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Country Report

WP 2 - Context Analysis

CONSORZIO COMUNITÁ BRIANZA

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Executive Summary

The increasing use of the Internet and digital devices has seen an exponential growth in the share of regular users, further increased in the current Covid-19 state of emergency. However, the use of the network does not always correspond to the actual ability to make use of it. In fact, the multiplicity of factors related to the digital dimension can highlight these shortcomings and amplify the generation gap, which, in most cases, penalises especially the older people.

The lack of specific skills in approaching the digital world is in fact a crucial element for this social group and it often emerges as the term of discrimination to be included or not within the digital society and consequently also in the social one. It follows that the concept of digital citizenship acquires greater value, thus delineating itself as a fundamental characteristic in a society increasingly connected and increasingly exposed to the dangers of disinformation.

This project fits precisely into this perspective, which sees in the promotion of a renewed digital education, dedicated to the over 55, a solution aimed to counter these forms of exclusion. Supporting active participation, through intergenerational exchange between young trainers and adult-elderly students, would create the right conditions to bridge this gap and equip older people with the necessary tools to keep up with the times, facing with confidence and awareness the challenges and pitfalls that the network can conceal.

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

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

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

Although efforts to support the digital inclusion of older adults should not rest in intensity, we believe the challenges of today's Internet and the rapid development of fake news in the last decade require a renewal of how to approach digital literacy.
Developing digital literacy skills should expand beyond the acquisition of basic capacities in operating computers, tablets, and other smart devices into developing media literacy, critical thinking, and a proficiency to identify reliable online information.

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

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

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

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

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

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

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

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

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1.1. Objectives and questions guiding our analysis

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

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

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

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

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

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

1.2. Key concepts

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

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

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

However, according to the High Level Expert Group (HLEG), the term is inadequate because it does not capture the complexity of disinformation and related practices such as fabricated or manipulated videos, organized trolling, targeted advertising and the like. At the same time 'fake news' is a misleading term, as it is at times being used by some politicians in order to dismiss coverage they do not agree with. For these reasons the high level group avoids the use of the term 'fake news' and instead suggest that the issue at stake is better described with the term disinformation (DG Connect, 2018: 10).

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

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

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

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

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

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

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

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

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

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and appropriately through digital technologies for employment, decent jobs and entrepreneurship' (Law et al. 2018: 6).

Thus, media literacy and digital literacy are interrelated as they overlap with regards to the skills that refer to the technical use of information technology. In a way these technical skills can be regarded as key competence to access but also to interact with information that is available on various formats online such as social media or news websites, through the use of desktop computers, tablets and the like.

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

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

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

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

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

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

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

2. Details on Data Collection

The Digitol project, funded by the Erasmus+ programme of the European Commission, whose protagonists are a group of 4 countries, including Bulgaria, Germany, Greece and Italy, aims to elaborate guidelines for the design and implementation of strategies for creating innovative training in the field of digital literacy, promoting the common values of the EU, such as solidarity and diversity, through the intergenerational exchange between youth trainers and older learners, with the goal of making the Internet accessible and in respect of all. The guidelines are built up on the basis of a specific research aimed to investigate the national situation of each Country with regard to the theme of digital technologies and their use, with a particular reference to the area of misinformation, which in recent months has played a crucial role in the global scene of the emergency Covid-19.

The first step of this path has been to analyze the data made available by official european sources. Through their analysis, it has been possible to outline a picture of the Italian situation on the current state of digital technology and its use. Their comparison with the data provided by authoritative Italian sources then allowed them to draw a digital profile of of the country, not yet compliant and aligned with European parameters, both in terms of general trend and with reference to the digital literacy process of the over 55 and online disinformation, and the privileged object of this research.

The national overview was then confirmed by results emerged from data collection and from the testimonies of the actors involved in this project. This information has allowed us to capture more in depth the multiplicity of factors that converge in the digital dimension, highlighting the positive elements that will need to be strengthened, without neglecting the problems that emerged, that may prove decisive to drive the action in finding the most appropriate solutions.

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Therefore, this research report has the purpose of emphasising the aspects that are perceived as a priority regarding the digital and media literacy, both by experts who work within public and private organisations in the field and deal with the development of innovative and original ideas in terms of digital literacy, and by the social group of people over the age of 55, that, being the interested party, may provide the cues necessary to create and start a training that takes into account their point of view, more close to the real needs and expectations. All by adopting an intergenerational approach that promotes mutual learning.

In this regard and depending on the project goals, the list of stakeholders to be involved and the target of the survey have been defined. A questionnaire was then administered to obtain information on digital literacy and active citizenship of those directly concerned. Participation was above expectations, with a total of 120 questionnaires collected, focusing more on individual responses than on those provided by organisations (Annex 1).

On the basis of the first results of the questionnaire, 5 interviews with experts were carried out. The experts were selected according to their area of jurisdiction of the subject of research. Thanks to their experience, their collaboration has provided information on the practices already established, and initiatives to develop digital literacy and critical thinking to counter the fake news (Attachment 2).

As a last step, two focus groups were programmed to discuss the results with experts in the field in order to create a meeting/exchange dimension to provide a broader reflection than what emerged from the data collection. The methodological approach used gave priority to the quality contents, as the objective of this first phase of the project was to collect the perceptions and provide a more in-depth understanding of the digital technology useful to develop future scenarios (Annex 2).

The instruments used in the survey (questionnaire and semi-structured interviews, focus groups) were administered online (Survey Monkey, Skype, Microsoft Teams) between April 2020 May 2020 – in the full respect of the current legislation on data protection and privacy, and finally analyzed in June 2020.

