Footprint introduced the DIFA55+ project to the different trainers and educators, showing the first two results of the project, and emphasizing both the usability potential and adaptability of the shared tools and practices in the different adult education classes and topics.

The attendants were active listeners, and promoters of further actions that contemplate the integration of DIFA55+ project results into their day-to-day activities (including sports and art ones).

Through the explanation of the project, and the development process of the overdue project results, Formative Footprint`s speaker presented the benefit of digitally well-trained adult educators to work

on their learners' disengagement at the moment of interacting with ICTs, with special regard to educational activities.



The facilitator emphasized the adaptability and usability of the digital practices for over 55 adults collected in the first project result and the relevance of the Assessment Web App for digital skills. As the attendants at the event were mainly educators, the speakers highlighted the Competence Map for digital knowledge, skills and attitudes that educators should assess and enhance. Finally, the Web App for everyday digital skills assessment by the adult trainee was presented and discussed deeply, raising suggestions on it and forward-looking at potential utilization in their day-to-day education activities.

The event targeted adult educators who organise their teaching sessions from scratch, constantly adapting the level of digital dynamics to their adults' degree of understanding of ICTs and digital devices. For this reason, the event was very relevant to define the permanent integration of the Web App usage for the informatics learners starting, as well as finalizing their classes. Moreover, non-ICT educators mentioned their openness to use the DIFA55+ results as a basis for their educational sessions' dynamization and evaluation assessment mainly.

### Seminar in Turkey hosted by Sarıçam Halk Eğitimi Merkezi

The Turkish seminar was held in Adana on Wednesday, April 5, 2023, as part of the Partnership for Erasmus+ Cooperation "Digital Facilitator for Adults 55+ " Project. The purpose of the event was to present the "Everyday Digital Skills for Adults 55+ Web App" and to discuss and review it with educators and other adult education staff.

20 participants from 8 different institutions and organizations attended the seminar. The event was held in a single session that began with the presentation of the DIFA55+ Project and continued with the presentation of "Web App for Everyday Digital Skills Assessment". Following the Web App presentation, the event was moderated by the SHEM facilitator to generate discussions and feedback on how to improve the Web App and integrate it into adult education.

The participants stated that they had never experienced a digital tool for the assessment of digital skills for adults. The app was considered an innovative tool. Following Covid19, there has been a critical need for adult understanding and development of everyday digital skills. To this end, the app is very innovative and useful because it includes a structured educational tool for skill assessment and guidance.



The participants considered that the Web App has the potential to enhance the digital skills of educators in the use of innovative educational tools, allowing them to improve the use of technology in their work and thus increase the quality of educational programs.

The design and content of the web app were found appropriate for adult learning, which makes the application more interactive and appealing. The app not only provides a result, but it also links that result to recommendations for improving the five areas of DigComp. The web app successfully meets its ambition to be user-friendly.

Educators can certainly use the Web App to assess the level of understanding of technology and internet usage of their adult 55+ students. The Web App can raise awareness about the potential use of technology that can improve adults' lives, as it addresses the five areas of DigComp digital competences and consists of question sets about everyday digital skills.

The seminar participants also asserted that adults are more vulnerable to online misinformation, fraud, and harm, such as computer viruses and digital isolation. The Web App has the potential to increase adults' digital capacities, allowing them to become active users of technology rather than passive recipients. The web app can assist adults in improving their digital competencies by giving them advice on how to improve their online behaviour, stay safe online, and become more digitally proficient. Users are also informed about the risks of using the internet. The web app not only raises awareness among adults, but it also raises the question of what it is and how to learn it.

The Web App can be used by different sectors to create their own tool for skill assessment and guidance. It can be adapted and expanded to meet the needs of the target audience. Some suggested topics for further development were:

- Developing women's digital literacy and digital entrepreneurship skills
- Developing multiple literacy skills (digital, financial, ecology, health, social media) and 21st-century skills in young adults
- Developing Disaster Awareness and Resilience
- Developing Active Citizenship for Disadvantaged Groups



## Chapter 6. Use case examples

Upon successful deployment of the “Everyday Digital Skills for Adults 55+” online assessment web app and seminars in Romania, Spain and Turkey, the following use cases were suggested by adult educators.

### A digital skills instructor in Romania

...is using the assessment tool as a pre- and post-test for a training course on digital competence for adults 55+. By administering the assessment at the beginning of the course, the instructor is able to gauge participants' existing knowledge and skills and identify areas where additional support may be needed. Throughout the course, the assessment serves as a tool for monitoring participants' progress and identifying areas for improvement. At the end of the course, the post-assessment provides an objective measure of participants' increased knowledge and skills. Overall, the assessment tool is helping the instructor to tailor the course to participants' individual needs and ensure that they are able to improve their digital competence.

