



## CLICK CLEVER

### Social Education for Digital Immigrants

2018-1-IT02-KA204-048009

### IO2 - Capacity Gap Assessment

### Final Report



CIPA LECCE





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## ABSTRACT

Recent literature has noted the lack of attention given to adult literacy particularly with respect to digital learning among adults. Although access to technology has increased, digital divides still persist between Native and digital immigrants.

Equipping European citizens with digital competences is at the core of the EU strategy. In 2006 the European Parliament recognized Digital Literacy as one of the eight key competences that every European citizen should master<sup>(1)</sup> and as one of the four foundational skills for learning.

The Digital Agenda presented by the European Commission forms one of the seven pillars of the Europe 2020 Strategy which sets objectives for the growth of the European Union (EU) by 2020. The Digital Agenda proposes to better exploit the potential of Information and Communication Technologies (ICTs) in order to foster innovation, economic growth and progress.

Further, enhancing Digital Literacy is one of seven pillars in the European Commission's 2010 Digital Agenda for Europe. In the words of Androulla Vassiliou, the former European Commissioner for Education, Culture, Multilingualism, Youth and Sports - "we need to rethink what kind of literacy tomorrow's Europe needs.

The most relevant pillar for the CLICK CLEVER project is "6. Enhancing digital literacy, skills and inclusion", which calls Member States to define appropriate actions to enhance digital competences and social inclusion through digital training and digital literacy.

But what does it mean to be digitally literate today? Is it just being capable of using ICTs (Information and Communication Technologies), or does it also involve dealing with meaningful online knowledge creation, awareness of risks and potential problems in the online world, and so on? And how should policy and education Stakeholders act to support both the acquisition of digital competences and the transformation of Europeans in competent and aware online citizens?





In according to Eurostat Glossary, Digital literacy refers to the skills required to achieve digital competence, the confident and critical use of information and communication technology (ICT) for work, leisure, learning and communication.

CLICK CLEVER prefers to replace the term Digital Literacy with Social Education and wishes to provide answers to these questions by proposing training solutions to a specific target: digital immigrants. A digital immigrant is an individual who was born before the widespread adoption of digital technology. The term digital immigrant may also apply to individuals who were born after the spread of digital technology and who were not exposed to it at an early age. Digital immigrants are the opposite of digital natives, who have been interacting with technology from childhood.

It is a term coined by Mark Prensky in 2001 to describe anyone who grew up prior to the digital age. Generally people are considered to be digital immigrants if they were born prior to 1985. These 'immigrants' were introduced to technology later in life and adopted its use, as opposed to digital natives who are said to have been raised alongside developing technologies (Prensky 2001).<sup>(2)</sup>

This report describes the findings of "Intellectual Output 2 - Capacity Gap Assessment" among digital immigrants. The main objective of IO2 is the identification of the macro areas to be developed in Click Clever project through the creation of new training for digital immigrants and Adult teachers.

<sup>1</sup> <http://ec.europa.eu/digital-agenda/en/news/measuring-digital-skills-across-eu-eu-wide-indicators-digital-competence>

<sup>2</sup> Digital Natives, Digital Immigrants By Marc Prensky, 2001, <https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>





## INTRODUCTION: Click Clever project

Social networks are all opportunities we have to talk to other people. Unfortunately this opportunity often is literally burned: it may happen to anyone to read an online content out of context, inappropriate, offensive or with illegal contents.

The objective of the Project is to test innovative actions aimed at increasing citizens' ability to think critically about contents they receive through social media, including contents originated by traditional media; increasing users' awareness of the truthfulness of on-line information and at the same time promoting more responsible use of the internet; and testing the feasibility and usefulness of such actions. Critical thinking includes, among other skills, the ability to distinguish information from propaganda, to deconstruct media communication and to interact through social media in a responsible way.

CLICK CLEVER brings together 8 partners from 5 European countries (Italy, Greece, Spain, France and Belgium), to provide concrete answers to specific capacity needs in the field of Digital literacy.

To achieve this we want to create Innovative web tools for Social Education

Social education (Web literacy) is an expression that includes cognitive, social, civic and creative capacities that allow a citizen to access the web, to have a critical understanding of the media and to interact with it. All these capacities enable the citizen to participate in the economic, social and cultural aspects of society as well as to play an active role in the democratic process.

Social media in Europe should be characterized by user responsibility and a respectful attitude to other citizens with different views online. Social Education might be able to contribute strategies to foster user responsibility. User responsibility cannot be achieved through legal means.

General Objective: contribute in making the Web a better place to 'live' for everybody in order to spoil





## Specific Objectives:

- turn **the digital immigrants** (late digitals) into informed digital citizens, ready to act in e-spaces like social networks that also help people to express themselves and their values and to build a personal and social identity;
- Create a digital culture;
- Promote among adults an informative experience towards communications and relationships on Internet and social networks discouraging adult cyberbullying.

## The target group are:

- adult citizens (we can call them “digital immigrants”). Social digital immigrants, in fact, driven by the enthusiasm towards this new discovery, do not limit themselves to post comments and shares without filters.
- Adults teachers

CLICK CLEVER is structured along 4 Intellectual Outputs, aimed at designing, developing and testing innovative training courses tailored on specific needs of Digital Immigrants and Adult teachers.

## The Intellectual Outputs are the following:

- IO1 CLICK CLEVER OER Platform & Virtual Community
- IO2 Capacity Gap Assessment





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- IO2 Capacity Gap Assessment
- IO3 Content OER – Social Education Training in 5 languages
- IO4 Target Groups trained in 5 Countries - Test and Validation of CLICK CLEVER





## IO2: Capacity Gap Analysis

The objective of IO2 is to achieve deep analysis about the digital illiteracy among digital immigrants. In IO2 a deeper analysis is envisioned to well address activities and contents to be developed under IO3.

This IO started from the necessity to verify theories (and formal data) already defined at a proposal preparation in order to verify, elaborate, expand and make them more appropriate to the project.

The research objective is to study the adults' online behaviour with the aim to catch clear data to ensure accuracy and relevance to the trainings that will be developed in IO3. IO2 is instrumental to provide crucial information to feed "Intellectual Output 3 - Content OER Social Education Training in 5 Languages" about content, structure, delivery means, etc. on the basis of the specific needs of the target groups.

Therefore, we want to move from a "macro-level" of political documents and data already collected at European and national level during complementary projects, to a "micro" level: the REAL environment where our target group operates.

Specifically, in IO2 partners:

1. Set methodology to be followed by all partners, on the basis of what already agreed upon at preparation (i.e. general scale and scope, overall methodological approach, timing and sequencing of specific activities, etc.);
2. Identified sources and resource both for primary and secondary assessment;
3. Defined criteria for selection of target groups to be involved;





4. Defined literature and other sources for secondary assessment;
5. Analysed documents: elements to be extrapolated in the benchmarking;
6. Set of questions to be asked to respondents;
7. Structured reporting and aggregation tools;
8. Agreed upon a common schedule;
9. Defined common tools for the analysis.

All the partners have been involved in the assessment about the dynamics of Social Education.

This activity was structured along well defined and identified tasks, as follows:

- Secondary Gap Assessment:

Partners carried out desk/secondary assessment to investigate existing literature, policy papers, analysis and diagnostics on Social Education, skill sets and needs, capacity building needs, etc. to ensure coherence and accuracy in the consolidation of findings.

- Primary Gap Assessment:

- identify respondents: all partners involved their networks; partners reached a total of at least 250 target groups in the countries involved
- involve respondents with various means: email, face-to-face, clipboards, internet/social media, associations, etc.





## Methodology for Data Collection

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes.

Data collection methods will be divided into two categories:

- secondary methods of data collection
- primary methods of data collection

### What does 'secondary data collection' mean?

For each country, partners created an updated short report based on existing data regarding actions taken to tackle the issue of Social Education in their homeland

Define literature and other sources for secondary research / Identification of comparable scientific and policy documents: each of the partners carried out secondary desk research to identify documents that may provide useful insight in the identification of specific training and capacity gaps in the social education field, in their respective countries.

This analysis consisted in collecting existing documents, reports, articles from literature, strategic and official documents, phenomenological analysis already studied in similar researches based on digital illiteracy and Social Education.





## Primary Data Collection

In the “Primary Data Collection”, data is collected by the surveyor itself which technically represents the direct data collection.

A questionnaire was prepared by all partners under the supervision of the Coordinator CPIA Lecce with the contribution of Demostene Centro Studi as main research partner.

The questionnaire is been a streamlined set of 12 questions closed-ended (multiple choice questions) and 3 open questions about the specific training needs of the SOCIAL EDUCATION.

All the partners carried out a questionnaire based on the needs analysis already realized in the planning phase to involve digital immigrants. The draft questionnaire is attached in Annex 1 below.

Total number of digital immigrants for sampling: at least 250

Sample target profile:

- Digital immigrants and EDA teachers per country;
- Digital immigrants born from the 70s (60s, 50s etc);
- European citizens;

## Dissemination means:

Respondents has been involved through various channels: e-mail and others (institutional communications, newsletters, forms, Internet / website / social media, associations, seminars, training, face2face meeting etc. )





## **Tool for data collection:**

Google sheet: each organization translated the questionnaire in its own language respecting the same order and framework. In addition each country added the appropriate pictures in the “Picture item section”. Items number 7,8,9; see annex I)

The collected data has been systematized in this FINAL IO2 REPORT that validated the assumptions made in the initial analysis, update the secondary assessment made at preparation.

Each partners prepared a Country Snapshot report. All the literature resources has been then consolidated in this single document that will constitute the digital library of the CLICK CLEVER project and will also be referenced to on the OER Platform of the project and become part of the knowledge base of the project and OER portal

## **Result**

The combination of primary and secondary research will allow the partnership to investigate at European level the training actions to prevent the phenomenon and create innovative tools (IO3) in order to encourage the creation of a digital culture.

Project innovation: INNOVATION: the innovation is the data collection methodology. The survey will be carried out using and promoting participatory research and interactive approach in order to collect their proposals for improvement.

Once completed, the questionnaire was managed by each partner that consolidated findings and provided a unique response to the main research partner CPIA Lecce and Demostene Centro Studi.

This document consolidates all the results of the Country Snapshots conducted by the project partners.





## SECTION 1

### Secondary Research: A European Overview

#### Social Education in Europe, a European Overview

In the European context, Social education is better known as "media literacy". The European Media Literacy Week<sup>(3)</sup> took place in Brussels and in Member States in March 2019. It is an initiative organised by the European Commission to underline the societal importance of media literacy and promote media literacy initiatives and projects across the EU. Nevertheless, it is possible to find other ways of identifying the culture and training in social norms to be maintained on the internet:

- **Media Literacy:** Media literacy includes all technical, cognitive, social, civic and creative capacities that allow a citizen to access the media, to have a **critical understanding** of the media and to interact with it. The ML Expert Group understand the concept of "media" also in broad way: "including all kind of media (broadcasting, radio, press) and through all kind of channels (traditional, internet, social media)" <sup>(4)</sup>
- **Social Media Literacy:** "The competent handling with content published in social media platforms as well as the handling with the genre social media is considered as social media literacy" <sup>(5)</sup>
- **Digital literacy:** Digital literacy is the skills required to achieve digital competence, the confident and critical use of ICT for work, leisure, learning and communication. Digital Competence was included as one of the eight essential skills, in the Recommendation on Key Competences for Lifelong learning <sup>(6)</sup>

<sup>3</sup> <https://ec.europa.eu/digital-single-market/en/news/european-media-literacy-week>

<sup>4</sup> <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=2541> <https://ec.europa.eu/digital-single-market/en/media-literacy>

<sup>5</sup> <https://www.igi-global.com/dictionary/social-media-development-usage-challenges-and-opportunities/43792>

<sup>6</sup> <https://www.ifap.ru/library/book386.pdf>





## Formal and non-formal education/training available in Europe

The training courses on social education available at European level are mainly addressed to young people or teachers / educators. There is a lack of focus on digital immigrants, as shown by the following list of training courses:

- **Anti Grooming Training Course** <sup>(7)</sup>: it is a course designed by the IFOS team (Training Institute in the psycho-social health sector). The objectives are:
  - I. increasing the awareness of young people on the phenomenon of grooming
  - II. transmitting the main techniques of defense and protection.
- **A Journey to Media Literacy** <sup>(8)</sup>: It is a course created by EAVI, a non-profit organization based in Brussels to empower individuals to be active, engaged in citizens in today's increasingly challenging media environment. It is a 7-minute cartoon which explains the Media Literacy following a boy's journey. It sets out on an adventure across the oceans to reach the island of ML (Media Literacy). The cartoon is based on the findings of major European-wide studies on ML carried out by EAVI and its partners on behalf of the European Commission.
- **MELT - MEdia Literacy Training** <sup>(9)</sup>: this is a training course that took place in September 2018 in Szeged, Hungary. The main objective of the project is to enable the participating youth workers to teach the young people they work with to be more conscious media consumers and to analyse critically the information they receive. With the utilization of the methods and learning process, our main goal is to promote media literacy and to teach methods of teaching media literacy through non-formal methods .

<sup>7</sup> <https://www.cyberbullismo.com/en/grooming/come-aiutare-gli-adolescenti-a-difendersi/>

<sup>8</sup> [https://www.youtube.com/watch?v=CmY\\_H5DjSEM](https://www.youtube.com/watch?v=CmY_H5DjSEM)

<sup>9</sup> <https://www.salto-youth.net/tools/european-training-calendar/training/melt-media-literacy-training.7507/>





## Similar projects in Europe

At European level, some Erasmus+ Projects addressed the lack of digital skills (only one specifically addressed to women):

- **IDEAL:** the Project focuses on improving the digital skills of adult education teachers and trainers who work with disadvantaged groups and low skilled adult learners

<https://www.erasmusideal.com/project-summary>

- **DISCO:** DISCO is an online knowledge and quality centre where digital assessment tools, good practices and training in second chance education can be shared and will be made available to practitioners, policy makers and all people involved in second chance education

<http://cesie.org/en/in-action/european-cooperation/disco-erasmusplus-neet/>

- **BE SMART ONLINE!:** a Project co-funded by the EU through the Connecting Europe Facility (CEF). All partners work together to raise awareness and educate children and teens, parents/carers and educators on the safer use of the Internet. The partners also established an online reporting facility for illegal online content, particularly child abuse material and offers support services to respective victims

[http://besmartonline.org.mt/\(X\(1\)S\(pni3w1223j55fg5w5kqpkbfl\)\)/default.aspx?AspxAutoDetectCookieSupport=1](http://besmartonline.org.mt/(X(1)S(pni3w1223j55fg5w5kqpkbfl))/default.aspx?AspxAutoDetectCookieSupport=1)





[www.clickclever.eu](http://www.clickclever.eu)

- COMPISTERNLI: CompiSternli (“Computer Starlets”) is an intergenerational project from Switzerland that connects young children and elderly people. Both sides profit from each other: elderly people get to enhance their media literacy skills using tablet and computers; children who are coaching them get to enhance their social and explanatory skills. Those young coaches get to learn a goal-oriented use of tablets and examine the following questions:

- I. For which purposes can elderly people use tablets?
- II. How do I explain, what the internet is?
- III. Which applications fit the interests of elderly people?
- IV. How can I explain an issue precisely and clearly to someone?
- V. And how do I do this, if an elderly persons hearing or seeing skills are not so good anymore?