The results of this survey, described below, will therefore be put at the centre of attention to guide the subsequent phases of the project.

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

According to the European Commission's Digital Economy and Society Index (DESI)[1] for 2020, Italy ranks 25th among the 28 EU member states. Although several measures have been taken at national level for the country's digital growth, (Italian Strategy for Digital Growth Strategy 2014-2020[2], Italian Strategy for High-speed broadband strategy- 2015[3] and National Industry 4.0 plan -2016[4]) there are still significant shortcomings in terms of human capital. In fact, only 42% of people aged 16-74 have at least basic digital skills (58% in the EU) and only 22% have more than basic digital skills (33% in the EU), although 74% of Italians usually use the Internet. Therefore, these characteristics highlight the need to act with policies and projects aimed at increasing and advancing the human capital sector, as Italy lost two positions in 2019 and now ranks last in the EU in this dimension.

However, the implementation of some strategies has helped to increase the overall score in terms of connectivity that in 2019 was 57.6, thus allowing Italy to place in 19th position - seven positions more than the DESI chart of the previous year[5], and it remained stable even in 2020. The country's low position in the overall ranking (19th) is due to the low level of online interaction between public authorities and the general public. Only 32% of Italian online users actively use e-government services (compared to the EU average of 67%). Eurostat data[6]-Digital economy and society, also show that, over the years, there has been a progressive growth in terms of Internet use at individual level. In general, the proportion of Internet use at home is 85%, which is quite close to the European average (90%). In addition, 78% of Italians have used the Internet in the last year, although with differences compared to age groups. By examining the use of social networks (creating a user profile, posting messages and other activity on Facebook, Twitter, etc...) it appears that the elders use less social, while among the young, it is evident the opposite tendency. It highlights the necessity and the urgency to intervene with a digital training designed to raise awareness and to increase the capacity of this group of the

[1] DESI2020 https://ec.europa.eu/digital-single-market/en/scoreboard/italy
[2] https://www.agid.gov.it/sites/default/files/repository_files/documentazione/strat_crescita_digit_3marzo_0.pdf
[3] https://www.mise.gov.it/images/stories/documenti/ITALIA_Strategia_BUL-Piano_di_investimenti_fin.pdf
[4] https://www.mise.gov.it/images/stories/documenti/guida_industria_40.pdf
[5] DESI2020 https://ec.europa.eu/digital-single-market/en/scoreboard/italy
[6] https://ec.europa.eu/eurostat/web/digital-economy-and-society/data/database

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population to use the network , still too far from the European average. When it comes to the confidence placed in the use of the Internet, in the safety and privacy, the Italians are not careful, in fact, 76% of them declare to use the smart phone for personal purposes, but only 38% declare to surf the net protected by security systems. In terms of privacy, the situation is even more problematic: 23% never restricted or denied access to the personal data during their use (EU average 28 – 24%), and 7% did not even know that it was possible to limit or refuse access during their use of the Internet, and 11% did not perform activities via the Internet because of security issues. All aspects which underline the complexity of the digital world. If, on the one hand, it facilitates the use of online services, on the other, it requires cognitive abilities to guide the user in safety and with awareness between the multitude of information and among the technical procedures, listed above, which are mandatory to access it. Therefore, being able to fully understand the nuances of the network is a general prerogative. It is even more so for the most fragile categories, such as the elderly who often, ignoring the complexity of online routes, have a greater risk of falling for scams and frauds.

Italy is launching new initiatives to strengthen digital skills and to tackle the theme of digital inclusion: in December 2019, the Ministry of Innovation presented the strategy called "Italy in 2025"[7], a five-year plan, which puts digitisation and innovation at the centre of a process of structural and radical transformation in the Country and a new "three-year plan for information technology in Public Administration"[8]. Another important achievement was the launch of the National Innovation Fund[9] in March 2020 to support investments in innovative enterprises. Within the framework of the strategy “Italy 2025 ", the Digital Republic initiative[10] has two proposals: *the Saturday of the future* and *an elderly person, a tablet and a smile for digital inclusion* in order to fight the digital divide and support maximum inclusion. The same line is taken both for the education and the implementation of the National Plan Digital School[11], although not all Italian schools implement educational projects on digital skills nor offer courses on computational thinking. A further positive element is the new requirement for teachers to have programming skills[12].

[7] https://innovazione.gov.it/assets/docs/MID_Book_2025.pdf

[8] https://www.agid.gov.it/sites/default/files/repository_files/Piano-Triennale-ICT-2019-2021.pdf

[9] https://www.mise.gov.it/index.php/it/per-i-media/notizie/2039358-il-fondo-nazionale-innovazione-e-realta

[10] https://innovazione.gov.it/it/repubblica-digitale/

[11] https://www.miur.gov.it/scuola-digitale

[12] Law of 20 December 2019, n. 15 (School Decree 2020)

