SENAct - Seniors in Action for Digital Inclusion

FINAL REPORT:
In-Depth Analysis of Digital Inclusion among older Adults in the municipalities of Domokos (Greece) and Lisbon (Portugal)

JULY 2025

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

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Highlights & Executive Summary

The **Seniors in Action (SENAct)** project, an **18-month Erasmus+ KA210 Adult Education** initiative, aims to systematically address the digital divide by promoting digital inclusion and enhancing Information and Communication Technologies (ICT) skills among older adults (60+/65+) in the **Municipality of Lisbon (Portugal)** and the **Municipality of Domokos (Greece)**. The project's initial Needs Analysis involved both quantitative data (70 questionnaires) and qualitative data (three focus groups), establishing a robust, evidence-based understanding of the target group's digital landscape.

Key findings confirm that digital exclusion is complex:

1. **Confidence is the Critical Psychological Barrier:** Quantitative data from the **Municipality of Domokos** shows device ownership and confidence levels drop sharply with increasing age (particularly after age 75). This is strongly correlated with a pervasive **fear of making mistakes or damaging devices** and a perceived inability to learn.
2. **Need for Personalized Support:** Technology is driven by essential **social needs** (communication, entertainment, information). Yet, the lack of confidence is compounded by a lack of accessible support, with **50% of Domokos respondents** explicitly preferring **one-on-one tutoring** over current informal support.
3. **Health is a Key Factor:** The qualitative research in **Lisbon** highlighted that digital exclusion is often linked to health, with participants reporting specific functional limitations due to conditions such as **Parkinson's, Glaucoma, Dementia, Alzheimer's, and mobility difficulties**.

The comprehensive data collected across both partner cities ensures that the strategic design of the project's forthcoming educational materials will be precisely tailored to address the combined psychological, physical and technical needs of the target population.

1. Introduction

1.1 Purpose of the Report

The core objective of this report is to consolidate and present the findings from the initial Needs Analysis activities of the SENAct project. The analysis utilized both quantitative (questionnaires) and qualitative (focus groups) methods to generate robust data on the **digital literacy levels, existing barriers, motivations, and specific training needs** in ICT among older adults in the **Municipality of Domokos** and the **Municipality of Lisbon**. This evidence-based foundation is critical for the subsequent development of targeted educational materials.

1.2 Scope and Context

The data collection phase was completed between May and June 2025, covering two distinct socio-demographic settings:

- **Municipality of Domokos (Greece):** Data was collected through **50 structured questionnaires** and **one moderated focus group,** held on June 16th, providing a robust statistical and qualitative profile of the local senior population (65+).
- **Municipality of Lisbon (Portugal):** Data was collected through **20 structured questionnaires** and **two detailed focus groups** held on June 25th. The Lisbon research provides both initial quantitative metrics and rich qualitative context, with the focus groups intentionally including individuals facing significant physical and cognitive challenges (e.g., visual limitations, Parkinson's disease).

1.3 Structure of the Report

The report is systematically organized to first establish the project framework, then detail the research methodology, and finally present the key empirical findings and subsequent recommendations. Following this introductory section, the report proceeds to: outline the **Project Overview** (Section 2); detail the **Methodological Notes** (Section 3); describe the **Data Processing** methods (Section 4); provide a comprehensive breakdown of the **Key Findings** (Section 5); and conclude with the **Conclusions and Recommendations** for future project phases (Section 6).

2. Project Overview

2.1 Background and Objectives

The SENAct project was initiated to counteract the growing digital exclusion of older adults who often face difficulties accessing essential online services and engaging in civic life due to limited digital skills. The project's central objective is to facilitate genuine digital inclusion by not only teaching technical skills but also by bolstering confidence and reducing the psychological barriers to technology adoption. Key objectives include assessing current literacy levels, identifying influencing factors and motivations, designing tailored, user-friendly educational content, and building the capacity of local facilitators.