<https://ec.europa.eu/digital-single-market/en/content/compisternli-computer-starlets>

<https://www.compisternli.ch/>

## European Best Practices

**Mobile device training for individuals aged 55 and over** <sup>(10)</sup> is a joint initiative by the Pere Tarés Foundation and the Vodafone Foundation in collaboration with the Municipal Libraries Network.

It involves digital training aimed at individuals aged 55 years old and over in order to help them learn how to use mobile devices. It has been running since 2013 thanks to financing from the Vodafone Foundation, and the students and institutions collaborating on the project have reported high levels of satisfaction.

<sup>10</sup> <http://www.unite-it.eu/profiles/blogs/training-in-the-use-of-smartphone-to-the-senior-spain>





The workshops consist of a series of training modules that teach users how to use electronic tablets and smartphones, with a special focus on social and communications apps. Courses take place in public (city councils) libraries in Barcelona province.

The workshops aim to help participants make the most of their devices and applications, and focus primarily on the following aspects:

- Basic operation of the device: main functions, personalisation, diary, etc.
- Browsing: types of connections, creating email accounts, downloading apps, electronic banking, online shopping, travel, etc.
- Social networks: how to use the most widely used networks (Facebook, Instagram, Pinterest, etc.).
- Communication and leisure: WhatsApp, Google Maps, games, etc.
- Storage: optimising the device's memory, deleting unnecessary files, backing up, the cloud, cleaning apps, etc. Each workshop involves four hours of training and each one is divided into two two-hour sessions.

Although the digital divide is usually considered in terms of differences in access between groups of people related to socioeconomic factors, the concept is also used to describe differences in knowledge and use of ICTs directly related to individuals' ages.

The target population is MLN users over 55 years of age who are interested in participating in the workshops. Participants had to bring their own mobile device to the training, and as such one of the requirements was to own one of these devices.

<sup>10</sup> <http://www.unite-it.eu/profiles/blogs/training-in-the-use-of-smartphone-to-the-senior-spain>





In order to measure the extent to which the objectives are achieved and opportunities for improvement of the workshops, in 2016 the Library Services Management Office and the Planning and Evaluation Service of Barcelona Provincial Council, together with the Catalan Institute of Public Policy Evaluation (Ivàlua), decided to conduct an impact assessment of the digital training workshops aimed at people over 55 years old.

The results showed that the workshop participants increased their frequency of Internet use by around 25%. The workshops had a positive impact on the frequency of use of social and leisure applications (two features covered specifically during the training), but no change in the quality or the size of the participants' social network was identified.

Although it is one of the best examples of training that approaches social education in one of its modules, there has been no impact on the level of behavioural quality on social networks.

This demonstrates the need to develop suitable and free training on social education for digital immigrants.





## Secondary Data Collection

### Different definitions of Social Education

The data collected from the analysis shows that there is not a single and univocal definition of Social Education since each Country Authority uses different meanings to promote and disseminate initiatives of digital awarnesses.

**In Italy** the concept of Social Education was coined by Rosa Giuffrè. For Social Education we mean: following rules of conduct to define and improve online behaviours in particular over the Internet.

Indeed Giuffrè created the “socialeducation.it” website project. It is a path of awareness that guides people in the knowledge of the written rules that aim to protect digital personal security. These rules improve and encourage correct communication and therefore value relations between users

However In Italy there is no single and univocal definition since sources and authorities are different and use different meanings / wording

The main actors in charge of promoting and disseminating initiatives of digital literacy and vocational training in the digital field at national level are:

- AGID - The Agency for Digital Italy ([www.agid.gov.it](http://www.agid.gov.it)): The top institutional body in this area (under the Prime Minister's Office)
  
- SNA - The National School of Administration ([www.sna.gov.it/](http://www.sna.gov.it/))





These public bodies released the National Plan for Culture, Training and Digital Competences

(11) *whose target group are:*

- All citizens for training in the Digital Citizenship field
- Youngsters and workers for vocational training and transverse digital competences
- Disadvantaged people to overcome the digital divide (gender differences, territorial differences, socio-economic differences etc.) and promote social inclusion

Some of the definitions are:

- Digital literacy: in the National Plan for Culture, Training and Digital Competences it is reported that Italy faces an increase in functional illiteracy, which settles at around 70% of the Italian population. Functional illiteracy can also be considered a phenomenon closely related to digital illiteracy, to the point that a specific digital literacy intervention must necessarily include the area of functional literacy. Such a strong functional illiteracy in adults determines a considerable cultural obstacle in the approach to learning a new grammar and new tools because it actually determines a mainly passive and spectator approach to digital, certainly not aware
- Social education: the "socialeducation.it" website project is a path of awareness that guides people in the knowledge of the written rules that aim to protect digital personal security the underlying rules that improve and encourage correct communication and therefore value relations between users
- Social digital education: name given to this area by an innovative course to become active web components<sup>(12)</sup>
- Education to media: pathway to understand the "grammars" of the network for the construction of identity meaningful social relations <sup>(13)</sup>
- Netiquette: Etiquette of the Net which consists in respecting and conserving network resources and respecting and collaborating with other users

<sup>11</sup> [Prime Minister's Office, National Plan for Culture, Training and Digital Competences, 2014](http://egov.formez.it/sites/all/files/programma_nazionale_cultura_formation_competenze_digitali_-_linee_guida.pdf)

[http://egov.formez.it/sites/all/files/programma\\_nazionale\\_cultura\\_formation\\_competenze\\_digitali\\_-\\_linee\\_guida.pdf](http://egov.formez.it/sites/all/files/programma_nazionale_cultura_formation_competenze_digitali_-_linee_guida.pdf)

<sup>12</sup> <http://www.educazionesociale20.it/>

<sup>13</sup> <https://www.netreputation.it/consigli-di-media-education/>





**In France** Social Education has been given a similar definition: 'Any approach aimed at enabling students to know, read, understand and appreciate the representations and messages from different types of media with which they are confronted on a daily basis, to orient themselves and to use these major distribution media and the content they convey in a relevant, critical and reflective manner' (Ministry of Education, France).

**In Greece** there are limited initiatives and policies taken by the Government to improve social education and to help citizens not to copy with the digital transformation. For that reason there is not a definition for Social Education but what is relevant is that there is at a national level a 'digital divide'. It could be summarized as 'a new form of social inequality regarding the access to and use of information and communication technologies (ICTs) that has not yet received substantial attention in contemporary policy and social debate in Greece'.

According to current Greek literature (Georgopoulou, 2011), there are identified at least three aspects to the analysis of digital inequalities. Firstly, we refer to the problem of access regarding connectivity and computers. The second aspect refers to the **unequal ways in which ICTs are used**, indicating the qualitative dimension of inequality through information technology. According to this approach, access to ICTs is not the sole or even the most important factor, but rather the differentiation in levels of skills, knowledge, usage and outcome for individuals using new technologies, constitutes a more substantial form of digital inequality. The third approach calls attention to the **wider context of community, institutional and societal structures that support unequal or equal access to and use of ICTs**. It seeks to understand the deeper social, economic and cultural causes behind digital inequality and how access and usage is embedded in society (Warschauer, 2002).





**In Spain** the expression of Social Education is quite confusing because it does not mean in Spanish the same as in English, since it does not correspond to the concept of correct behaviour in relation to other people but to the concept of Social Pedagogy. Therefore, to limit the concept of social education referring to behaviour in the digital environment we had to perform a search using keywords such as: digital urbanity, digital behaviour, digital citizenship, digital social education, rules of behaviour on the internet, etc.

The first definition of digital education that is found is that which appears in the Data Protection Act of 2018 and refers to the training of teachers and students in the (technical) use of ICT for learning, transmission and acquisition of knowledge and skills, especially in the levels of compulsory and secondary education. More productive is the search for the term 'digital urbanity' since it even proposes the use of e-urbanity as a name for this concept to refer to the good manners and correct way to conduct oneself in the use of mobile phones, computers and social networks. In such cases, there are many lists of correct or incorrect behaviours, but it is not usual to find a definition, beyond considering that the 'good digital education' is the equivalent of 'good social education' in the digital environment.





## Definition of Digital Immigrant

All Countries agree with the definition developed by Marc Prensky in 2001 in an article entitled "Digital Natives, Digital Immigrants" published in the journal On the Horizon.

Prensky is specialized in the themes of education and learning, so his study is based on his initial observations made in the field with teachers and lecturers during their classes.

To fully understand his theory, it is important to keep in mind the context in which Prensky wrote this article. The year 2001 marks the transition to the 21st century, in the midst of the Internet boom, the development of mobile phones and the explosion of blogs.

For the author, this new generation, born after 1980, is the generation for which digital is a "territory" and they are "native", indigenous. Native of this territory, they master its language and culture, they are digital natives.

In contrast, digital immigrants belonging to the previous generations, grew up reading books, newspaper and looking for words in the dictionary. They must therefore learn this new language and become familiar with this new culture.

Just as immigrants go through a process of changing their culture and learning new norms and values, these previous generations are undergoing a process of acculturation. They are immigrants on the digital territory, digital immigrants.





## Formal and non formal education/training available in the project countries

### Introduction:

In general in the project Countries Institutional courses are scarce. In Greece, for example, are even absent: no specialised VET/higher education course has been identified in relation to elderly taking into consideration the social dimension and implications of digital illiteracy in the country. However in these countries there are many associations that hold courses focusing on online correct behaviour. For example in Italy courses for teachers and students are run by the association Centro Studi Impara Digitale, Rosa Giuffrè is the author of the book “Social Education” and creator of courses on Social Networks, Social Education, Digital Culture, and write for various online portals on topics such as social networks and good online relationships. She offers a tailor-made training to individuals or small groups on how to create and promote digital identity, personal branding.

Target varies a lot. In France for example many trainings concerning social media and social networks target more teenagers, while seniors can find education on social media in social centres and digital centres spread through France and named “[Espace Publics Numériques](#)” or in blogs. In Greece The National Bank of Greece has designed and implemented, since 2011, an important initiative, the “Δείξ’τους/Deixtous Project (literally meaning “show them”) which is a voluntary program to reduce digital illiteracy, raise awareness and mobilize young people to transfer their knowledge, and to "teach" older people how to use the internet. This action is essentially a "functional" bridge of communication between the younger and the older. As regard Spain many Universities offer Bachelor’s degrees and at a non-formal level there are trainings hold by the Red Cross, the Comunidad Islas Baleares and the Obra Social La Caixa.





To be more specific:

**In France** trainings available are offered by private companies and also public social centres (CCI and EPN). Trainings offered by private entities last usually one day and are given in the main cities of the country: Paris, Lyon, Bordeaux, Toulouse, Orléans, Nantes, Tour, Lille etc... Part of the trainings target all types of citizens explaining the differences between social media options and how to manage their profiles. Examples of social media are twitter, Facebook, Instagram, Pinterest, LinkedIn and Youtube. Trainings also focus on the languages used and vocabulary specific to each network, their precise utility, their layout and the techniques for communicating efficiently with others on the network. Other types of trainings target communication managers that want to enhance the presence of their company on social media. One page. National newspaper LeMonde publishes weekly a list of trainings available.

Formal training is also offered to teachers and organized by the Education Ministry. They focus on educating teenagers to the use of twitter and facebook as tools for learning, on the prevention of violence, harassment, on social identity and social relations on social media and on avoiding distraction and lack of concentration caused by social media. Formally, the French ministry has released manuals on how to use social media reasonably in schools or how to educate students to have a responsible use of social media. The French ministry of education advises its professors to consult the bog "Internet actu" where journalist Hubert Guillaut publishes several articles with in depth analysis of social media tendencies including identity and friendship on social media.





**In Italy** there are a few courses that guide adults to a correct social media behavior. The courses available focus on the use of ICT and how to introduce them in learning contexts (scholastic/formal or informal). Institutional courses are scarce, while associations dedicated to spreading correct behaviour structure courses that can be modelled according to user requests.

- Media and Social Education held by Centro Studi Impara Digitale

Impara Digitale is an association founded in March 2012 to promote the development of innovative teaching methods.

The course targets teachers and students, not adults or digital immigrants. It aims to recognize the peculiarities of social media for identity building and learning. It is a 12-hour course for each of the two modules.

- Social Network and Social Education held by Rosa Giuffrè

Rosa Giuffrè is the author of the book “Social Education”, Flaccovio (2017) and “Change head and empower your company with digital culture”, Flaccovio (2015). She’s teacher and creator of courses on Social Networks, Social Education, Digital Culture, and write for various online portals on topics such as social networks and good online relationships. She offers a tailor-made training to individuals or small groups on how to create and promote digital identity, personal branding. All courses can be customised according to the needs of users: a potential learner can contact the teacher directly to organise the most suitable training path

<sup>14</sup> Professors of all levels, professionals, educators, psychologists and educators find in the course organized by Certo Studi Impara Digitale, EDUCARE ED EDUCARCI AL DIGITALE guidelines and techniques to introduce new technologies within the modern school framework, which requires teaching for skills based on the 8 key competences of the European Union identified by the Recommendation of the European Parliament and of the Council of 18 December 2006 <https://www.imparadigitale.it/eventi/corso-alta-formazione-vicodelgargano/>

<sup>15</sup> <https://www.imparadigitale.it/media-e-social-education-educazione-al-social-media/>

<sup>16</sup> <https://www.futurosemplice.net/corsi-social-network-e-social-education-rosa-giuffre> and <https://www.socialeducation.it/contatti/>





- Cyber-coaching held by IUSVE<sup>(17)</sup>

IUSVE is the Salesian University Institute of Venice. The Departments of Psychology, Pedagogy and Communication offer IUSVE students, and interested external participants, a training course on the border between pedagogy and communication psychology.