### An adult education centre in Spain

...is integrating the assessment tool into its regular digital literacy program for older adults. By making the assessment tool available to participants, the centre is offering a way for individuals to self-assess their digital skills and identify areas where they may need additional support or training. The centre is also able to use the assessment results to tailor the program to the specific needs and interests of the participants. In addition to providing a valuable learning experience, the assessment tool is also helping the centre to demonstrate the effectiveness of its program and measure participants' progress over time.

### A community centre in Turkey

...is using the assessment tool to identify digital skills gaps in the older adult population it serves. By administering the assessment to a large number of individuals, the centre is able to identify common areas of weakness and develop targeted training programs or workshops to address these gaps. The assessment tool is also helping the centre to raise awareness of the importance of digital literacy and engage more older adults in learning about technology. By offering a concrete measure of participants' digital competence, the assessment tool is helping the centre to demonstrate the impact of its programs and attract support from funders and community partners.

### A training centre in Romania

...is using the assessment tool as part of its curriculum for older adults seeking to re-enter the workforce. By incorporating the assessment into the training program, the centre is able to provide participants with a comprehensive understanding of the digital skills required for various activities. The assessment tool is also helping the centre to identify common areas of weakness among participants and provide targeted training to address these gaps. By equipping older adults with the digital skills necessary to succeed in today's workforce, the training centre is helping to support economic growth and promote social inclusion.

## A senior centre in Spain

...is using the assessment tool as a way to engage older adults in learning about technology. By presenting the assessment as a game or challenge, the centre is able to make the learning experience more fun and engaging for participants. The assessment tool is also helping the centre to identify areas where participants may need additional support or training, which can be provided through one-on-one coaching or group workshops. By promoting digital literacy in a fun and engaging way, the senior centre is helping to improve participants' quality of life and promote social connectedness.

## A public library in Turkey

...is using the assessment tool as part of its outreach program for older adults. Library staff are offering the assessment to older adults attending library events or using library resources, helping to promote digital literacy and access to technology. By administering the assessment in a welcoming and supportive environment, the library is able to make older adults feel more comfortable with technology and encourage them to continue learning and exploring new digital tools. The assessment tool is also helping the library to identify areas where additional support or training may be needed, which can be provided through library resources or community partnerships. By promoting digital literacy and access to technology, the library is helping to foster lifelong learning and community engagement among older adults.



## About the authors

**ACOMI Nicoleta, PhD** is vice president of TEAM4Excellence Association, adult educator in the areas of STEM, digitalisation and social inclusion, project manager PMP® of 30+ research, education and development projects, Assoc Prof and Vice-Dean at Constanta Maritime University with 20+ years' experience; rapporteur for research project evaluations of International Association of Maritime Universities, Vice-President of Women's International Shipping & Trading Association, Romania, President of Romanian Intermodal Transport Association, founder and director of Constanta Maritime University Training Centre; delegate to the NCSR Sub-Committee of the International Maritime Organisation. She authored eight books and 80+ academic articles covering the topics of education, teaching methodologies and engineering.

**ACOMI Ovidiu** holds an MBA at Robert Gordon University UK and is author of one book and 20+ academic articles. Ovidiu is the president of TEAM4Excellence Association, a trainer at the National Institute of Administration in the areas of public communication and operations management, Member of the Naval Supervisory Board within the Competition Council for a 5-year term, member of the Engineering Commission of ARACIS (public body for the accreditation of technical universities) for a 4-year term, EFQM trainer and international evaluator for the Global EFQM Awards, manager of European projects and management consultant, expert evaluator of the European Commission for research and innovation projects, chartered engineer of the Institute of Marine Engineering Science and Technology UK, chartered manager of the Chartered Management Institute UK and Project Management Professional (PMP)® Credential Holder.

**AKARÇAY NUR Yeliz** has a bachelor's degree in international relations as well as a diploma in English Language Teaching. Yeliz is an English teacher and trainer with rich experience in non-formal education and the development of creative and innovative educational methodologies and activities. She is a fully qualified project leader with over 15 years of experience in designing and coordinating international projects, as well as providing a wide range of adult learning trainings on topics such as New Technologies and Digital Skills which are designed to be adapted to all levels and needs, as well as trainings for educators focusing on developing digital and ICT skills and how to use digital tools in learning environments. She also implements activities for low-skilled/low-qualified adults and has gained expertise in social innovation and inclusion through collaboration with adult education institutions across Europe.