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The current Covid-19 crisis has had a significant impact on the use of the Internet services by citizens and on the actions taken by governments. It had effects also on the issue of fake news that has sparked the debate at an international level, especially in recent months during the emergency state of the pandemic. According to the data of Eurobarometer[13], the distrust of the news and information retrieved from social networks and online messaging apps is growing (67%). However, it still shows a slight increase of the confidence placed in the reliability of the content compared to traditional media such as newspapers and magazines (60%), television (56%) and radio (57%), although their use is not decreased. However, the risk of bumping into fake news is daily: 37% declared at least once a day, expanding the possibility of spreading and disseminating fake news that you have read on the net, also testing the individual's ability to be able to recognize them. According to the ability of identifying fake news or information, 73% say they are able to detect untrustworthy contents and this ability is particularly developed in younger groups who tend to surf the network with familiarity while older groups seem to experience greater difficulties. This phenomenon is worsened by the high possibility of bumping into unreliable news: 37% declare at least once a day and this possibility grows with increasing age, making the over 55 more exposed to this risk. The DEMOS-COOP study[14] of 2017 highlights an important aspect related precisely to the sharing of fake news: 56% of interviewed considered true news on the Internet or on social networks that then turned out to be false, and 23% shared it. Another study- Infosfera [15] of 2018 on the perception of the media system shows a rather alarming national picture: 88% of the interviewed declared the information circulating on the net is professional and therefore reliable, although 82% of Italians said they are not able to recognise fake news on the web. They are alarming data that reveal how the use of the Internet is often unaware and completely detached from dynamics of control and responsibility that imply a critical thought, necessary to filter and identify the truthfulness and validity of information. The pandemic has undoubtedly brought attention back to the issue of disinformation and the government, since April 4, 2020, has set up a monitoring unit to oppose the spread of fake news on the web and social networks – a further public service effort to properly inform the country[16].

[13] https://data.europa.eu/euodp/en/data/dataset/S2183_464_ENG

[14] http://www.demos.it/2017/pdf/4592capsoc57_2017-12-18_fakenews.pdf

[15] https://www.unisob.na.it/eventi/pdf/20180720.pdf

[16] https://www.agendadigitale.eu/cultura-digitale/covid-19-e-contrasto-alle-fake-news-dalla-task-force-alleducazione-digitale/

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3.1. General data on digital literacy and the digital divide

According to the 2019 edition of the regional DESI by the Digital Agenda Observatory of the Milan Polytechnic[17], the total score, by measuring the country's digital progress, is 39.2. All Italian regions, however, performed below the European average for all indicators taken into account (34, collected in five main areas: connectivity, human capital, internet use, integration of digital technologies and digital public services). The best result is from Lombardy, with a score of 49.7 out of 100, while the last in the standings is Calabria, which records a score of 20.4. In general, of the nine regions with a higher score than the Italian average, seven are from the North and two from the Center. Below the Italian average, we find all the other regions; the last (below 30 points) are all southern regions. There is a clear digital gap between the North and the South of the country, which has not been filled yet. This is the result of a policy that has spreaded social programmes in a very heterogeneous way to the detriment of national unity, in terms of social policies promoted and implemented in this regard. What appears is an image of Italy where the widespread digital divide hinders the use of the Internet services: 17% of italians have never used the network (almost double the EU average) and the percentage of ICT specialists is still below the EU average (3.9 percent). Only 1% of young Italians hold a degree in ICT disciplines (the lowest figure in the EU), while female ICT specialists represent 1% of the total number of female workers (compared to the EU average of 1.4%)[18].

3.2. Needs for digital literacy among older persons

The Istat Annual Report 2019[19]-the state of the country, reports an analysis by generation allowing to better frame the changes occurred over time, considering the age factor. Analysing the profiles of fruition of the net it is observed a very limited regular use of the Internet for men and almost zero for women born before 1934 (who in 2018 are 84 years and older). This information presages the almost total exclusion of this group from the digital world. The

[17] https://www.agendadigitale.eu/cittadinanza-digitale/desi-regionale-2019-litalia-digitale-e-divisa-in-due-e-lontana-dalla-ue/

[18] DESI2020 https://ec.europa.eu/digital-single-market/en/scoreboard/italy

[19] https://www.istat.it/storage/rapporto-annuale/2019/Rapportoannuale2019.pdf

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situation is not better if we consider the regular use of the Internet; for those born after 1934 it can be observed a rather marked gap between the different generations, where the elders of 65-69 years (born between 1949 and 1953) regularly use the Internet much more than their peers from fifteen years before. The most used device to access the Internet is the smartphone, which has certainly contributed to a major use of the Network, also among the elderly: the percentage of regular users of 65 years and more is equal to 68.5%; instead the PC is used by 61,2% of the elderly, while almost one-fifth of them uses the tablet. The most widespread activity among older people who regularly surf the Internet, as well as for the rest of the population, is the use of instant messaging services (70.7%) which, in general, is preferred to the use of emails (64.7%). Other activities frequently carried out by 65-year- olds and older people are reading newspapers, online information and magazines (57.6%) as well as searching for health information (47.7). Video sharing services (e.g. YouTube) and social networks (e.g. Facebook), despite the evidence of a strong age-related gradient, are still used respectively by 41.1% and 33.7% of the elderly. Older women show a greater familiarity and habit of using instant messaging and social networks. Older men, on the other hand, express a propensity for email communication and are more active in listening to music and reading newspapers. According to the perception of their skills in the use of digital technologies, 92% of respondents between 15-24 years are considered sufficiently experienced. The same trend emerges with 93% between 25-34 years. The percentages of the older groups are lower: 81% between 45-54 years, 71% between 55-64 years. In relation to the age groups just listed, the perception of knowing how to use the internet is very low among those aged between 65-74 years (35%) and over 75 with 9%[20]. The picture that emerges outlines a complex situation, that the emergency Covid-19 has emphasized, bringing to the surface limits and critical issues, starting from the practical difficulty of the elderly to interact with the digital tools, but, also and above all, with the Network, that is more insidious and full of adversities.