2.2 Partnership Framework

The project operates under the strategic coordination of the **Municipality of Domokos (Greece)**. The partnership structure includes the **Municipality of Lisbon (Portugal)**, which contributes its experience in active and healthy aging programs and senior public services, and **Labstem (Greece)**, which provides specialist expertise in educational technology and pedagogical development to ensure the learning materials are effective and innovative.

2.3 Duration and Key Activities

SENAct is an **18-month initiative** that is **100% co-funded** under the Erasmus+ KA210 Adult Education program. The Needs Analysis, which forms the basis of this report, represents the foundational first activity. Its outputs will directly inform the next crucial phase: the development of bespoke educational materials and the subsequent implementation of local training sessions, known as **"Seniors in Action,"** aimed at directly engaging participants in both partner cities.

3. Methodological Notes

3.1 Focus Groups

Focus groups were employed as a qualitative research tool to generate rich, descriptive information and explore the underlying reasons and social contexts influencing digital

behaviour. This method was utilized in **Lisbon** (two sessions) and **Domokos** (one session) to provide essential thematic depth to complement the quantitative data.

3.2 Procedures

The Needs Analysis adopted a mixed-methods approach. In **Domokos**, **50 structured questionnaires** were administered, followed by a focus group, on June 16, to validate and expand upon the initial survey themes. In **Lisbon**, the data collection included **20 structured questionnaires** and **two semi-structured focus groups** conducted on June 25. The Lisbon focus group sessions utilized an interview guide to systematically cover topics while allowing for in-depth exploration of participants' personal narratives regarding technology use, physical/cognitive barriers, and security concerns. The dual quantitative data source (70 questionnaires total) enhances the statistical relevance of the findings.

4. Data Processing

The collected data, comprising **70 questionnaires** and **three focus group transcripts**, underwent a rigorous processing phase combining statistical and thematic analysis.

- **Quantitative Data:** Responses from the **50 Domokos questionnaires and 20 Lisbon questionnaires** were coded for statistical analysis, allowing for the identification of clear correlations between variables such as age, gender, confidence and device ownership across both urban and rural settings (Appentix C).
- **Qualitative Data:** The focus group discussions were systematically analyzed thematically. Recurring concepts, such as the strong preference for human-mediated support or the psychological barriers rooted in fear, were categorized to produce a reliable, nuanced understanding of the participants' needs and challenges.

5. Key Findings

The following sections combine the quantitative survey data from the **70 respondents** (71.4% from **Greece – Domokos** and 28.6% from **Portugal - Lisboa**) with the report's qualitative insights attributed to both municipalities.

5.1 Age and Device Ownership

Analysis of the data collected in Domokos shows that **age is the single most significant determinant of device ownership and use**. This finding is supported by a dramatic decline in ownership in Greece: while **79% of respondents aged 65–70 report owning at least one device, this percentage plummets dramatically with increasing age** (e.g., to 28% for the 76–80 bracket).

For the combined sample from both Domokos and Lisbon, the overall picture is one of widespread exclusion, with a significant portion (**45.7%**) reporting that they **do not use any digital devices**. While the focus groups in the provided text do not specifically disaggregate device ownership by age bracket for Lisbon, the pervasive challenges highlighted in both cities—such as **fear, anxiety and a perceived inability to learn due to age**—underscore that the age-related digital exclusion trend observed in Domokos is a pressing concern for both municipalities. The necessity for **targeted outreach to older cohorts** is therefore a fundamental requirement for the project.

5.2 Gender and Device Ownership

Analysis of the combined data from Domokos and Lisbon suggests that **gender is not a primary factor** driving the digital divide in either municipality.

In the **Domokos sample** specifically, gender appears to have a **minimal, non-defining influence** on digital access. Device ownership distribution was found to be nearly equal, with **52% of women and 49% of men** reporting ownership of at least one device. The overall gender distribution of the survey, which includes the Lisbon participants, shows a majority of **Male (55.7%)** participants and **Female (41.4%)** participants, yet the proportional ownership is close.