**AKILLI Alpaslan** is the manager of Sarıçam HEM. He has extensive knowledge and experience in project management and implementation for EU-funded projects. He has more than 25 years of professional experience in 'Education, Management, Inspection Planning' as well as assessment and evaluation studies.

**CARABIAS Manuel, PhD** is teaching at the University of Valladolid the subject “Programs and plans for adult education and seniors”. He holds a Master's Degree in Psychopedagogy and a PhD in lifelong learning. Thanks to his experience in working with adults, he is the Project Director at Formative Footprint and in charge of the educational department. Manuel has experience in designing new training processes adjusted to the European Qualifications Framework and European standards such as key competences, EntreCom, DigiCom and ESCO.

**CHIRIS Bogdan** completed his studies at the Faculty of Physiotherapy. He is the president of the Voluntariat Pentru Viata Association since 2018 and deals with the organization and coordination of the activities of all employees of the Association. He coordinates activities regarding the Association's participation in the development of projects and the decision-making processes.

**DRAGAN Daniel** completed his studies at the Faculty of Law. He has been working as a project manager at Voluntariat Pentru Viata Association since 2014. During this period, he has implemented more than 30 projects financed by Erasmus+ and European Solidarity Corps. Since 2011, Daniel is also the director of the O Noua Sansa Home for Elderly People in Marasesti and has extensive experience in working with elderly people.

**SUDANO Damiana** is an adult educator and responsible for the volunteer process inside Deses-3. Moreover, she is the project manager for Erasmus+ projects. She led five international projects for young people and adults, participating in the preparation, writing, development and evaluation phase. Damiana graduated Languages and Cultures for tourism and international trade, as well as the Superior School of ethno tourism.

## About partner organisations



**TEAM4Excellence (T4E)** is a Romanian association aiming to improve the quality of life through education, research and consulting activities. To address societal challenges, T4E provides learning opportunities and career advice for social inclusion, development and employability of people, and equips trainers with key competences and skills to foster personal as well as professional development. Within 30+ EU-funded projects, the association produces and transfers innovation, experience and know-how through cooperation with domestic and international partners. By hosting events, training courses and conferences, T4E strengthens collaboration between people, supports organisations and bridges gaps between generations. The wide expertise in management enables T4E staff to provide consultancy to large companies and SMEs using EFQM Model and Business Model Canvas.



**Sarıçam Halk Eğitimi Merkezi (Sarıçam Public Education Center)** is a public institution founded in 2009 in Adana, Türkiye and affiliated with the Ministry of National Education's Directorate General for Lifelong Learning. Sarıçam HEM, which provides training services all year, including weekends and evenings, performs tasks in accordance with the principles and objectives of non-formal education. Since 2010, Sarıçam HEM has been in charge of the execution and planning of adult education services in the areas

of education, training, guidance, information access, counselling, culture, arts, and sports. Sarıçam HEM provides non-formal educational activities in collaboration with various governmental and private institutions, as well as volunteer organisations. Its main responsibilities include implementing training activities, as well as assisting and monitoring training activities. Sarıçam HEM also conducts activities aimed at ensuring the adaptation of adults who have not completed formal education to the constantly changing technological, social, and cultural conditions.



**Formative Footprint (FFSL)** is an educational design organization located in Spain, in the province of Valladolid. FFSL is specialized in the design and creation of new training processes tailored to the specific needs of the 21st century. Based on personal and professional needs, FFSL implements a methodical process that ensures the creation of new practical and successful educational processes that manage to stop previously detected needs/problems that organizations and citizens have. Formative Footprint has built up a team of

professional experts in education, training and innovation. This brought the organization to work as a training and research centre, specialised in topics related on one hand to education and training, on the other hand to innovation.



**Asociatia Voluntariat Pentru Viata** is an NGO, based in Marasesti, Romania, founded in 2012 on the initiative of some specialists in the field of education, art, history and social assistance. Their mission is to promote volunteering and civic consciousness by developing activities that respond to the local need of the community to become aware of the value of volunteering as a tool for active citizenship and human solidarity. A large part of the activities is focused on supporting disadvantaged people to have access to education. The

association is accredited as a social services provider and it implements projects involving elderly care services at home and in residential centres. To offer multidisciplinary services for individuals who are in a critical social difficulty, they conduct social research and monitor the phenomenon of social exclusion, plan programs of assistance for individuals who are in social crisis and train professionals in working with underprivileged people.

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