[20] https://data.europa.eu/euodp/en/data/dataset/S2160_87_1_460_ENG

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

4.1. Needs for digital literacy - the professional's perspective

The constant change in digital technology and in services based on it, makes it increasingly necessary to continuously update individual digital skills in order to avoid or minimise the risks of digital exclusion – but also social exclusion, in particular for some sections of the population including older people who seem to be most in need. The same results of the survey conducted in Italy reinforce this concept: one of the main causes of social exclusion of the adult population and the elderly is the low competence in the use of social media and digital devices: 61% said they do not have the adequate digital skills, 33% do not have a precise position with respect to such capacity and only 6% believe to be able.

Digital literacy is therefore a key feature for an increasingly connected society, although at the same time, increasingly exposed to the dangers of the network such as fake news. In this sense, the contribution of experts in designing strategies to intervene, filling any gaps, through training built also on the basis of good practices and experiences that have proved effective is valuable. According to respondents, the elements to be considered for promoting digital literacy are manifold, however, the capacity of analysis of the sources of information, and the check of the content through the deconstruction of the news and critical thought, are considered to be steps that are central to tackle the problem of misinformation, which concerns not only the over 55, but the population in general. Consequently, developing the sense of responsibility when sharing content on social media, for example, by using a smartphone, through the experience of the game (gaming), quizzes, webinars, tutorials, practice one-to-one and small groups, creating pathways to stimulate and keep alive the interest of the participants, are determining aspects for the success of the training. A training which focuses on the transmission of knowledge, overcoming the logic of a top-down teaching, in favor of a bottom-up learning, oriented to enhance the existing individual skills and to develop new ones.

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Therefore, it is important to select possibly homogeneous groups that take into account factors such as age, education, work and the presence or not of parental and/or friendly networks, with the aim of creating activities in which the contents can be adapted to the target to which they are directed.

This reflection inevitably raises the question of identifying the topics that deserve priority in order to provide a complete preparation and equip users with the appropriate tools and methodologies to counter the spread of fake news, while promoting correct information. Giving priority to digital literacy courses that provide basic skills where they are missing and make you familiarise with specific terminology would make it easier to understand technicalities, which often discourage older people from approaching the digital world and its tools. Undoubtedly, the access to information would be facilitated by a simplified and schematized reinterpretation of content and materials: the users won't be subjected to a high amount of notions and the playful aspect of the path, that certainly serves as a motivational stimulus, won't be neglected.

However, without the predisposition to learning, there is no possibility of success as it would lack the element of openness and willingness to explore that characterises taking on new challenges. However, it often happens that uncertainty, due to lack of knowledge of means and languages and the consequent perception of being inadequate to cope with the task, combined with the low threshold of attention to which the elderly are subject, constitutes a strong deterrent that penalises the learning processes.

Behind the fear, however, may be hiding a potential rejection of the comparison. However, according to experts, it could be overcome by socialising with someone who has the ability to use digital media. This would increase the new users self-esteem, and he or she may become a point of reference for others. While on the one hand such a process would be desirable, on the other hand, there are critical factors in carrying it out, mainly due to the use of the internet in relation to its applicability in the context of everyday life. In this sense, emerges a specific approach to the net by the third generation. It lacks the concept of automatic use of the Internet, interpreted as consultation of the network, and this, according to experts, is the most difficult aspect to fill. Concepts such as digital citizenship, digital identity, and civic digital education are always present in the lexicon and in the current social context and affect the possibilities for individuals to participate or not to the online society, in terms of quality, usability, accessibility, and timeliness of use of public and private services.

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The disparity of treatment is therefore directly proportional to the ability of each individual to access the network and access it safely, knowing how to identify and choose the correct information. Hence the close correlation with issues related to the digital divide and the need for citizens to acquire the digital skills necessary to exercise their rights. It is therefore necessary to accompany the complexity of the change, rather than marginalise some aspects of it as a mere "risk", and limit the gap that emerges especially across generations, through a dimension that can bridge that gap, by opening a dialogue between the generations and focusing on the meeting/confrontation in a context where everyone learns from each other. A context in which the skills, under the guidance of experts/facilitators, are promoted, on the one hand, taking into account the expectations that you create in the different age groups, and on the other, both emphasising the experience of the elderly individuals, who have the desire to pass on their knowledge, and investing in the youth digital capacity as a transfer in the knowledge for which they can feel appreciated and esteemed.

A common thought regards the benefit from an intergenerational approach to the teaching of literacy and digital skills, fostering the development of individual abilities. However when you are dealing with the theme of digital competence you can't ignore the emotional dimension and, in particular, when dealing with the fake news. In the language of social networks, emotions become the dominant character and whenever there is an interaction, most people are not aware of the mechanisms and dynamics that underlie their choices in the digital world or underestimate their impact. Emotional and relational skills then become crucial factors in curbing a communication increasingly oriented to online disinformation on socially relevant issues that fuel feelings of intolerance and hatred towards diversity. This is another reason that shows the need for digital training, that will lead to unveil the mechanisms hidden in interactive processes and in the processes of information construction. The final goal is developing a different consciousness, capable of mobilising individual resources and guiding behavior towards actions that can distinguish the real news from those that are not.