The course on the practice of integrative coaching, which is part of the helping relationship, aims to encourage the participant to develop experiential skills and advanced skills in accordance with the areas that pertain to the social generation. A part of the day is entirely dedicated to the indication of practical elements for the construction by the professional of a "social profile" technically correct and at the same time educational. It therefore requires that each member bring their laptop with them, because everyone must work as a guide on their social pages.

## **For Spain:**

### **Digital Inclusion Plan of Galicia.**

The Digital Inclusion Plan of Galicia (PID) was born with the vocation of being the main instrument that makes it possible to walk towards a fully integrated Galician society in the Digital Society.

<sup>17</sup> <http://www.iusve.it/cyber-coaching-terza-edizione>





## **GUADALINFO.**

Guadalinfo, the network of public Internet access centers set up by the Junta de Andalucía and the eight provincial councils, has developed over 48,600 actions in Andalusian municipalities of less than 20,000 inhabitants during the first half of 2018. In total, 588,870 people have participated in face-to-face activities aimed at training users in digital skills, promoting the digital transformation of companies and promoting social innovation projects. The Guadalinfo Network already has 1,184,014 users. According to the latest studies carried 20% of users are between 15 and 24 years old; 18% are between 25 and 34 years old; between 35 and 54 years is 16%, and from 45 to 54 years there is 17%. Users over 65 add up to almost 7.5% in the centres. The distribution by sex remains balanced, with a very similar percentage of men and women, 49.1% of women and 48.7% of men. Currently, 713 municipalities or autonomous local entities in populations of up to 20,000 inhabitants have applied for the current subsidy through which the Guadalinfo centers are financed, with funds provided by the Junta de Andalucía and the eight provincial councils.

## **CRUZ ROJA ESPAÑOLA (SPANISH RED CROSS)**

Digital Volunteering. Program for the improvement of digital skills in elderly adults.

**STATE ASSOCIATION OF UNIVERSITY PROGRAMS FOR OLDER PEOPLE.** The State Association of University Programs for the elderly (AEPUM), established 15 years ago in Spain, has since contributed to the educational and cultural development of the elderly people group. To achieve these ends, the Association promotes and develops dialogue and communication between Higher Education institutions, Public Administrations and private entities. It also calls on those of the brotherly country of Portugal, for the consensual search of solutions aimed at satisfying the training needs of the Programs for older persons of both countries, adapting in their actions to the principles of participation and, especially, of respective autonomy.





The Association periodically holds seminars on good practices in university programs for the elderly in Spain, as a system of quality assurance, recognition and internationalization in university programs for the elderly, as well as congresses and meetings of various kinds.

**In Greece** although there are lots of training programmes referring to the upskilling of digital skills in a broad range of professions in Greece, no specialised VET/higher education course has been identified in relation to elder people taking into consideration the social dimension and implications of digital illiteracy in the country. The courses are scattered among formal and non-formal education, varying between different EQF/NQF levels. The identified focus groups are mainly targeting youth, banking sector and communication/media studies.

National Bank of Greece has designed and implemented, since 2011, an important initiative, the “Δείξ’τους/Deixtous Project (literally meaning “show them”) which is a voluntary program to reduce digital illiteracy, raise awareness and mobilize young people to transfer their knowledge, and to "teach" older people how to use the internet.

This action is essentially a "functional" bridge of communication between the younger and the older, among the more "familiar", but also those who, either because of age or due to objective conditions, stay out of the world modern technology and new media. In 2011, the action was piloted in the municipalities of Ilioupolis and Papagos - Holargos. The lessons lasted four weeks, and from the first moment the response from both the students and the volunteers was very positive. More on the initiative can be found: <https://www.nbg.gr/el/i-bank/deixtous>. Another initiative run by the Vocational Educational Training center of the Hellenic Post (ELTA) included a short-term training (15 -20 hours) on digital illiteracy.





## Similar Projects

All the countries have similar projects in the field of social education.

In **Italy**, for example, Pane e Internet <sup>(18)</sup> is a project funded by the Emilia-Romagna Region, as part of the Regional Digital Agenda, to foster the development of citizens' digital skills in order to guarantee full digital citizenship.

The key concept of the new regional planning 2018-2020 is that of a "digital citizen" – a citizen who, at all ages, uses technologies to access information, to benefit from increasingly advanced services and to seize the opportunities that digital world offers in its territory.

In the three-year period 2014-2017, within the project, a network of Pane e Internet Points was set up in some Municipalities of the Capital and Municipalities of the region which, with the collaboration of libraries, schools and associations, provides citizens with training, services of digital facilitation and digital culture events.

The Emilia-Romagna Region makes available Pane e Internet Points, and all other local authorities and interested parties to organize activities for the dissemination of digital skills, teaching materials and projects, digital culture event formats and, through a regional Service Centre, management and communication support.

<sup>18</sup> <https://www.paneeinternet.it/public/index>





Among the objectives of the project we find two similar points to CLICK CLEVER's aims:

- Assist the most fragile citizens, because they live in areas that are less served by networks and communication services or because they are at risk of digital exclusion (pensioners, housewives, unemployed, migrants, people with low educational levels, etc.)
- Spread the digital culture to encourage an ever more evolved and conscious use of technology by citizens

From the project website it is possible to download the educational material related to the following areas:

- First-level digital literacy
- Second-level digital literacy
- Literacy information course for refugees
- DigComp Digital competence model

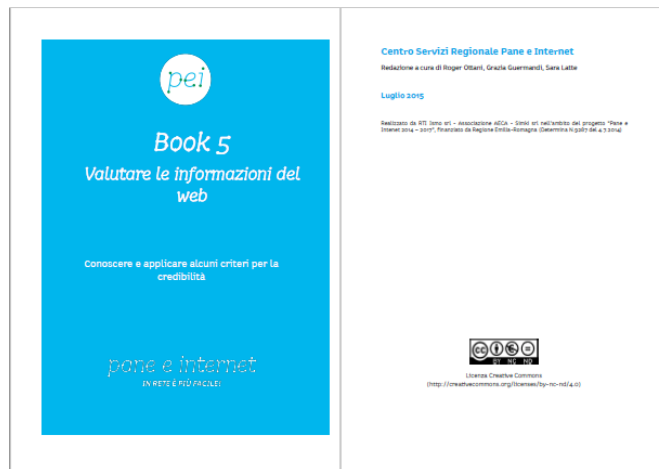
We can find "Books" that introduce the use of technologies and the Internet that guide us to develop fake news and cyberbullying skills as well as raising awareness of the respect for the rules of good civilization.

The book on Netiquette emphasizes that just like in the real world, respect for others and ideas different from ours, together with our personal "common sense", allow for civil exchanges of opinions without generating confusion.





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In 2016, the **French** Social and Economic Committee (CESE) has created a platform to share projects and initiatives for citizen education to social media use. Associations and educational institute have promoted projects about young people education to using social media in a civic engaged way (ECPM), using social media to create better relations between electors and elected officials (JCG32), controlling our own data on social media, considering social media as a space for dialogue (Ecletic Experience), fighting the social divide through social media (Aymé).

**In Spain** a similar project is the AUSTICA project team, led by Dr. Jordi Busquet (Ramón Llull University - Blanquerna Communication School). Its main objective is to analyse the cultural distance existing between different generations in the frame of Sociology, theory of communication and other related disciplines, the project will address the incidence of ICT in the cultural gap between parents and children, teachers and students; a generational conflict that must be addressed, necessarily, within the framework of a new cultural paradigm and within the process of profound social transformation. Another project carried out is called **AlfaMed**. It is an Inter-university Euro-American Research Network on Media Competencies for Citizenship, which brings together more than 200 researchers from 16 countries to promote spaces for strengthening, academic activities, research, extension, production and dissemination of media education.





There have been also initiatives aimed at creating a digital code of conduct to prepare good digital citizens (Colombia), as well as particular codes of conduct set by companies for their employees and managers, but these codes are mainly aimed to protect the company's reputation and to limit the free use of the company's name.

The digital code of conduct above mentioned sets 10 rules for a fair digital behaviour:

1. I use ICT respecting others, respecting myself and making me respect
2. I exercise my right to freedom and respect that of others
3. I use my identity safely in my interaction with others in technological environments
4. I protect my integrity and personal safety and that of others
5. I am responsible with my privacy and that of others
6. I use ICT for the free development of my personality and my autonomy, and through it I recognize and enforce my beliefs and thoughts, and those of others
7. I use ICT to improve my quality of life,
8. I am aware that minors require special care and support in the use of ICT.
9. I have respect for the law
10. I respect copyright.





As regard **Greece** there are three projects The EduWeb project, aims to enhance the cooperation between schools and educational institutions across Europe in order to combat the digital exclusion of adults in terms of Internet use by making students, the educators of the digitally illiterate adult members of their families, in safe and creative web.

The VET2 Business Project aiming to tackle the identified skills mismatches between VET provision and market needs in the Hospitality and Catering sector. One of the Curricula that are being developed is focusing on digital skills in the Hospitality and Catering sector (how to handle complaints in social media, crisis management in social media, appropriate use of sharing economy platforms etc). The VETIT Project: its aim is the development of new, sustainable cooperation structures on WBL and apprenticeships in the IT sector, through capacity building, the transfer of knowledge and the exchange of practices and experiences from pioneer countries in the field to less experienced, through the establishment of a partnership consisting of local authorities, VET providers, and IT SMEs from Denmark, the UK and Greece, as well as sectoral/professional organizations as associated partners, as associated partners.





## Best Practices

All the countries have met best practices in social education and digital inclusion.

In particular in **France** two similar best practices focusing on intergenerational relations and learning how to use new technologies and social media. Geekzie is a private initiatives and SME and Astroliens is an association. Both put into contact young people (mainly university students) and seniors. The general trainings focus on new technologies but specific sessions, at the demand of seniors, can raise the subject of social media: creating a profile, managing the profile, finding friends and family, posting photos, liking posts and interacting, finding groups, writing private messages etc.

Another best practice identified is the use of social media channels such as facebook as a form of social engagement. Indeed, social media has allowed for the emergence of help groups (ie: feminist group La Paupiette) and are also ways of collecting money for a social or environmental cause (ie: birthday for a cause on facebook).

In February 2018, Facebook launched the "Leadership community" program, aimed at supporting Facebook communities that it believes play "a crucial role in connecting and sharing". Six thousand Facebook groups administered by users, often volunteers, have applied for this program, which includes scholarships and training. The American social network has revealed the names of the 115 winners, from 46 different countries. Among the very French Facebook group Wanted Community which received 850 000 euros. Created by three French people in 2011, the community now includes eighty "Wanted" groups around the world, and a total of more than 800,000 Internet users who do not know each other but share good tips, advice and support.

However, its administrators do not earn money with this activity and must rely on the help of dozens of volunteer moderators. At issue: a rule imposed by Facebook, which prohibits monetizing group audiences, for example with advertising.





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The prize will be used to launch complementary services and create other social platforms allowing to find a job or a rent a place for an affordable price for example. The administrators also want to rent a physical place to reunite its members and organize social events.

Wanted is not the only French group to have been rewarded by Facebook. Run Eco Team, a group of joggers who collect waste, and the Cocon des Brindilles, a community that supports and accompanies young women suffering from eating disorders, will each receive a grant of 42 500 euros.

**In Italy** the [socialeducation.it](http://socialeducation.it) website could be considered a best practice by virtue of the immediacy with which it presents its contents. This site wants to be a simple place for meeting, confrontation and provocation to learn elements that will allow you to improve, to become an adult and aware digital citizen, capable of living in relational environments, such as social networks, that serve the person also to affirm the own existence and above all its value in the construction of a personal & social identity.

Through "catchy" articles the digital immigrant has the opportunity to find reflections and input on how to inhabit the Net and communicate in social networks in a serene, effective and safe way.

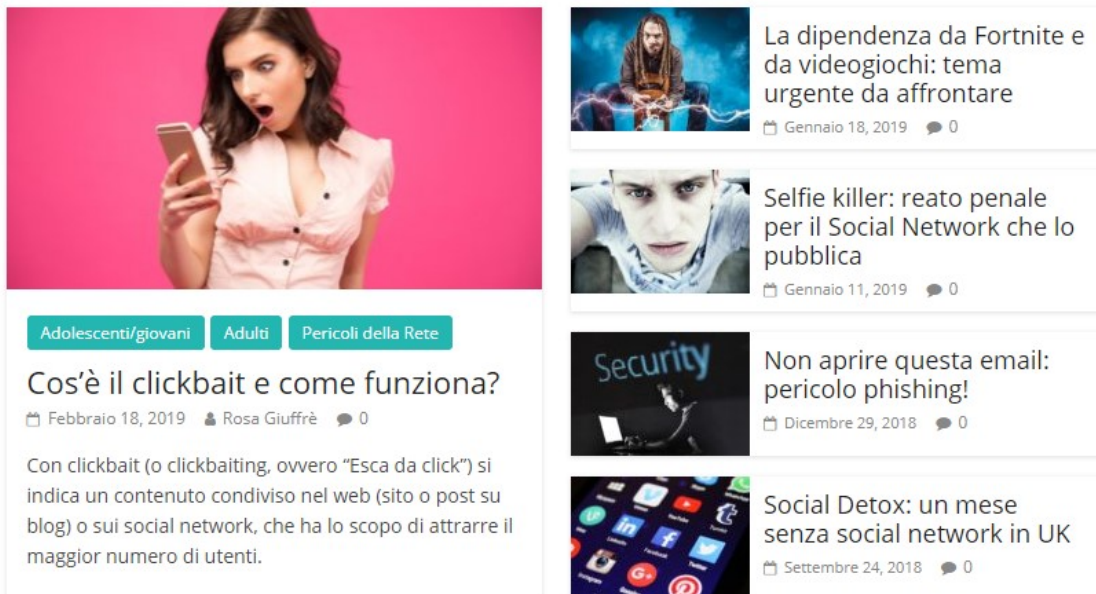
Among the topics covered regarding the dangers of the internet and the correct behaviour we find:

- Clickbait
- Selfie killer (daredevil selfie)
- Phishing



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- Internet Addiction Disorder/hikikomori



Tag

account commemorativo clickbait **come**  
**comportarsi online** come  
 comunicare online cyber bullismo  
 cybercrime **cyber** psicologia  
 Decisione e valutazione **don Giovanni**  
**Fasoli** e-mail truffa **educatore**  
**riflessivo** **Educazione**  
**digitale** Facebook galateo dei  
 social network GDPR Grooming **identità**  
 digitale ludopatia **Minori in Rete**  
 pericoli della Rete phishing privacy Relazioni  
 digitali responsabilità **Rosa Giuffrè**  
 selfie killer sexting **sicurezza sul web e**  
**nei social** social detox Social education

Among the keywords for browsing the website we find both:

- specific terminology: cybercrime, cyberbullying, grooming, sexting etc.
- concepts that are easier to understand by less trained users but that can be incurred in negative experiences without knowing how to recognize them: online behaviour, online dangers, online security, scam e-mail etc.