The **focus groups in both cities** supported the idea that barriers are rooted elsewhere, emphasizing factors like **age, lack of digital confidence, and structural issues** (e.g., physical/cognitive limitations, fear of technology, lack of internet access). This indicates that the project's interventions should prioritize the **psychological, physical, and economic barriers** identified in the older cohorts of both municipalities, as these issues affect both men and women similarly, rendering gender-specific outreach unnecessary.

5.3 Digital Confidence as a Predictor of Ownership

A critical finding across the quantitative data is the **strong, direct correlation between digital confidence and device ownership**. This confirms that a lack of self-efficacy is a primary barrier to adoption in both municipalities.

- **Quantitative Correlation (Domokos):** In the Domokos sample, **87% of individuals who reported being "not at all confident" also reported owning no device**. This tight relationship suggests that a person's belief in their ability to use technology is a more powerful predictor of digital exclusion than just their access to a device.
- **Focus Group Contribution (Lisbon & Domokos):** The psychological barrier is substantial in the combined sample, where a majority of the 70 respondents **lack confidence** in using digital services. A significant **44.3%** feel **"Not at all confident"**, and **32.9%** feel **"Somewhat confident"**. This lack of confidence is reflected in the top difficulty cited: **"I'm not sure where to start" (37.1%)**, and the **fear, anxiety, and perceived inability to learn due to age** highlighted in the focus groups of both cities.
- **Implication for Intervention:** This suggests that **building self-efficacy, rather than merely teaching functions, must be the core goal of the project.** Interventions must be designed to alleviate this widespread anxiety and fear, thus reinforcing the finding that **one-on-one tutoring (50%)** is the preferred method of support.

5.4 Types of Devices Used

The analysis of the combined data from Domokos and Lisbon reveals that the **smartphone is the overwhelmingly dominant device** but qualitative findings suggest this is not always by user preference, especially among the most vulnerable cohorts.

- **Quantitative Dominance of Smartphones:** The smartphone is the most frequently used device, utilized by **47.1%** (33 responses) of the combined sample who own technology. This is far greater than the next most popular devices: **Smart TV (8.6%)** and **Tablets (7.1%)**.

- **Widespread Non-Use:** Despite the smartphone's popularity, a large number of respondents, **42.9%** (30 people), stated they **don't use any of the listed devices** (smartphone, laptop, tablet, etc.). This underscores the depth of the digital exclusion problem.
- **Focus Group Contribution (Lisbon):** Qualitative data from the **Municipality of Lisbon focus groups** highlighted that the **complexity of interfaces acts as a barrier**. Some participants expressed a **preference for older mobile phones with physical keypads**. This preference is directly linked to the physical and cognitive challenges identified in Lisbon (e.g., Parkinson's, motor limitations), where **simplified interfaces and accessible hardware** are a necessity. This suggests that the current dominance of the touch-screen smartphone does not fully meet the needs of all older adults.

5.5 Purpose of Technology Use

Digital engagement across both the Domokos and Lisbon cohorts is **highly functional and socially driven**, rather than being focused on complex administrative or financial tasks. The overwhelming primary motive for technology use is **communication with family and friends**, cited by **51.4%** of users in the combined sample. The next most popular use is for **"Entertainment,"** with **17.1%** (12 respondents). Usage drops sharply for transactional and critical activities: **Online shopping or banking** and **Accessing health or medical services** were each selected by only **7.1%** of respondents. Qualitative responses from the **focus groups in both municipalities** further emphasized that technology is a vital tool for **information, entertainment, and addressing social and psychological needs**. Given that many respondents live alone (40%), technology serves as a critical link to combat isolation. This functional and relational motivation reinforces the high learning interest in **video calling (58.6%)** and **messaging/email (44.3%)**, suggesting that successful interventions must be framed around **social connection** rather than efficiency or complex utility.

5.6 Challenges Faced

Challenges faced by older adults in both Domokos and Lisbon are multifaceted, encompassing psychological, cognitive, and physical obstacles.