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

The concept of old age, in the various cultural and historic periods, has been interpreted, lived and considered in different ways. If, from a chronological point of view, the elderly are those

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who range in age from 65 years onwards, in recent decades, there has been a change of perspective that has promoted and supported the launch of policies of 'active ageing', thereby consolidating a new vision of senescence. The elderly constitute today a large part of the population and their strong presence in the family and society has brought to the fore some critical issues in relation to the modern era, in particular with regard to the increasingly massive use of the internet and its tools, while revealing the pitfalls that can be hidden within the network. From this derives that being able to understand and use these new means seems to be an indispensable priority for all people, especially for the elderly. The results of the survey show that one of the factors of greater social exclusion of the adult and the elderly population is precisely the insufficient competence in the use of the Internet and social media. It is a worrying fact especially considering that the target group of reference is made up of people over 55 who still have all the intention and desire to play an active role in society. Most of the respondents would like to increase their skills and thus become more skillful with digital devices such as computers, tablets, smartphones, etc (56%), or more expert in social media such as Facebook, Twitter, Instagram, LinkedIn, etc. (48%), as well as in web browsing to find information (54%). They feel the need to acquire greater independence in the use of digital communication tools such as WhatsApp, Viber, Skype, etc (59%) and being able to draw maximum advantage from the digitised services, such as tax payments, home banking, e-shopping, public consultations online, etc., (62%), because the network, with the appropriate digital skills is not to be feared, on the contrary. Thanks to a conscious use, it is possible to benefit from the opportunities that it offers. However, the scarcity of the senior class' skills limits their access. In order to let them act safely it is fundamental to expand digital knowledge, insisting on the detection of fake news and on the trust placed in the information online. Hence the need to understand how to help older people when approaching the digital world, and how to spur them on into learning. According to the respondents, the lack of development of digital skills is due to the type of training offered, evaluated as inadequate and not very accessible, sometimes insufficient and, in some cases, it does not consider the elderly person as a potential student; all key factors to promote the learning of new technologies. The training should take into account some crucial aspects identified by the elderly themselves, that correspond to the reflections and suggestions of the experts. First of all, we must help to awaken the person's interest in technology with content aimed at acquiring the basic knowledge of the functioning of the Internet and its means of security and privacy, activating critical thinking and the ability to discern with respect to fake news. Promoting a type of activity that can attract the person and stimulate him or her to

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become familiar with the computer world through practice is a functional method to promote such acquisitions. Practicing, especially by making mistakes and looking for strategies and solutions, is the best process to learn the use of unknown or partially known digital tools. Using a simple language and a mode calibrated on the skills and the individual needs, combined with the interaction with the teachers, without neglecting the aspect of explaining the mechanism and logic underlying what seems "intuitive", are added to the list of elements that make an effective and successful digital training course.

4.3. Teaching and training on digital literacy

During the interviews and the focus group, a number of initiatives were mentioned, mostly local and regional, in order to develop the “digital literacy”. Although they are a signal of interest in initiating and implementing new strategies to foster digital literacy, they still need a common direction that is able to guarantee their feasibility even at the national level. The listed projects are generally targeted to the elderly, young people, adults and vulnerable groups. They are provided by institutions and organisations that operate in local contexts in favour of social inclusion and the development of skills and digital competences, in order to counteract the marginalisation, isolation and misinformation, the latter a phenomenon that, during the pandemic, has acquired alarming proportions.

Among the most relevant initiatives are:

- **Get your Facts Straight**[21], a project coordinated by all Digital, in partnership with Open Group Società Cooperativa Sociale Onlus from Bologna. It has as its objective the digital training aimed at students and young people and their parents and / or grandparents, through participation in separate and joint seminars;
- **Nonni su Internet**[22] is an initiative of the Fondazione Mondo Digitale, a non-profit organization, which deals with the social and digital inclusion of young people, the elderly and migrants. It is a digital literacy project dedicated to the over 60s, where teachers are school children coordinated by a teacher experienced in computer technologies and telematics . The teaching relationship: one tutor every two seniors.

[21] https://all-digital.org/projects/get-your-facts-straight/

[22] https://www.mondodigitale.org/it/cosa-facciamo/aree-intervento/invecchiamento-attivo/nonni-su-internet

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- **Tutti in piazza**[23], is a project of Auser Monza Brianza, an association of volunteers and social promotion, with particular reference to older people and intergenerational relations. The initiative provides for the involvement of the guests of the local rest homes. Thanks to the help of technological systems, they should manage to counter the phenomenon of involuntary loneliness. It also organizes face to face digital literacy courses in all Auser locations in the territory of Monza and Brianza, promoting the volunteering of adolescents and adults;
- **Nonni Connessi**[24]**,** initiative of the Bicocca University of Milan that has made some video tutorials to explain to the elderly, in an easy and clear way, how to make simple operations with the smartphone to stay in touch with their relatives and friends while staying in their homes;
- **Tempi Moderni**[25]**,** an event realized by the Youth Project Office of the municipality of Padua. These are five meetings with industry experts addressing the topic of information in the age of fake news.
- **Insieme a casa**[26]**,** project of Spazio50, social organisation in support of active ageing and the enhancement of the role of the elderly. A series of video lessons to counter the digital divide;
- **Save for Seniors**[27]**,** is a corporate volunteering initiative organized by Samsung Electronics Italia in collaboration with Anteas Milano, which has set itself the goal of offering people between 65 and 89 years some principles of technology that can facilitate everyday life. In this logic, Samsung volunteers are required to have a relationship almost one to one: each employee follows a maximum of 3 seniors and must do so consistently for all classes.