- 1 È UTILE LA GESTIONE E LA MEDIAZIONE DA PARTE DI UN AMMINISTRATORE DEL GRUPPO (MAX 2).**  
(Es. L'amministratore/gli amministratori hanno il compito di definire scopo del gruppo, regole, eventuali sanzioni e di monitorare l'andamento delle conversazioni; in una chat di classe è utile che l'amministratore sia/l'uno/i i rappresentanti di classe.)
- 2 CHIEDERE IL PERMESSO PRIMA DI INSERIRE QUALCUNO IN UN GRUPPO.**  
(Es. Nessuno è obbligato a far parte di un gruppo WhatsApp; chi non fa parte del gruppo di classe va informato con altre modalità delle comunicazioni importanti.)
- 3 DEFINIRE LO SCOPO, LE REGOLE E LE SANZIONI DEL GRUPPO.**  
(Es. Al momento dell'apertura, l'amministratore chiarisce a cosa serve il gruppo, quali sono le regole per l'invio dei messaggi, cosa succede se qualcuno non rispetta le regole, come le informazioni possono essere inserite nella sezione "Descrizione del gruppo" che è visibile anche a chi viene inserito nel gruppo in un secondo momento.)
- 4 UTILIZZARE UN LINGUAGGIO EDUCATO E RISPETTOSO.**  
(Es. Evitare toni aggressivi.)
- 5 NON UTILIZZARE IL GRUPPO PER DENIGRARE LE PERSONE (SIA INTERNE CHE ESTERNE AL GRUPPO).**  
(Es. La chat di classe serve a condividere informazioni e a migliorare la comunicazione, eventuali problemi generali o singoli episodi problematici vanno gestiti con altre modalità.)
- 6 RISPETTARE LE OPINIONI DEGLI ALTRI.**  
(Es. Anche se non si è d'accordo, ci si può confrontare con correttezza; non si esclude dalla conversazione chi ha un'opinione diversa.)
- 7 I MESSAGGI DEVONO ESSERE PERTINENTI E COERENTI CON LE FINALITÀ DEL GRUPPO.**  
(Es. Se è un gruppo di scuola, si mandano solo informazioni inerenti la scuola e di interesse comune. Se ci sono questioni personali da risolvere, meglio parlare di persona con gli interessati; non raccontare fatti o eventi personali.)
- 8 I MESSAGGI DEVONO ESSERE CHIARI, CONCISI E COERENTI CON LE RICHIESTE.**
- 9 EVITARE DI ASSILLARE CON MESSAGGI O IMMAGINI INUTILI.**  
(Es. catene, buongiorno, buon anno, buon Natale, grazie, prego...)
- 10 NON FAR ACCEDERE I FIGLI ALLA CHAT DEGLI ADULTI.**  
(Es. Non è opportuno che le conversazioni tra adulti girino negli alunni. In particolare se ci sono motivi di disaccordo o tensioni tra genitori, se gli alunni hanno bisogno di informazioni, ad esempio per i compiti, postare o contattare direttamente.

Also, the parents of the students of a school of an Italian municipality, Roveredo in Piano (Friuli-Venezia Giulia), have drawn up a set of guidelines “Il Regolamento WhatsApp dei Genitori” to be used for the use of WhatsApp together with the experts of the association Media Educazione e Comunità within the program Digital Citizenship and Youth Participation funded by the Presidency of the Council of Ministers.

The strengths of the Decalogue are:

- all the rules are declined to positive;
- these come directly from the parents.

Greece points out two best practices:

Smart-DevOps Project. A recent Sector Skills Alliance (SSA) initiative in Greece, led by the University of Thessaly, aims to develop competences for smart cities (Smart-Develops). Smart-DevOps project addresses the shortage of digital and transferrable skills in the municipalities' smart cities sector and will support this sector's employees in their professional development. Results are expected to benefit smart cities and municipalities which aim to adopt the DevOps culture, principles and practices by introducing DevOps professional profiles.

The Mu.SA Project. Another project that has been identified as Europe's best practice, is the Mu.SA project. Mu.SA addresses directly the shortage of digital and transferrable skills identified in the museum sector as they have been explicitly recorded during the analysis phase of project eCult Skills, which was funded under the Lifelong Learning Programme (2013-15). The upskilling of digital skills of museums professionals is at the center of the project's interest.





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In **Spain** among the good practices related to the ClickClever object, the following can be found:

**EuCoNet Club.** Faced with the challenge of making it easier for most Europeans to access the Internet, the reality was that a large number of older European citizens were left out of this technological development. Age was an obvious factor of exclusion at the end of the last century. With the aim of solving this problem, the European project EuCoNet (European Computer Network) emerged in 2003. The direct result of this project was the innovative initiative launched in 2003-04 THE EUCONET CLUB, promoted by a group of volunteer students from the Permanent University of the University of Alicante, members of the EuCoNet international research and working group. The purpose of this initiative was to help other students of the UPUA to get started in computing, acquire basic knowledge to carry out studies at the Permanent University (eg management of the Virtual Campus platform) and lose the fear of computer. On the other hand, the EuCoNet Club also promotes contacts between students and establishes a culture of technological volunteering. This Good Practice has derived in a Social Network previously in RedNing and now migrated to Facebook that is defined as Learning and improvement of new Information and Communication Technologies (ICTs) for the elderly.

**Wandering the Internet: good information literacy practice.** The subject "Wandering through the Internet: an informational literacy workshop" taught in the Experience Classroom of the University of Huelva has been included in the Good Practices section of ALFARED, a forum for support and promotion of information literacy, promoted by the Ministry of Education, Culture and Sport, through the Ministry of Culture. The Good Practices section collects experiences, programs, projects and interesting activities related to training and information literacy. The selection criteria of good practices in Alfared are in line with the model of the UNESCO MOST program, "Management of Social Transformations".





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**AMICO Coaching.** Keywords: **Aprender, MIsmos, Compañeros** (learn from the same mates). Location: Community of Castilla y León. Projection: local and regional. Since 2013. Promoter: Interuniversity Experience Program. Open University to Seniors. Recipients: People over 45 who are currently studying the Interuniversity Program of Experience or Open University to the University of Burgos (UBU). Areas: Non-regulated training in digital skills in the initial-medium-advanced user domain.

**In-fórmate con las TIC. Get involved with ICT.** University education of elderly people, content educational, ICT, Blog, mentoring. Location: University of Burgos, headquarters of Aranda de Duero. From October 2013- Present. Senior Programs, University of Burgos, Headquarters of Aranda de Duero. Recipients: Students of the Major Programs of the University of Burgos: Interuniversity Program of Experience and Open University to the Elderly. Areas: University education, General culture, New Technologies, ICT. In October 2013, the monograph "I inform, I communicate: technology facilitates my life" began to be taught at the Aranda de Duero headquarters within the Senior Training Program called "Open University to the Elderly".

**Use of Mobile Applications.** Keywords: Learning-Service, mobile applications, network, mobile phone. The initiative is being developed within the Interuniversity Program of the Castilla y León Experience of the UNIVERSITY OF SALAMANCA at the Salamanca headquarters. Since 2015. Promoter: Interuniversity Experience Program. Recipients: Students and students of the program. Areas: These are complementary areas to the subjects and subjects taught in the Program. They are registered in the area of use and management of technology, specifically the mobile phone and applications. The fundamental reason that justifies its implementation is the demand of the students of the Program. More and more students have a Smartphone and yet do not know how to use the multiple options provided by the device.





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Objectives: Offer specialized education in the use of mobile devices, specifically telephones. Teach students to download mobile applications that are useful for their daily lives. UNIVERSITY OF BURGOS.

**Complementary education:** English, Computer Science, Internet and Social Networks and Physical Exercise and Health. Keywords: Learning-Service, languages, new technologies, physical education. The initiative is being developed within the Interuniversity Program of the Experience of Castilla y León de la Usal in the urban centers: Salamanca, Zamora and Ávila. Since 2014. Promoter: Interuniversity Experience Program. Recipients: Students and students of the program. Areas: These are complementary areas to the subjects and subjects taught in the Program. They register in the area of sports, language teaching and use and management of technology, Internet and Social Networks. The fundamental reason that justifies its implementation is the demand of the students of the Program. Among the multiple and diverse subjects taught in the program, there is no specific subject aimed at language training, physical exercise and new social media (there is an optional subject called new technologies, which is given every three years), that is why it was decided to offer as complementary activities. UNIVERSITY OF BURGOS.

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**Mobile device training for individuals aged 55 and over<sup>(19)</sup>** is a joint initiative by the Pere Tarrés Foundation and the Vodafone Foundation in collaboration with the Municipal Libraries Network.

It involves digital training aimed at individuals aged 55 years old and over in order to help them learn how to use mobile devices. It has been running since 2013 thanks to financing from the Vodafone Foundation, and the students and institutions collaborating on the project have reported high levels of satisfaction.

The workshops consist of a series of training modules that teach users how to use electronic tablets and smartphones, with a special focus on social and communications apps. Courses take place in public (city councils) libraries in Barcelona province.

The workshops aim to help participants make the most of their devices and applications, and focus primarily on the following aspects:

- Basic operation of the device: main functions, personalisation, diary, etc.
- Browsing: types of connections, creating email accounts, downloading apps, electronic banking, online shopping, travel, etc.
- Social networks: how to use the most widely used networks (Facebook, Instagram, Pinterest, etc.).
- Communication and leisure: WhatsApp, Google Maps, games, etc.
- Storage: optimising the device's memory, deleting unnecessary files, backing up, the cloud, cleaning apps, etc. Each workshop involves four hours of training and each one is divided into two two-hour sessions.

Although the digital divide is usually considered in terms of differences in access between groups of people related to socioeconomic factors, the concept is also used to describe differences in knowledge and use of ICTs directly related to individuals' ages.

<sup>19</sup> <https://www.paneeinternet.it/public/index>





The target population is MLN users over 55 years of age who are interested in participating in the workshops. Participants had to bring their own mobile device to the training, and as such one of the requirements was to own one of these devices.

In order to measure the extent to which the objectives are achieved and opportunities for improvement of the workshops, in 2016 the Library Services Management Office and the Planning and Evaluation Service of Barcelona Provincial Council, together with the Catalan Institute of Public Policy Evaluation (Ivàlua), decided to conduct an impact assessment of the digital training workshops aimed at people over 55 years old.

The results showed that the workshop participants increased their frequency of Internet use by around 25%. The workshops had a positive impact on the frequency of use of social and leisure applications (two features covered specifically during the training), but no change in the quality or the size of the participants' social network was identified.

Although it is one of the best examples of training that approaches social education in one of its modules, there has been no impact on the level of behavioural quality on social networks.

This demonstrates the need to develop suitable and free training on social education for digital immigrants.





## SECTION 2

### Primary Research

The primary research carried out aimed to identify characteristics and elements of the behaviour of digital immigrants in the partners' countries and at European level.

The research was carried out through the following phases:

- **Identifying and starting training the detectors**
- **Preparing the tools for surveys:** through the KOM and the first Skype Call, the partners agreed on the structure and the questions to be included in the survey and to be submitted to the respondents. The survey, created through Google Forms models, was completed by each Country inserting examples of fake news (Question 7), insult (Question 8) and inappropriate behaviour (Question 9) in order to be understandable for the respondents. The survey was available via PC, smartphone and tablet
- **Involving respondents through various means:** the survey was accessible through the use of Google Form and has been disseminated by all partners through their extended members' contacts' lists, through partners' social networking platforms and through the stakeholder committee networks. This made it possible to personalise the request for participation in the interview, so as to be sure that both EDA and digital immigrants were involved.

The questionnaire incorporated a streamlined set of questions closed-ended around the specific training needs of Social Education.





- **Data coding and recording:** the data were analysed as they arrived, so as to follow the development of information and to arrive at the moment of collection in which there was already a clear vision of the conclusions. The communication officer monitored the number of questionnaires collected in order to calibrate the effectiveness of his dissemination work, but the processing was entrusted to the project manager
- **Data processing and interpretation:** The research began on February 2019 and the data was collected on April. The data have been interpreted by the CLICK CLEVER project manager

In this section, the primary research results are summarised and a brief comparative analysis among project Countries is provided.





## PRIMARY DATA COLLECTION

### Total number of respondents



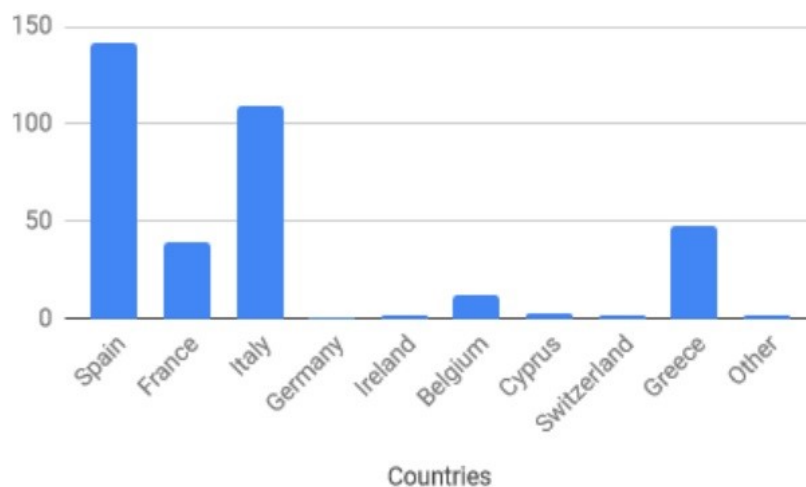
#### European respondents

A total of 360 respondents answered the questionnaire providing relevant and valuable inputs to draw a comprehensive understanding of the phenomenon in the Consortium countries and in Europe.