The most prominent issue identified in the quantitative data is a **"Lack of interest,"** cited by **41.4%** (29 respondents) of the combined sample. However, focus group narratives reveal that this "lack of interest" may often mask deeper underlying issues. Major psychological challenges, each cited by **25.7%** (18 respondents), are the **"Fear of making mistakes or breaking something"** and a **"Lack of support or training."** Furthermore, **24.3%** struggle with **"Understanding how to use new apps or programs."**

Crucially, **qualitative narratives from focus groups in both cities** highlighted pervasive issues of **fear, anxiety, and a perceived inability to learn due to age**. The **Lisbon focus groups** added a critical dimension by identifying specific, significant **physical and cognitive barriers** that necessitate adaptive training. The survey supports this, showing **27.1%** of the combined sample have an illness or disability, including diagnoses like **Parkinson's, Glaucoma, Dementia, Alzheimer's, and mobility difficulties**. These conditions directly inform the need for the **accessible hardware and simplified interfaces** identified as necessary in Lisbon.

5.7 Support Needs and Current Support Systems

The research across both Domokos and Lisbon strongly indicates a preference for **human-mediated and individualized support** to overcome psychological barriers.

The quantitative data shows that **One-on-one tutoring** was the preferred support method for **50%** (35 people) of the combined respondents, significantly outpacing all other options (e.g., group classes, manuals). This preference directly addresses the low digital confidence and fear of making mistakes detailed in Section 5.3 and 5.6.

For current support, **family and friends** are the primary source of help (**51.4%** in the combined sample). However, a critical finding is that a significant portion of respondents, **31.4%** (22 people), reported they **"have no support at the moment,"** highlighting a profound gap in formal assistance.

This gap is underscored by the **focus groups in the Municipality of Lisbon**, where participants articulated a **strong, continuous need for structured, professional assistance**. While Domokos respondents may rely more heavily on informal family support, the Lisbon demand for professional help suggests that for cohorts facing significant physical and cognitive barriers (as documented in 5.6), informal assistance is

insufficient. The preference for individualized tutoring is the common solution that accommodates the diverse and specific needs identified across both municipalities.

5.8 Barriers to Use

Broader **structural and psychological barriers** impede digital adoption across both Domokos and Lisbon. The most common psychological barrier in the quantitative data is the feeling of being overwhelmed, with a significant portion of the combined sample (**37.1%**) citing **"I'm not sure where to start"** as a key difficulty. This is closely related to being **"worried about making mistakes"** (**28.6%**). Beyond individual psychology, **focus groups and survey data reveal critical structural barriers**. The quantitative survey confirms a major structural issue affecting both municipalities: the majority of the combined respondents **do not have regular access to the internet at home** (**51.4%**). The **Lisbon data** specifically highlighted **lack of home internet access and financial constraints** regarding devices and services as key factors of economic exclusion. This is corroborated by the survey finding that **17.1%** cite **"Health or accessibility issues"** as a difficulty. The necessity to accommodate the physical conditions (e.g., Parkinson's, mobility issues) confirmed in Lisbon translates directly to a requirement for **accessible hardware and simplified interfaces** to mitigate these complex, interwoven barriers of cost, connectivity, and physical capacity.

5.9 Learning Interests

Despite the numerous barriers identified in both municipalities, there is a **substantial, clearly defined interest in acquiring practical skills** centered on communication and functionality.

The highest learning interest in the combined sample was in **video calling (e.g., Zoom, Skype)**, selected by a significant majority of **58.6%** (41 people). This was followed closely by **messaging and email (44.3%)**. These top two interests directly align with the primary motive for technology use identified in Section 5.5: **communication with family and friends**. The third most popular topic, **Online banking and shopping (32.9%)**, shows a secondary, but still strong, interest in utilizing technology for transactional functionality.