There are also some initiatives that are not directly or exclusively aimed at the elderly population but still of interest and social utility for other individuals:

[23] https://ausermonzabrianza.it/notizie/tutti-in-piazza-progetto-dellauser
[24] https://www.unimib.it/coronavirus-informazioni-e-servizi/bicocca-cittadinanza/nonni-connessi
[25] http://www.progettogiovani.pd.it/tempi-moderni-seconda-edizione/
[26] http://www.spazio50.org/insieme-a-casa-videolezioni-contro-il-digital-divide/
[27] https://www.samsung.com/it/campaign/save-for-seniors/

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- **Casa Digitale**[28] is a free 1:1 service operated by the non-profit association Smart Nation in the territory of Monza-Brianza with the aim of spreading the digital and innovation culture aimed at all citizens;
- **Abc Digitale**[29] is another project of Open Group, a social enterprise from Bologna that develops and promotes training courses of digital culture within formal and non-formal contexts with children, young people and adults and fragile subjects. It operates as an aggregative platform for the provision of services to communities, individuals, and enterprises. Training of young people to train the adults;
- **Genitori Connessi**[30], a project active since 2016 in schools and institutes from the municipality of Reggio Emilia. It aims to train teachers and families to fully and consciously use new technologies by introducing them into everyday life;
- **Pane e Internet**[31] is a digital literacy initiative promoted by the Emilia-Romagna region as part of the Regional Digital Agenda, in collaboration with Open Group, to promote the development of citizens digital skills in order to ensure full digital citizenship. It is open to all citizens and provides 2 free webinars every week;
- **Global Junior Challenge**[32] another initiative of Fondazione Mondo Digitale, it is an international competition that enhances the innovative use of ICT for education and e-inclusion;
- **Eduopen**[33], it is a platform where a network of Italian universities makes available free courses in MOOC on various topics, including computer science and digital technology;
- **Webecome**[34] innovative educational proposal promoted by Intesa San Paolo, which accompanies parents and teachers in a path activated on an online free platform, where

[28] https://casadigitale.org/; https://smartnation.it/blog/al-via-casa-digitale-risposta-concreta-digital-divide
[29] http://www.opengroup.eu/formazione/abc-digitale/;
[30] https://www.comune.re.it/retecivica/urp/retecivi.nsf/PESDocumentID/A7B46024280A04BDC125806B002D04B8?opendocument
[31] https://www.paneeinternet.it/public/index
[32] https://www.mondodigitale.org/it/cosa-facciamo/aree-intervento/educazione-vita/global-junior-challenge
[33] https://learn.eduopen.org/course/
[34] https://group.intesasanpaolo.com/it/sezione-editoriale/eventi-progetti/tutti-i-progetti/educazione/2019/09/webecome; https://www.webecome.it/progetto/

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to find video interviews with experts, educational videos, infographics, in-depth studies, bibliographies and tools to understand the phenomena of social discomfort;

- **WeTurtle** [35]platform for educators and teachers, in which knowledge and experience on technologies for education throughout Italy are shared.

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

Among the initiatives highlighted, the project **Genitori Connessi**[36] is a good example of a practice not created specifically for the elderly but that could be adapted to this target group. The activity aims to train parents who can support their children in acquiring a conscious and critical digital citizenship. However, those who took part in the meetings organised by the schools, were mainly grandparents. This awareness offers an innovative inspiration to think of a new path in which to reshape the contents of the training moments and adapt them to the different types of users. Therefore, it will be possible to have a more functional approach to the exchange of digital information between grandparents and grandchildren. Another example is **Casa Digitale**[37]. It is a network of offices that provides free assistance regarding the use of new technologies. By booking an appointment it is possible to obtain concrete help to improve your relationship with digital tools. The service offers some volunteers that make themselves available, during an individual meeting, to resolve the difficulties that can arise with the use of the Internet and its devices, raising awareness and promoting the digital and the culture of innovation. The offices are open to all citizens, however with some changes it would be possible to offer a service that is more specifically addressed to the target of the elderly; such changes can be a special access at certain times of day, a reduction in the complexity of the tackled problems in a simplified language and also a support to the practice.

[35] https://www.weturtle.org/chi-siamo.php
[36]https://www.comune.re.it/retecivica/urp/retecivi.nsf/PESDocumentID/A7B46024280A04BDC125806B002D04B8?opendocument
[37]https://casadigitale.org/; https://smartnation.it/blog/al-via-casa-digitale-risposta-concreta-digital-divide

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4.5. Specific training programmes for older persons ' digital literacy

The programs targeting the elderly that have proven effective and that can be indicated as success trainings are undoubtedly **Nonni su Internet**[38], an initiative of the Fondazione Mondo Digitale and **Get Your Facts Straight** [39] a project, coordinated by the All-Digital, in partnership with the Open Group Societa' Cooperativa Sociale Onlus. Both initiatives focus on key aspects of digital learning, which are represented by the intergenerational exchange and by learning to know and recognise misinformation and fake news through reflection and critical thinking, with the help of social media platforms. **Nonni su Internet** is a digital literacy project dedicated to the over sixties, where teachers are school children coordinated by a teacher experienced in computer technologies and telematics, who in the school year 2019-20 reached the 18th edition. The courses take place in schools of every order and grade and the participants are citizens of the territory (real grandparents of the students or enrolled in the elderly Social Centers or other associations). For each school that takes part in the initiative, classes of 20-25 elderly are formed and the duration of the free course is 30 hours, with15 meetings of two hours weekly, and it is structured so that you can complete the abc of computers, from power on to browsing the Internet, from the use e-mail to social networks in 15 lessons. The presentation of the various devices connected to the pc (camera, scanner etc.) is also an opportunity to help the elderly to familiarize themselves with the new communication technologies (mobile phone, digital terrestrial television, iPod, Iptv etc.). **Get Your Facts Straight**, has as its objective the training addressed to students and young people from socially and economically disadvantaged contexts, as well as their parents and/or grandparents. The training is on the topics of digital literacy through participation in separate and joint workshops (only for students or only for parents and/or grandparents and then students and parents and/or grandparents together), in which they learn to know and recognise the misinformation and false news with the help of social media platforms and to increase awareness with respect to why the misinformation is published online with the intention to deceive users. The separate classes are composed of a small group of elderly citizens and students; the joint classes are made of 20 people each (e.g. 10