Specifically, the number of respondents is divided as follows:

- Spain: 142
- Italy: 109
- Greece: 48
- France: 39
- Belgium: 12
- Cyprus: 3
- Ireland: 2
- Romania: 2
- Switzerland: 2
- Germany: 1

### IN WHICH COUNTRY DO YOU LIVE?



360 people participated to the survey. Respondents live in the following countries: Belgium (12), Cyprus (3), France (39), Greece (48), Ireland (2), Italy (109), Spain (142), Germany (1), Romania (2), Switzerland (2).



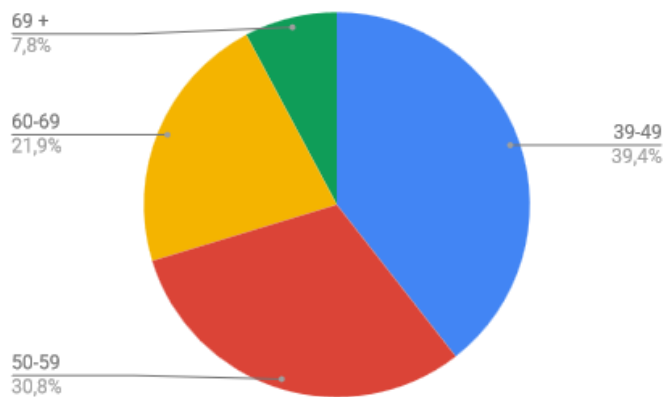


## GENDER



The results of the survey reveal that the biggest rate of the responders are female. The female's rate is estimated at 55,8% and the male's rate is 44,2%.

## AGE

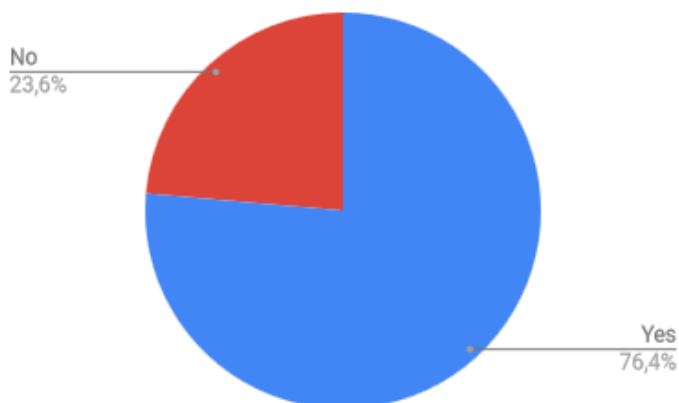


In detail, most of the respondents (39,4%) are in the 39-49 age group, 30,8% of respondents are in the 50-59 age group, 21,9% in the 60-69 age group and only 7,8% is over 69 years old.



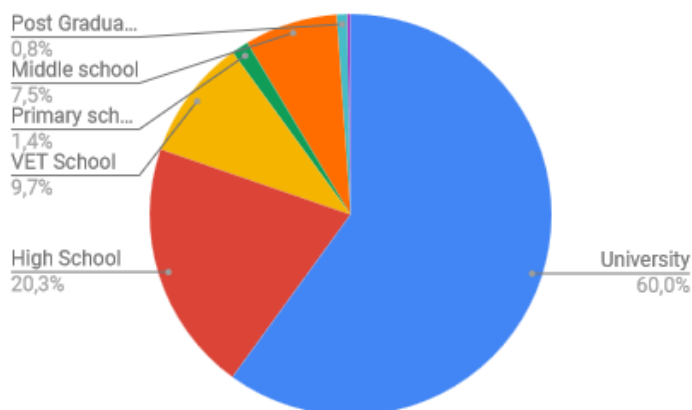


## DO YOU HAVE A JOB?



From the 360 participants in the survey a great amount of them - estimated around 76,4% - are employed.

## LEVEL OF EDUCATION



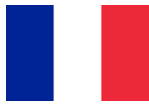
With regard to the level of education, most participants (216) was graduated, 73 attended high school, 25 have a VET school diploma, 27 have a middle school diploma, 5 attended the Primary school, 3 attended postgraduate courses and 1 defines himself illiterate.





## Spanish consortium respondents

134 people participated to the survey. Most of respondents (83.3 %) were 39-59 years old and more than half of them were women. The 84.3 % of users work and 78.4 % have a University degree.



## French consortium respondents

In total 25 seniors (16 women and 9 men) aged over 50 answered the survey.

Most of the French respondents are aged over 69. 9 of them are aged between 60 and 69 years old and 2 people between 50 and 59. 17 of the respondents don't work; they are usually retired people, while 8 people still work. Most of the French respondents have an academic degree (20 of them), 8 have an high school diploma, 8 have a VET school diploma and only one of them has a secondary school degree.



## Italian consortium respondents

A total of 103 questionnaires were received by Italian respondents: 46 respondents are male and 57 female. Most of the respondents (46) are in the 39 to 49 age group, 38 respondents are in the 50 to 59 age group, 18 in the 60 to 69 age group and only one is over 69 years old.

The vast majority of participants (79,6%) was employed. With regard to the level of education, most participants (60) was graduated, 23 attended high school, 13 attended junior high school, 4 attended postgraduate courses and 3 completed vocational training.





## Greek consortium respondents

A total of 46 questionnaires were received by Greek respondents. The results of the survey reveal that the biggest rate of the responders are female. The female's rate is estimated at 56.5% and the male's rate is 43.5%.

In detail, 41, 3% of the responders are in the age group 50-59, while only a small present is over 60 years old. About 30% of the responders are in the age group of 60-69 and the responders' rate who are under 50 years old is estimated at around 20%.

From the 46 participants in the survey a great amount of them -estimated around 63%- are employed.

87% of the correspondents are Greeks residence. However the sample has a small diversity among Greeks that live abroad in countries such as Italy and Belgium.

Most of the responses come from secondary and tertiary education. Indeed, the educational level of Greek correspondents is mainly at a secondary educational level 39,1% and 34,85 of the tertiary educational level.





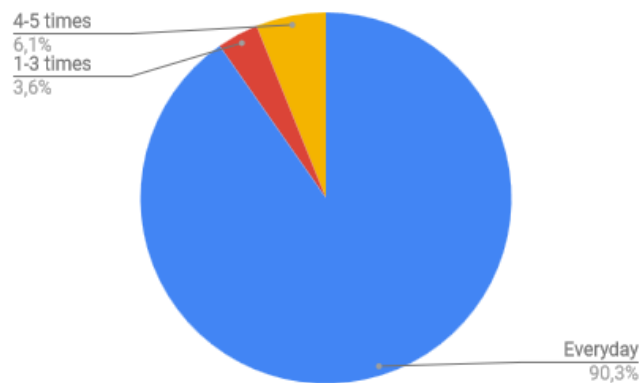
## USE OF THE INTERNET AND SOCIAL NETWORK



### European respondents

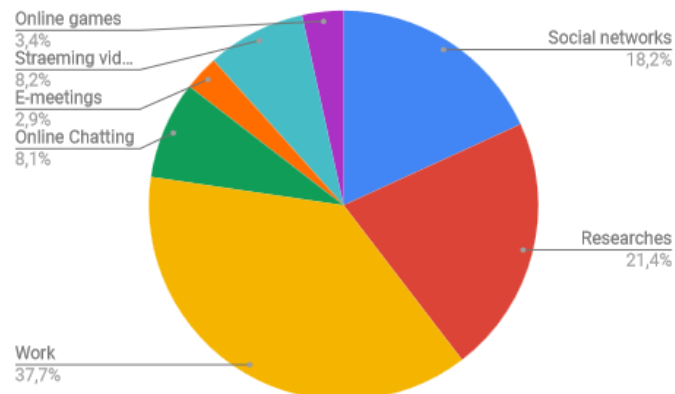
When asked about the frequency 360 respondents use the Internet, most of them (90,3%) declared that they use the Internet every day, bringing up to the surface the strong connection that has been developed even among older people and the Internet. Probably the daily use of the Internet is also due to the ease with which an internet network is accessed, often free in public places, and to the availability of devices that support the use of the internet (smartphones, PCs, tablets).

#### HOW OFTEN IN A WEEK DO YOU CONNECT TO THE INTERNET?



According to the survey, the Internet is used mainly for work (37,7%), for search-purposes (21,4%) and for social media (18,2%).

#### WHAT DO YOU MAINLY USE THE INTERNET FOR?



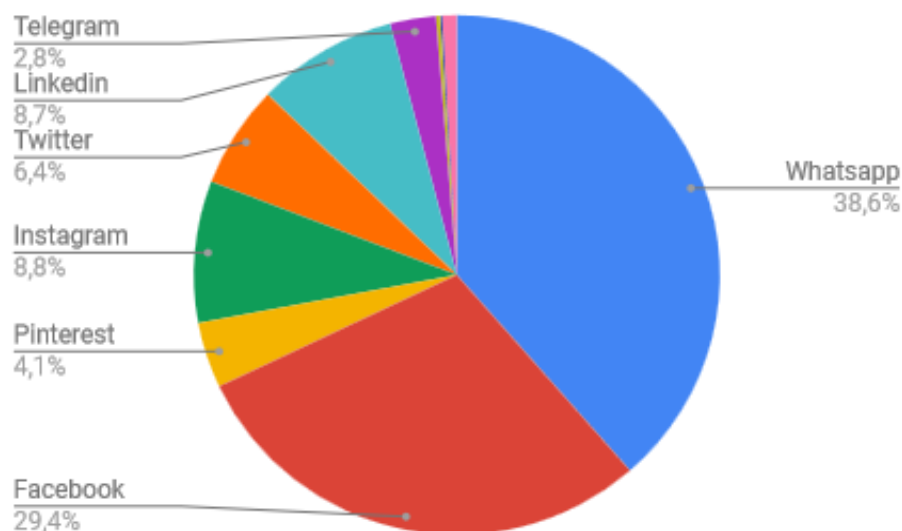


The most used social networks is WhatsApp, which is not surprising as it has become the most common resource to communicate nowadays. It is followed by Facebook, Instagram and LinkedIn.

These are platforms that are very different from one another:

- WhatsApp is the most popular instant messaging app useful for sending messages, images, audio or video. Its use implies the exchange of telephone numbers between contacts, which limits the risk of fraud or false identity;
- Facebook is a free social networking website that allows to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. On this social network it is easier to get in touch with strangers, who can appear distant individuals in a world different from that of reality. With them it is easier to feel free to interact incorrectly, because often they are not identified as real identities;
- LinkedIn is a professional social network useful when job searching, reconnecting with ex-colleagues and for showcasing experience, so the users are more aware of their digital identity because they are exposed to it at a working level.

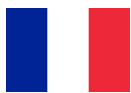
## WHICH SOCIAL NETWORK DO YOU USE THE MOST?





## Spanish consortium respondents

Most of people (96.3 %) declare to use the Internet every day, mainly for work followed by social networks and research. The most used social networks is WhatsApp.



## French consortium respondents

All French respondents use the Internet. In particular, 16 (64%) of them use Internet every day, 6 use it 4-5 times a week and 3 1-3 times a week.

Most of the respondents (22) use Internet to run their researches, 9 of them to chat online, 9 to work, 9 to send/read emails, 9 also use social networks, 5 play online games and 4 watch movies. Only 3 respondents use the Internet to take appointments.

The majority of the French respondents use Whatsapp as social network (15 people). Another favorite network is Facebook (14 people), just after Whatsapp. LinkedIn is also used by the French seniors (5 people), while 7 people don't use any social network at all.



## Italian consortium respondents

With regard to Internet connection, 96 participants use the Internet every day, whereas 4 use it 4 to 5 times per week and 3 use it 1 to 3 times per week.

According to the survey, Internet is used mainly for search-purposes (85 respondents), for work (74) and for social media (45). Other uses include online chat (35), streaming videos or films (22). A lesser audience use the internet for e-meeting (1) or to look for news (1) and sport (1).

The most popular social network are Whatsapp (98,1%) and Facebook (46,6%), followed by Instagram (14,6%), Pinterest (10,7%), LinkedIn (9,7%), Telegram (8,7%) and Twitter (4,9%).





## Greek consortium respondents

From the correspondents, 73,9% declared that they use internet in a daily basis. There was only a barely noticeable amount of people that use internet rare in the week.

From the answered questionnaires, 28,3% uses the internet for communication and 26,1% uses the Internet in order to have access to the social media developing a cyber-socialization.

In terms of social media tools that are mainly used, the responders are representing that Facebook with 82,6% is the social media with the greatest use among them. Instagram is used from the 39,1% from the participants, illustrating that a strong connection among older people has been developed. In Greece, according to the primary research, selfphone is the most common ICT device that people used to connect to the internet with 47,8%.





## DIGITAL RISKS



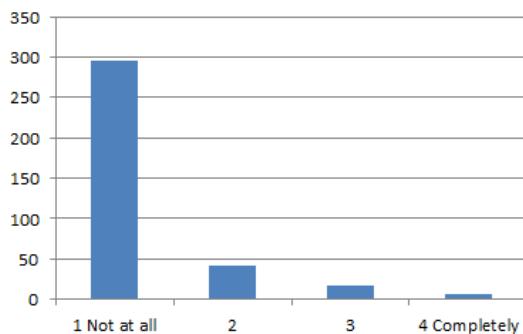
### European respondents

360 participants in the survey were called to provide significant answers regarding the knowledge in significant topics such as: Hikikomori, Phubbing, Daredevil Selfie, Vamping, Sexting, Grooming, and Phishing. Their answers illustrate an ignorance around all the above mentioned acceptations showing the gaps of their digital illiteracy.

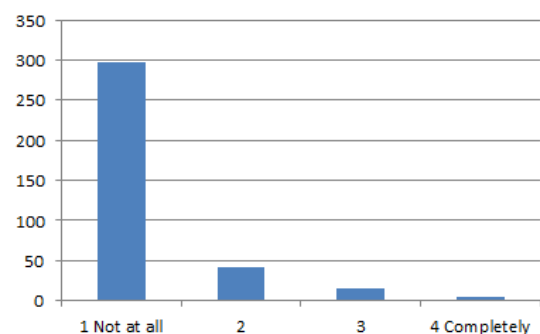
The most known phenomena are phishing and sexting, while the risk of false identities, internet addiction, withdraw from society, the focus on the digital device ignoring reality and the nightly use of phones, tablets and PCs, they are unknown, also because it is possible that they are not considered risks.