[38] https://www.mondodigitale.org/it/cosa-facciamo/aree-intervento/invecchiamento-attivo/nonni-su-internet

[39] https://all-digital.org/projects/get-your-facts-straight/

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young people and 10 parents/grandparents) where they alternate moments of lesson, practice and work in pairs for a duration that depends on the basis of the topic covered. The prerogative is to raise awareness through accessible resources and equip participants with the skills to support each other.

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

The relationship between the ageing of the population and the increasing development of digital technological means and their increasingly frequent use is one of the greatest challenges of modern society. Technology has had a huge impact on our lives: today you can instantly video call friends and relatives around the world pay simply with the touch of a card and much more. But the advance of digitization risks excluding and isolating all people who do not have the skills and capacities needed to keep up with the progress of technological innovation and digitization; and this is all the more true for fragile sections of the population, including the elderly. Italy is one of the European countries with the highest seniority rate and coping with the needs of this population group is not easy. In recent years, Italy has also joined the European programs of "Active Ageing" through social policies of concrete and useful actions to counter passive ageing and promote the multidimensionality of the person that, today more than ever, is realized also thanks to a full participation in the digital society.

The main objective of this analysis is to provide, in this regard, an informative overview on the national and local context, in relation to digital and media literacy among older adults, in order to build the foundations for a path aimed to design an always more effective training in the learning of the use of digital technologies- The training will be functional to acquire the necessary skills in order to reach greater social and digital inclusion. This task results in the organization of interventions that go beyond the so-called “digital literacy”: it is rather to identify the factors and solutions that would help to achieve a widespread culture on the digital, a culture that raises awareness on the issue and that makes people aware of the potentials and risks of digital. Through the assimilation and deep understanding of these elements, it is possible to develop in the people the autonomy necessary for a conscious use of the internet and its means and to feel more part of a society in continuous evolution. The Covid-19 emergency has also raised important questions regarding the issue of disinformation; a very

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important issue when dealing with the digital. The spread of false news not only threatens to fuel phenomena such as hatred and intolerance towards socially relevant issues but also threatens to put a strain on the systems of democracy. From this reflection, it follows that digital literacy and media literacy represent an inseparable union, and the use of computer technology becomes fundamental: two sides of the same coin that every user should be able to recognize and handle.

However, the results from this survey show a country that has not yet managed to fully exploit the benefits of digital. Despite the strategies implemented, which have undergone a vigorous increase in the recent state of the pandemic, Italy is positioned below the European average and in the last places in terms of digitalisation of the human capital, in particular in the area of literacy of older individuals.

In line with the data collected and presented in the previous chapters, the OECD-Skills Outlook 2019 study [40]also highlights this deficiency. The Italian population does not have the basic skills needed to thrive in a digital world, both in society and in the workplace. Only 36.6% of individuals in Italy, the lowest level among OECD countries (average 58.3%), are able to use the Internet in a complex and diverse way, and this deficiency is even more pronounced in the elderly. However, there are also examples of realities that deviate from this analysis but reflect a framework of national social policies characterized by a deep fragmentation that is inevitably reflected also in the digital sector. This highlights a heterogeneous situation in which the regions of the North adapt faster to the emerging needs of digital growth than those of the Central-South.

The objective to be pursued is therefore to seek to improve integration by providing digital and media literacy aimed to increase these skills. This need is expressed by the same interested over 55 interviewed at this stage of research, who still have the desire and tenacity to play an active role in society. It emerges the urgent need to renew and rethink the training, paying particular attention to this social group. The training must succeed in combining personal needs relating to the age of and the real possibilities of learning for the elderly, in order to support them to use the Internet in a simple and useful way, so that the technology becomes a tool to enhance life and not to complicate it. Strengthening the training means identifying the difficulties that hinder the development of digital skills and that can be considered as the cause of the failure of a training project.

[40] https://doi.org/10.1787/df80bc12-en

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The results of the analysis show some main characteristics that could be defined as a common denominator that, according to the survey participants, would create the prerequisites for adequate and successful training.

Among the points that are in line with both the European directives and some features of the good practices already presented in this work, emerge:

- Adapting the content to the target audience in such a way that it is simple and allows the understanding of technicalities;
- Promoting pathways that can awaken the elderly person's interest in technology, through game practices, quizzes, webinars, tutorials, etc;
- Developing the capacity of analysis and critical thinking with the aim of increasing a different awareness, able to reveal the mechanisms contained in the interactive and construction of information processes ;
- Encouraging the one-to-one and/or small groups practice. The groups should be homogeneous and should take into account factors such as age, education, work and whether or not there are parental and/or friendly networks;
- Focusing on a teaching oriented to a bottom-up learning logic that aims to enhance the existing individual skills and develop new ones;
- Encouraging older people to understand the logic of the applicability of the use of the Internet and digital devices in the context of everyday life.

Therefore, it is important to encourage a digital education that is not a mere exposure of notions: it is not only a matter of “knowledge in use”; it is rather a setting up of didactic original situations, in which the knowledge and the practices are merged. Based on these practices, it is possible to develop a competence that is necessary for tackling the digital and its challenges. A competence that, in addition to technical skills, embraces the capacity to recognize and also incorporate the emotional and relational aspect that the use of the Internet and social media requires.

Each element contributes to increasing the self-esteem of the user who, after realizing to possess the appropriate tools, will be able to cope and manage digital situations that he/she will face and will also be able to recognise and curb an online communication more and more often

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oriented to a misinformation on topics of social relevance, which feed feelings of intolerance and hatred of diversity.

However, there are certain critical aspects that emerge from the comparison of the results, and that can be related to the costs of the technology, to the lack of access to networks in the territory and finally, to the very possibility of finding and identifying training initiatives in the territory.

To achieve all this, support between generations is a fundamental point. Digital natives possess the knowledge and skills that older generations lack. From here, a collaboration between young and old could arise, in the form of a functional and enriching exchange of knowledge. On the one hand there is the transmission of technological knowledge, on the other that of life experience and emotional support. In perspective, there can be the conditions for the development of innovative startups, also founded by young people who provide training, development and technical support services for the installation and dissemination of basic multimedia technologies for the elderly population.

Being digitally competent is more than just being able to use the latest device or software. Digital competence is a transversal key of modern society. This translates into being able to use these technologies in a critical and collaborative way, without losing the creativity and the confidence that stimulate the ability to progress in order to achieve independently the objectives in relation to work, learning, leisure, inclusion and active participation in the social life of a society that is increasingly digitised.

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Annex

Annex 1: Analytics from the survey

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

Total number of responses: 120

Demographic analytics for Italy

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Gender

ANSWER CHOICES	RESPONSES	
F	67.50%	81
M	32.50%	39
X	0.00%	0
TOTAL		120

Age

ANSWER CHOICES	RESPONSES	
0-18	0.00%	0
18-25	3.33%	4
25-35	20.00%	24
35-45	20.00%	24
45-55	15.83%	19
55-65	28.33%	34
65-75	8.33%	10
75-85	4.17%	5
85-95	0.00%	0
95+	0.00%	0
TOTAL		120

Organisations vs. Individuals

ANSWER CHOICES	RESPONSES	
A nome della mia organizzazione	5.00%	6
A titolo personale	95.00%	114
TOTAL		120

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Annex 2: List of stakeholders interviewed

Name	Organisation	Location	Website	Date of interview
Federico Fratta	SMARTNATION	Monza	www.smartnation.it	5.05.2020
Tosco Giannessi	AUSER Monza e Brianza	Monza	www.ausermonzabrianza.it	6.05.2020
Claudia Iormetti	OPEN GROUP	Bologna	www.opengroup.eu	13.05.2020
Damiana Aguiari	OPEN GROUP	Bologna	www.opengroup.eu	13.05.2020
Michele Smeraldi	ANTEAS Milano	Milano	www.anteasmilano.org	22.05.2020
Cecilia Stajano	Fondazione Mondo Digitale	Roma	www.mondodigitale.org	22.05.2020

Annex 3: List of stakeholders that participated in focus groups

Organisation	Location	Website
50&Più- Sistema associativo e di servizi	Roma	www.50epiu.it
Accademia Civica Digitale (Lo Sbuffo)	Milano	www.accademiacivicadigitale.org
Age Platform Italia	Roma	www.age-platform.eu
Anziani e non solo Coop. Soc.	Carpi (MO)	www.anzianienonsolo.it
Auser Monza e Brianza	Monza	ausermonzabrianza.it

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BUTAC blog	Bologna	www.butac.it
Cittadinanza Digitale blog	Barletta-Andria - Trani	www.cittadinanzadigitale.eu
COGESS coop.soc.	Milano	www.cogess.it
CONSORZIO COMUNITA' BRIANZA soc.coop. – impresa sociale	Monza	www.comunitabrianza.it
DEMOSTENE Centro Studi per la promozione dello Sviluppo Umano	Brindisi	www.demostenecentrostudi.org
FONDAZIONE MONDO DIGITALE	Roma	www.mondodigitale.org
IL CITTADINO MB newspaper	Monza	www.ilcittadinomb.it
INRCA	Ancona	www.inrca.it
IULM University	Milano	www.iulm.it
LUISS Data Lab	Roma	www.datalab.luiss.it
SMARTNATION	Monza	www. smartnation.it
SOCIOSFERA coop.soc.	Seregno (MB)	www.sociosfera.it
SPAZIO GIOVANI coop.soc.	Lissone (MB)	www.spaziogiovani.it
Spazio Ireos soc.coop.	Milano	www.spazioireos.com
TALENT startup	Osimo (AN)	www.talenteducation.it
UNIVERSITA' DI PADOVA	Padova	www.unipd.it
UNIVERSITA' DI TORINO	Torino	www.unito.it
UNIVERSITA' DI URBINO	Urbino	www.uniurb.it
UNIVERSITA' MILANO BICOCCA	Milano	www.unimib.it

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Annex 4: Analytics from the focus groups

Date	Number of participants	% F/ % M	Type of Participant Organisations
14.05.2020	12	41,6% F 58,3% M	-Non-profit organizations -Research centres (universities, data lab, startup, …) -Newspaper
21.05.2020	14	28,5% F 71,4% M	-Non-profit organizations - Research centres - Blog

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