### HOW MUCH DO YOU KNOW THESE TOPICS: HIKIKIMORI, PHUBBING, DAREDEVIL SELFIE, VAMPING, SEXTING, GROOMING AND PHISHING?

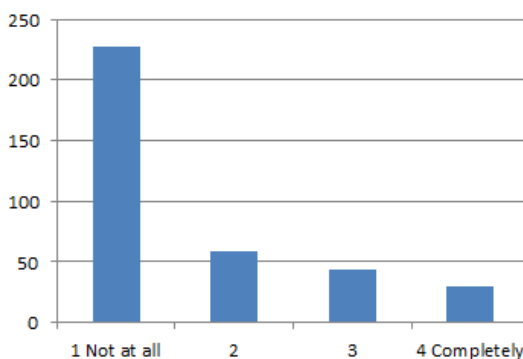
**Hikikomori**



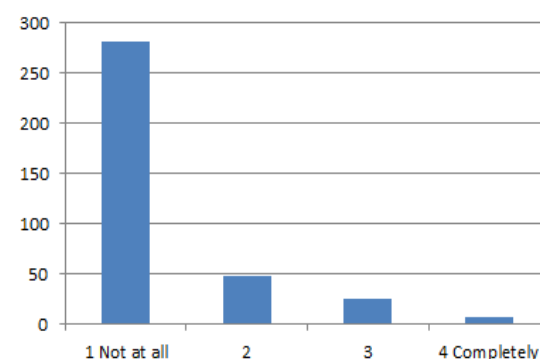
**Phubbing**



**Daradevilselfie**



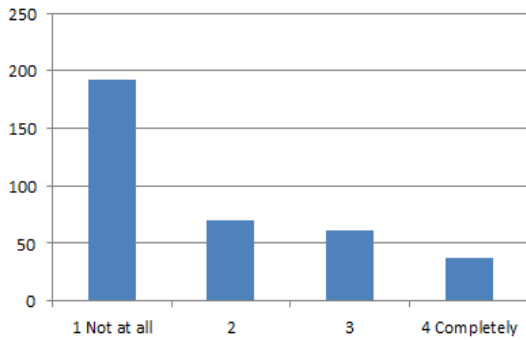
**Vamping**



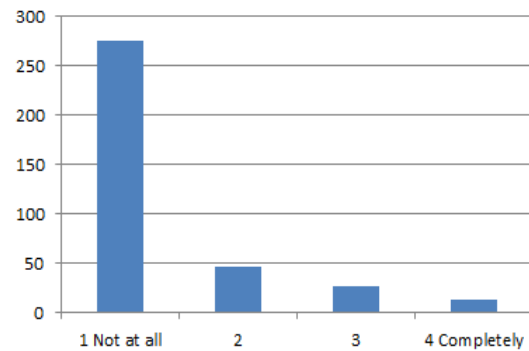


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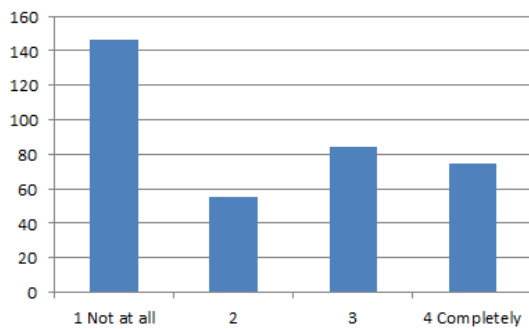
### Sexting



### Grooming

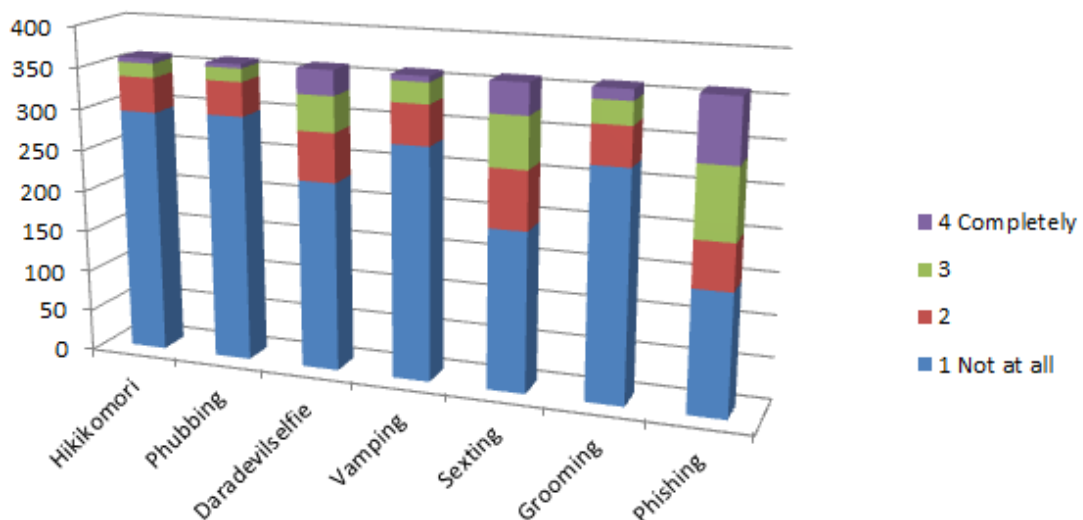


### Phishing



The negative situations most experienced by users are receiving messages with sexual references and being insulted (185 participants). 148 respondents received videos / images of a sexual nature from people they know, or know that some acquaintances have experienced.

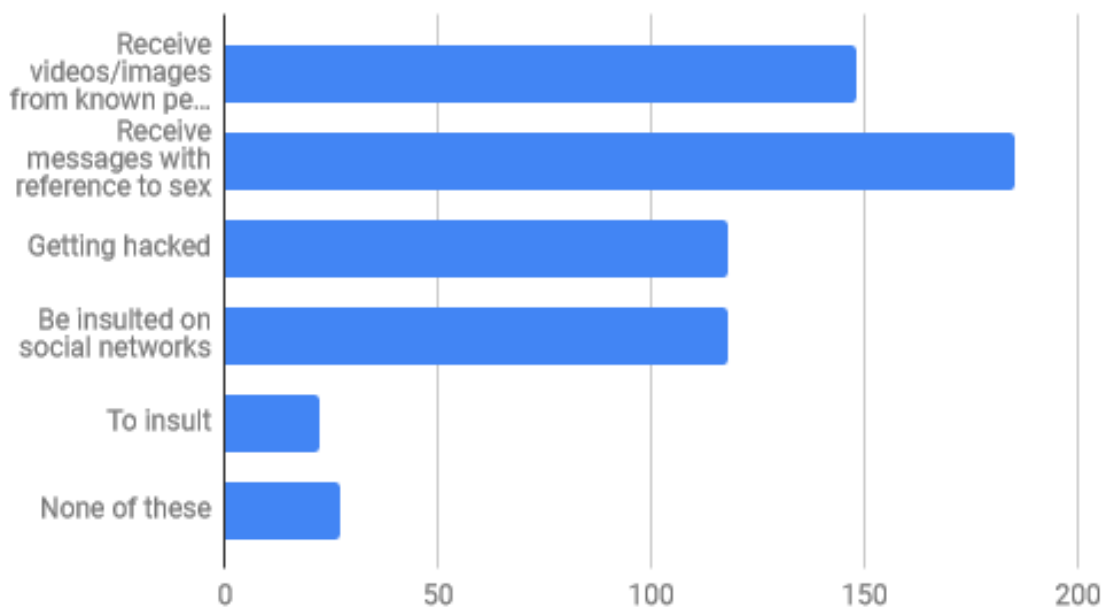
118 correspondents have been a victim of hacking and of offensive messages through social media, while 22 respondents admit to having insulted other users. Only 22 people have never experienced unpleasant situations on the web.





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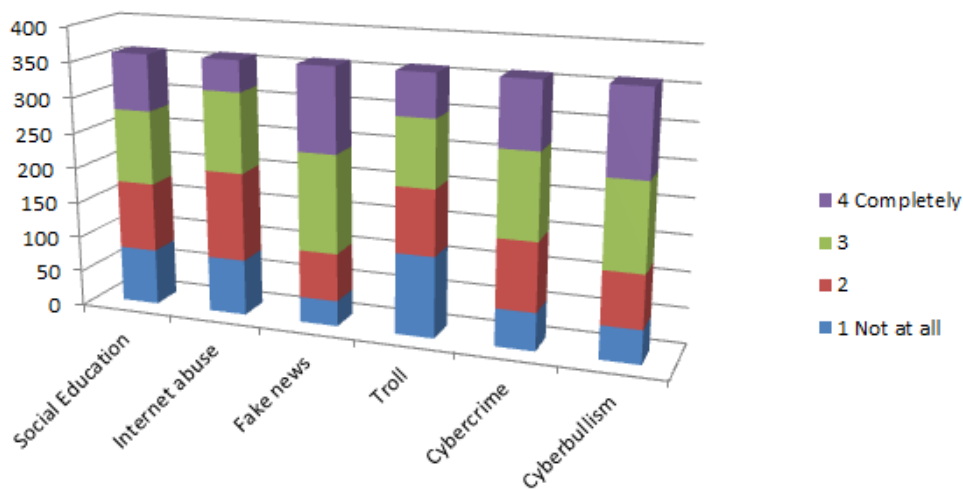
**HAVE YOU OR SOMEONE YOU KNOW EVER EXPERIENCED ONE OF THESE SITUATIONS?**





In terms of how well you know one of the following topics there is still a great gap in the basic knowledge around cyber-meanings. The most popular topics are fake news, cyberbullying and cybercrime, while Troll, Internet abuse and Social Education are less known by the respondents.

### HOW MUCH ARE YOU AWARE OF THESE TOPICS: SOCIAL EDUCATION, INTERNET ABUSE, FAKE NEWS, TROLL, CYBERCRIME, CYBERBULLISM?



#### Spanish consortium respondents

Most of people who took the survey do not know about actions done on the Internet that are considered either dangerous or harmful. Only 'extreme selfie' is known by users as 'selfie' is a word really extended across the society.

61.9 % of surveyed people have received messages with sexual content followed by suffering a cyber-attack (41 %).

With regard to other aspects of the Internet, it seems that fake news is the most known issue followed by cyber-crime and social education. People also seem to know what social education means.





## French consortium respondents

Most of the seniors who answered the survey don't know about phubbing, daredevil selfie, vamping and hikikomori. Regarding grooming and sexting, only 3 people declared that they know what it is. The best known threat is phishing, 10 people know what it is.

15 respondents indicated that their account has been hacked, 14 that they received messages related to sex, 6 received videos or images of naked or half naked people and 3 have been insulted on the social networks.

The best known subjects are sexual abuse on Internet and fake news (11 seniors indicated that they are aware of these threats), while general harassment and cyber criminality are less known by the respondents. Finally 9 people said that they don't know about social education.



## Italian consortium respondents

The survey data indicates that most participants are not aware of risks associated with internet usage such as Hikikomori, Phubbing, Daredevilselfie, Vamping, Grooming and Sexting. Phishing is better known. There is still a considerable number who does not know the topic all together. Always concerning the knowledge of digital risks, Trolls or trolling are the least known forms of online harassment.

In relation to question concerning personal experience, only 26,2 % have never experienced unpleasant situations on the web, whereas some happened to receive messages with reference to sex (38,8%), to receive videos/images from known people naked or half-naked (34%), to be hacked (21,4%), to be insulted on social networks (16,5%), to insult (5,8%).





## Greek consortium respondents

Most participants are not aware of digital risks. Given the fact that older people are digital illiterate, almost 35% of the correspondents have been a victim of hacking, while 30% of them have received offensive messages through social media.

In terms of how well you know one of the following topics there is still a great gap in the basic knowledge around cyber-meanings. Fake news is the only example that Greek correspondents showed to have a general idea and be familiar.





## DIGITAL BEHAVIOR



### European respondents

Questions about digital behaviour are very relevant as they clearly explain the problem of incorrect behaviour. Through three questions we were trying to identify the digital behaviour of the respondents, by showing them three social inappropriate pictures.

According to the results of the survey, the most of participants are able to identify the negative character of sharing of fake news, offensive posts and derisive photos and they defined it mostly as inappropriate. However, concerning the reaction to a fake news, a high percentage of surveyed people consider the publication of fake news fair or even appropriate. The reason why a large proportion of respondents does not consider it inappropriate is that respondents are not able to distinguish fake news from real news.

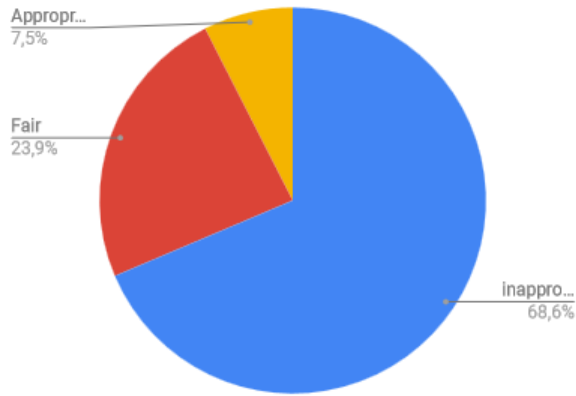
Also regarding online insults and posting of private photos, some people (in a smaller percentage) consider abusive comments to posts on the social networks and sharing of derisive photos as fair or appropriate. Probably the reason is that they think out the social network environment as a "different" world in which to express their opinions freely, even using ways that they would not use in the real world. Moreover digital immigrants consider photo posting a freedom of expression because they make a distinction between real life and online life.



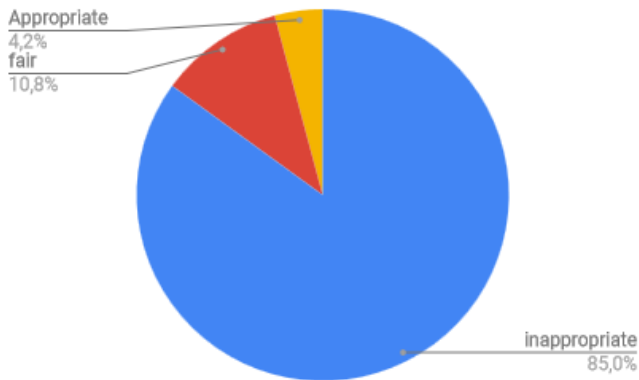


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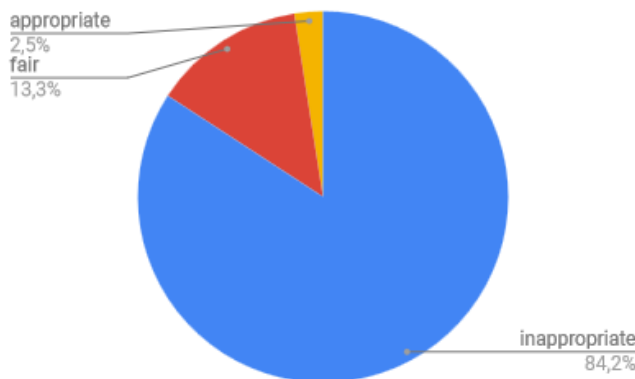
## HOW WOULD YOU CONSIDER THE SHARING OF THIS KIND OF NEWS ON THE INTERNET? (FAKE NEWS)



## HOW WOULD YOU CONSIDER THIS BEHAVIOR? (OFFENSIVE POSTS)



## HOW WOULD YOU CONSIDER THIS BEHAVIOR? (DERISIVE PHOTO)



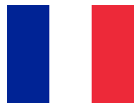


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## Spanish consortium respondents

Concerning the reaction to a fake news, 67.2% of surveyed people consider the publication of a fake news inappropriate and 28.4 % as something normal. Question 8 showed a picture where a man supports a political party through many rabbits dead that all together form the name of this party. For 86.6 % it was inappropriate, but for 9 % just normal. Question 9 showed a man taking a selfie opposite a mirror and he is showing his biceps. For 73.1 % it's something inappropriate and normal for 26.1 %.



## French consortium respondents

According to the results of the survey, 15 people indicated that information that may seem fake is inappropriate, while only for 7 people they are pertinent and for 3 are appropriate. Almost all the respondents indicated that they consider as inappropriate abusive comments to posts on the social networks. Only one person said that they are pertinent. Same thing for sexual images: almost all the respondents indicated that they consider as inappropriate images linked to sexual behaviors. Only one person said that they are correct.



## Italian consortium respondents

In relation to questions n. 7-8-9, the results demonstrate that the sharing of derisive photos and offensive posts seems inappropriate to almost all, whereas sharing of fake news seems commonplace (22,3%) and appropriate (1,9%).



## Greek consortium respondents

According to the results of the survey, the most of participants defined the sharing of fake news, derisive photos and offensive posts mostly as inappropriate, whereas a low percentage of respondents considers the publication even appropriate.





**AGREE/ DISAGREE WITH SOME UTTERANCES  
ABOUT SOCIAL NETWORK**

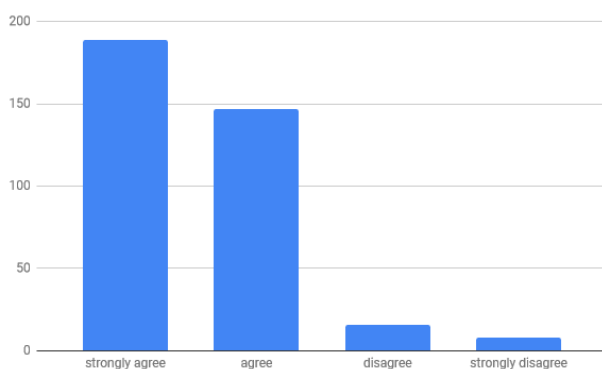


**European respondents**

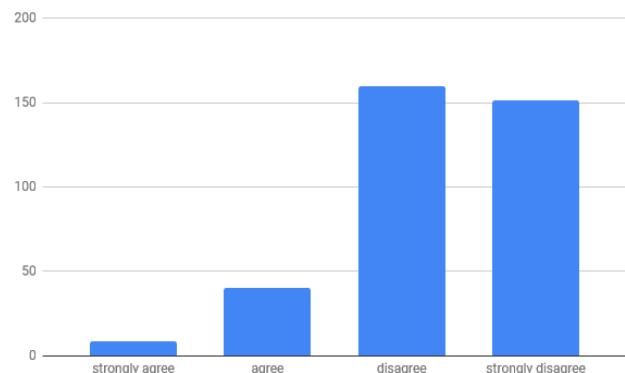
The most of respondents agree that social networks are useful to keep in touch with friends, for commercial activities and for promoting their own companies in groups and/or friend's timeline. Respondents moved more towards disagreement about sending random friend requests and about the freedom of write-to-post or to comment without limits. They disagree on post personal photos of their private without any limitation and that there is no difference among negative, positive or offensive comments.

The majority of the respondents are in agreement with the idea that social networks must support mutual collaboration and they agree that social networks are tools that encourage collaboration and creativity and that can give us the possibility to be well informed citizens. Most respondents disagree in considering the social networks dangerous, because deliver a falsified version of reality.

**I CAN USE THEM KEEP IN TOUCH WITH FRIENDS**



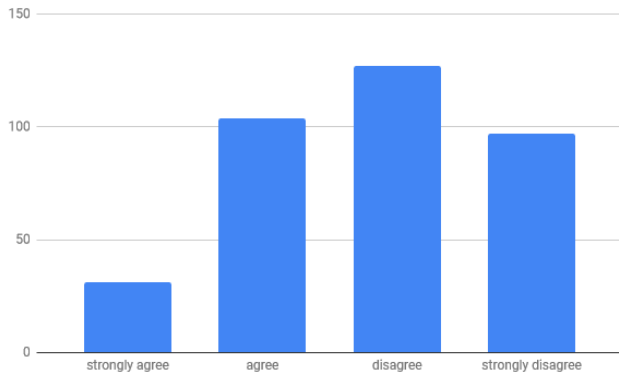
**SEND RANDOM FRIENDS REQUEST**



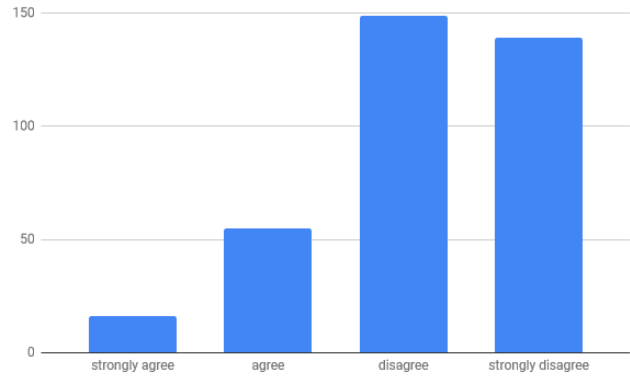


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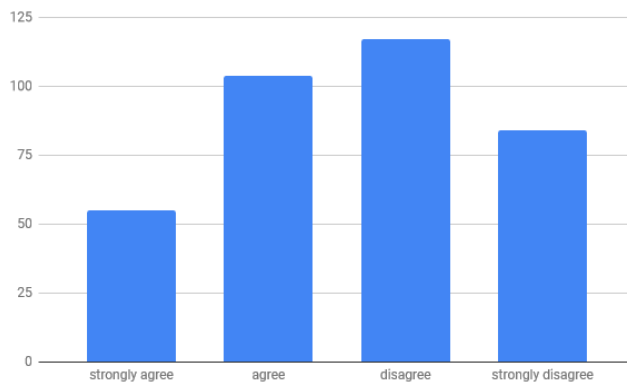
### CREATE AS MUCH WHATSAPP GROUP AS I LIKE



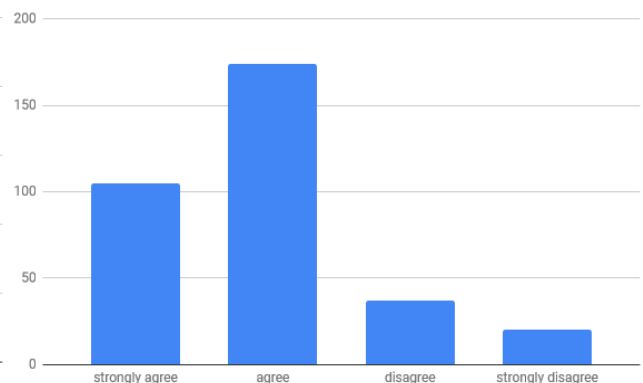
### WRITE A POST OR A COMMENT WITHOUT LIMITS



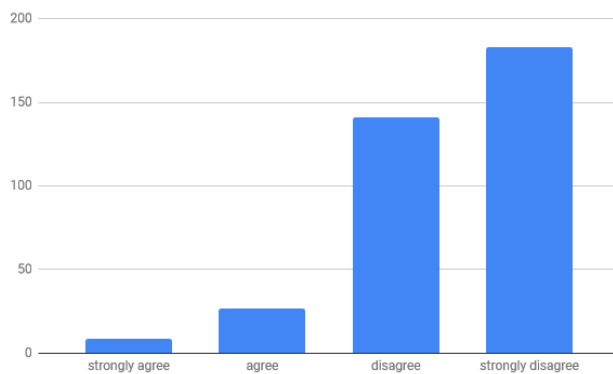
### SEND INVITE TO CLICK 'I LIKE' TO MY PAGES



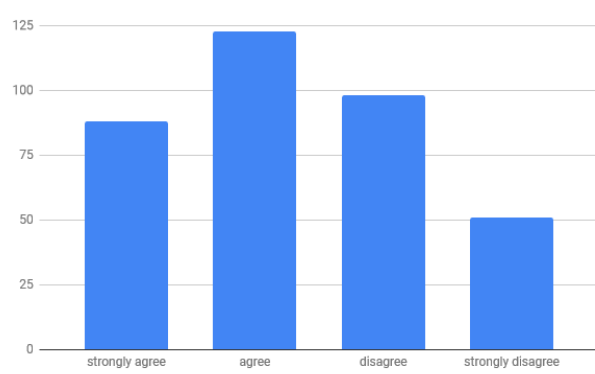
### THEY ARE USEFUL FOR COMMERCIAL ACTIVITIES



### THERE IS NO DIFFERENCE AMONG NEGATIVE, POSITIVE OR OFFENSIVE COMMENT



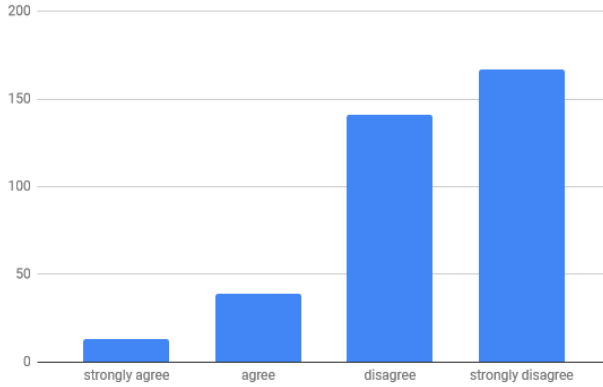
### PROMOTE MY ENTERPRISE IN GROUPS AND/OR FRIEND'S TIMELINE



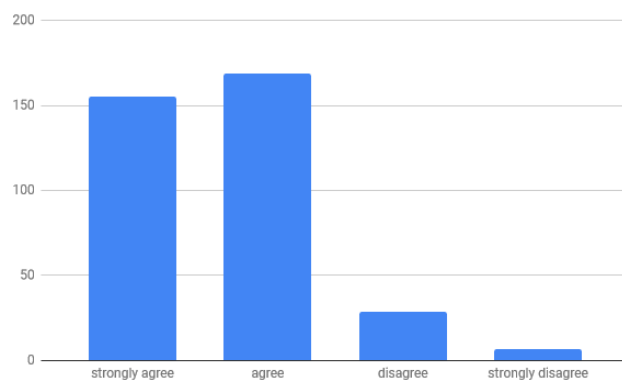


www.clickclever.eu

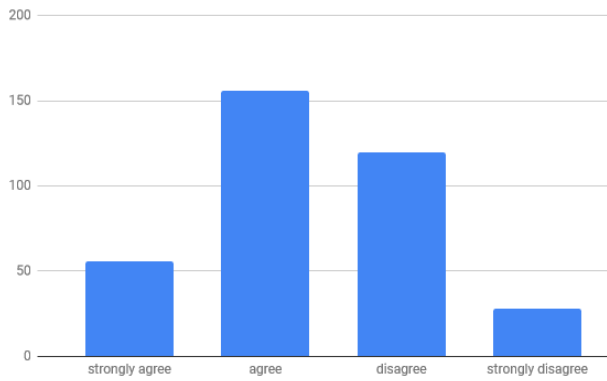
## POST PERSONAL PHOTO OF MY PRIVATE WITHOUT ANY LIMITATION



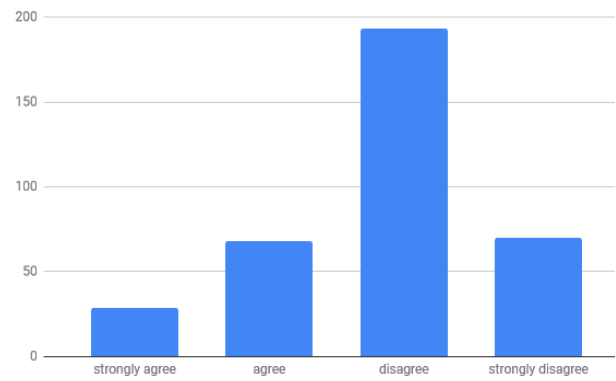
## SOCIAL NETWORKS MUST SUPPORT MUTUAL COLLABORATION



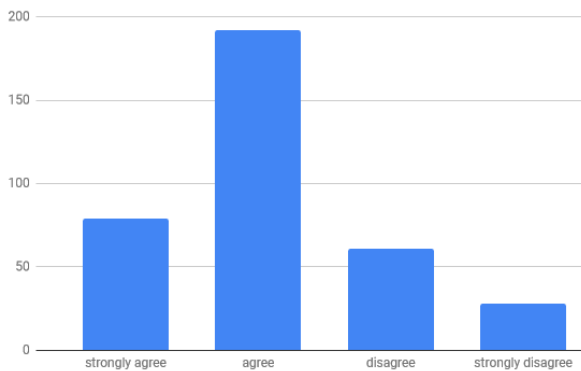
## SOCIAL NETWORKS ARE DANGEROUS BECAUSE DELIVER A FALSIFIED VERSION OF REALITY



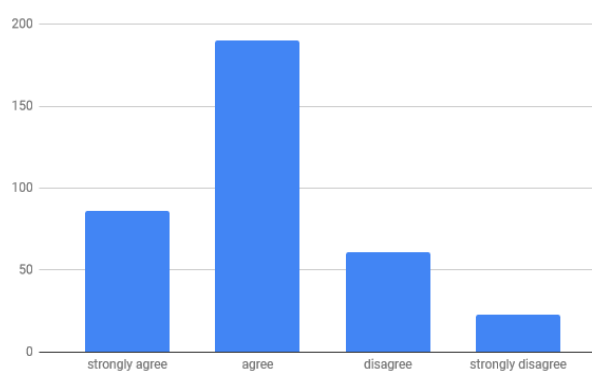
## SOCIAL NETWORKS OBSTACLE THE DEVELOPMENT OF CREATIVITY



## SOCIAL NETWORKS ENCOURAGE COLLABORATION AND CREATIVITY



## SOCIAL NETWORKS GIVE US THE POSSIBILITY TO BE WELL-INFORMED CITIZENS





## Spanish consortium respondents

There is unanimity among users that social networks are useful to keep contact with old friends. It is also remarkable that most of people (89/134) think that social networks show an altered version of reality.



## French consortium respondents

The most of respondents agree that social networks are useful to keep in touch with friends, to promote collaboration and help among people and for commercial activities. They are in agreement with the idea that you can write messages and comments with no limits and that social networks give the opportunity to be informed of current news, but they can be dangerous because they give a fake version of reality. Respondents moved more towards disagreement about sending random friends requests, publishing photos and information with no filters, sending many invitations to like my pages, advertising companies on groups and news feed of own social networks, creating as many Whatsapp groups as you wish.



## Italian consortium respondents

Most participants agree that Social Network are useful for keeping in touch with friends and for commercial activities. They agree to promoting their business in groups and/or friend's timelines, too.



## Greek consortium respondents

Responders evaluate the use of the social media as a way to keep in contact with their friends and become socialised. Through their responses they definitely recognise that there is a strong distinction among positive and negative comments on social media and that they do not use them for advertisement of their personal life or work. In the question "how do you agree with the following posts" most of the correspondents have a positive idea around social media as vehicles that provide cooperation and creativity. However, there is a great amount of people demonstrated that social media could provide fake information and news and a distorted image of reality that makes them dangerous.





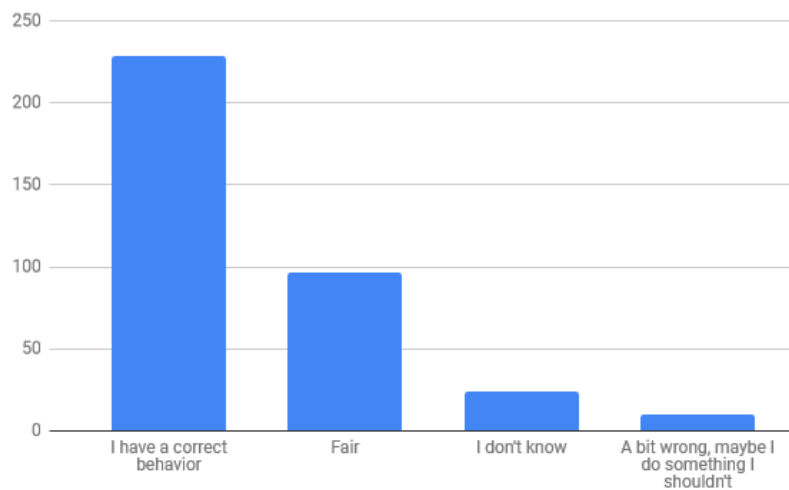
## OWN BEHAVIOR ON THE INTERNET



### European respondents

The participants in the survey are called to provide significant answers regarding their own behaviour on the Internet. 229 respondents consider their online behaviour to be correct and 97 fair. 10 respondents claimed to have a bit wrong behaviour and 24 claim not to know it.

### DO YOU THINK YOUR OWN BEHAVIOUR ON THE INTERNET





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## Spanish consortium respondents

The vast majority consider that they either have a correct behaviour or a fair behaviour on the internet (94.1 %). Only very few people have admitted to have bad behaviour.



## French consortium respondents

11 respondents declared that their behavior on the Internet is correct, 7 that they don't know, 6 that it's appropriate and only 1 that it's a bit inappropriate.



## Italian consortium respondents

Almost all believe they behave positively when using social media, and in particular 62% think they have a correct behaviour.

None of the participants believe they behave incorrectly, although some respondents in the previous questions (questions 7, 8 and 9) provide answers which are in stark contrast to what is deemed to be correct behaviour.



## Greek consortium respondents

47,8 % of the corresponded consider their internet behaviour as acceptable and 34,8% as very right.





## ONLINE POSITIVE/NEGATIVE EXPERIENCE



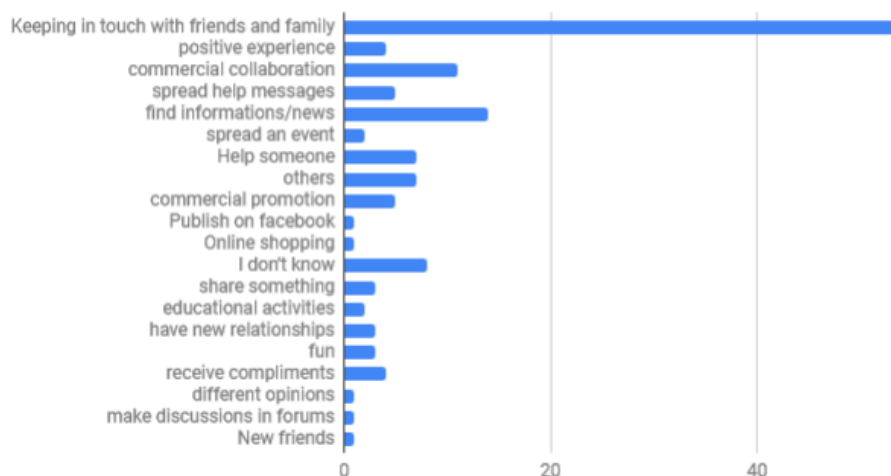
### European respondents

Among the positive experiences lived by the interviewees there is the possibility of keeping in touch with friends and relatives who live far away, old school mates and people you didn't see since long time. Some surveyed people are grateful with social networks because they allow: to advertise own company, to develop a website for entrepreneurs, to get informed and to publish photos, to receive family's pictures and to buy presents, to collect money to help a friend who was in a difficult situation.

Regarding negative experiences, we find the phenomena we try to contrast with the CLICK CLEVER project:

- fake news
- cyberbullism (in particular within school groups)
- sexual offers
- cybercrime: theft of a private Facebook account with subsequent publication of pornographic material
- being insulted after expressing an opinion or a political idea.

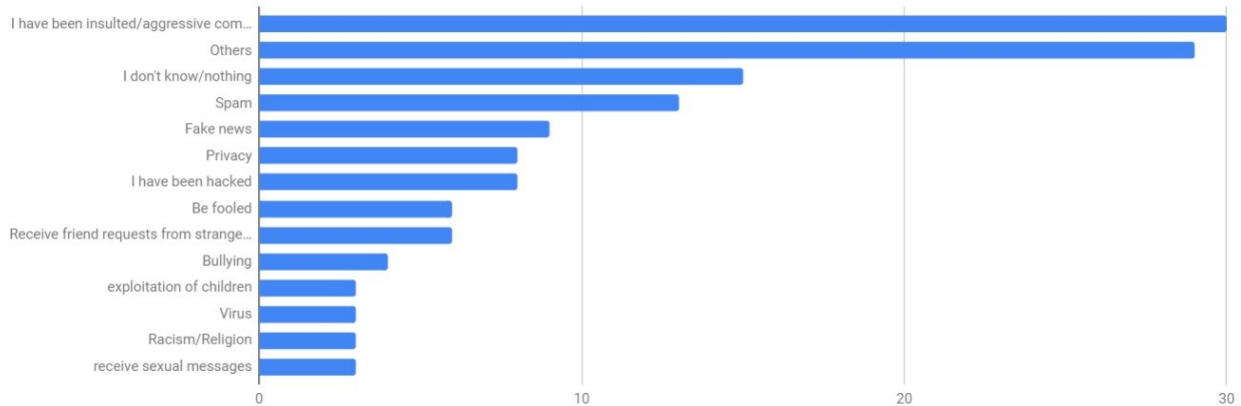
### PLEASE TELL US AN ONLINE POSITIVE EXPERIENCE YOU BUMPED INTO





www.clickclever.eu

## PLEASE TELL US AN ONLINE NEGATIVE EXPERIENCE YOU BUMPED INTO



### Spanish consortium respondents

Most of surveyed people are grateful with social networks because they have helped them find old friends and also they can use them for sharing information about their jobs.

About negative experiences, there is more variety in their answers: being insulted, receive friendship petitions from unknown people or fake news.



### French consortium respondents

Among the positive experiences lived by the interviewees we find: Facebook allows having news from own family who lives in Australia; it allows developing a website for entrepreneurs; it allows to keep in touch with others, to get informed and to publish photos; to chat with my grand-daughter; I could find people I didn't see since long time thanks to Facebook; Information and contact with people around the worlds; to find friends I lost contact with; thanks to whatsapp I can talk for free and on a regular basis with my sons who live abroad; I can keep in touch with my family; I could find old school mates; I used social networks to advertise my company; to receive my family's pictures and to buy presents; I could collect money to help a friend who was in a difficult situation.





## Italian consortium respondents

Among the positive aspects we can consider the possibility of using social media to collect and share news and information, to keep social relationships with friends and relatives and also to raise funds and promote charitable actions.

Among the negative aspects, we can instead include online scam, excessive advertising, unwelcome or offensive comments.



## Greek consortium respondents

Most of the positive experience are associated with the socialization of the target group through the use of social media (talking with friends, making new friends, networking). There are also a lot of answers that depict social media as a vehicle that promote working opportunities and that some correspondents used them in order to find a job.

Most of the bad experiences that the target group has experienced through their use of the Internet are referring to offensive comments, bullying and hacking.





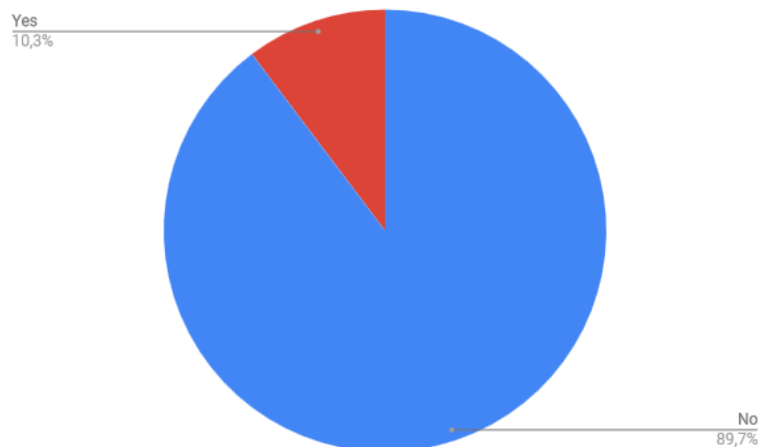
## TRAINING COURSE ON SOCIAL EDUCATION



### European respondents

Almost all respondents say they have not participated in social education courses (89,7%). Only 10,3% of surveyed people claimed to have participated. Those interviewed who attended a course would do it again. They defined it as an interesting opportunity and experience wherein they learned new things, so they recommend it to others.

### HAVE YOU EVER TAKEN PART IN A TRAINING COURSE ON SOCIAL EDUCATION?





### **Spanish consortium respondents**

89.6 % of surveyed people have never taken any training course on social education. Those who have taken any belonged to disciplines like psychology or aspects related to their jobs, but not to internet.



### **French consortium respondents**

88 % of surveyed people have never taken any training course on social education. Only three respondents claimed to have participated and gave the following information: “useful but not adapted to my needs” and “I attend ICT classes at E-Seniors and I also followed courses about the use of the social networks”. Instead, one respondent claimed to have not participated, but he would like to attend one.



### **Italian consortium respondents**

Just 11,7% have participated in a course on social education.

Anyone who has participated in the course, however, found it interesting from different points of view, especially in reference to netiquette. Those interviewed who attended a course would do it again and would also recommend it to others.



### **Greek consortium respondents**

From an overall of 46 participants 80,4% of them has never participate in such a course. This percentage depicts that there is a great gab in Greece among people Social Education and digital literacy that has to be covered through programmes and initiatives.

For the 19,6% that have attend a Course on Social Education they defined it as an interesting opportunity and experience wherein they learned new things and they expand their network.





## CONCLUSIONS

The documentation and the analysis of the data, which was collected through the questionnaires, provide the necessary elements and the crucial information for the rest of the project. The above analysis of the characteristics of the responders constitutes a significant framework in order to study and understand in depth the results of the questions, regarding the identification of activities and contents to be developed under IO3.

In this sub-section, we aim to analyse the responses of the survey's participants and identify the qualitative characteristics. The responders, through a set of questions, present a deep analysis about the digital illiteracy among digital immigrants in order to address the emerging challenges and finally they identify the specific training needs of the Social Education.

In our Primary Research, most of the correspondents use the Internet every day mainly for work, for search-purposes and for Social media, believed useful tools if properly used. Despite the massive and daily use of the internet, from the survey a general and widespread ignorance emerges around some digital risks.

According to the outcomes of the survey, European participants seem to be exposed to all the cyber dangers that are lurking. Correspondents do not share a specific knowledge in significant topics such as: Hikikomori, Phubbing, Daredevil Selfie, Vamping, Sexting, Grooming, and Phishing. As a result they are vulnerable groups in cyber-world, wherein 93% of the correspondents have been a victim of negative experiences. Our sample shares a critical thinking around digital behaviour of the others, but they are not that critically with their own use, since 64 % of the correspondents consider their internet behavior as correct and 27% as fair. As far as the participation of the correspondents in lessons on Social Education 90% of them has never participated in such a course, depicting the need for new programmes and initiatives around this sector.





Therefore through the questionnaire we proposed to identify the specific training needs of social education. The results of the survey are characterised very interesting and produce significant qualitative characteristics, but mainly they confirm with Click Clever project's aims and are fully aligned with its initiative and character. Through this survey the partnership is able to investigate the training actions that have to be undertaken to confront digital illiteracy and fosters the development of a digital culture.







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