The **focus groups in both cities** confirmed that **online safety and privacy** are considered important topics. However, the low quantitative selection for this topic (**4.3%** in the combined survey) suggests that while participants acknowledge its importance, their immediate, practical needs are overwhelmingly focused on **social connection** (video calling/messaging) and achieving immediate utility. This reinforces the need for training programs to prioritize these high-interest, practical skills as a gateway to building confidence.

6. Conclusions and Recommendations

6.1 Conclusions

The analysis of survey and focus group data across the Municipality of Domokos and the Municipality of Lisbon reveals a profound digital divide driven by a complex interplay of **psychological, physical, and structural barriers**, rather than a simple lack of devices or disinterest. The most significant finding is that **age** is the single most defining factor in device ownership, as dramatically evidenced in Domokos. This age-related exclusion is compounded by a widespread **lack of digital confidence**, with the strong correlation showing that the majority of those who feel **"Not at all confident"** also **own no device**. This suggests that fear and low self-efficacy are greater barriers than mere cost or availability, and that **building self-efficacy must be the core goal of the project**. Beyond psychological barriers, the data highlights significant structural impediments: The **Lisbon focus groups** identified a critical need for adaptive training due to specific physical and cognitive conditions (e.g., Parkinson's, Dementia), necessitating a project focus on **accessible hardware and simplified interfaces**. Furthermore, over half of the combined sample **do not have regular access to the internet at home (51.4%)**, with the Lisbon data underscoring **financial constraints** as key factors of economic exclusion. Where technology is used, the motive is overwhelmingly **social and relational**: the primary purpose is **communication with family and friends (51.4%)**, driving the high learning interest in **video calling** and **messaging**. Finally, there is a clear preference for **human-mediated and individualized support**, with **one-on-one tutoring** being the preferred method for **50%** of the respondents. Critically, **31.4%** of the combined sample **have no support at the moment**, and the Lisbon focus groups' demand for **structured,**

professional assistance confirms that the current reliance on informal family support is inadequate for those facing high barriers.

6.2 Recommendations

To maximize the impact of the **SENAct project**, the following evidence-based recommendations are critical for the successful development and implementation of the upcoming training phases. The focus must strategically address the root psychological, pedagogical, and structural causes of exclusion across both Domokos and Lisbon.

To begin, the project must **Prioritize Confidence and Fear Reduction** by adopting a pedagogical approach centered on building digital self-efficacy. Since the Domokos data shows a direct link between the **"not at all confident" state** (**44.3%** overall) and non-ownership, training should immediately address fear and anxiety. This is best achieved by implementing a **one-on-one or small-group tutoring model**, as preferred by **50%** of respondents, which allows for personalized attention and reduces the pressure of a classroom setting.

The curriculum must **Focus on High-Value and High-Interest Skills** to provide immediate, tangible returns on investment. Educational content should center on the two most requested areas: **video calling (58.6%)** and **basic messaging/email apps (44.3%)**. By framing training around these communication tools, the project ensures quick wins that reinforce social connection (the primary motive for use) and turn initial anxiety into motivation. A core module must also be dedicated to **online safety, privacy management, and recognizing fraud**, thereby building the trust necessary for greater, safer engagement.

To ensure inclusivity, the project must **Integrate Accessibility and Adaptive Solutions**. Training must be designed to accommodate the complex **physical and cognitive limitations** identified in the Lisbon focus groups (e.g., Parkinson's, Dementia). This requires the project to secure and utilize **accessible hardware**—devices with simple, non-touch screen interfaces, or heavily customized tablets—to accommodate the **17.1%** citing health/accessibility issues. Furthermore, the necessity for **Human-Mediated, Continuous Support** is paramount: the project must establish a sustainable mechanism for **ongoing, individualized support** (such as a "Digital Buddy" system) to ensure participants receive help outside of scheduled classes, reinforcing the learning requested by Lisbon participants and filling the gap left by the **31.4%** who currently have **"no support."**

Finally, the project must proactively **Secure Connectivity and Mitigate Structural Barriers**. The finding that **51.4% lack regular home internet access** is a fatal flaw for any digital inclusion effort. The project must partner with local service providers to **subsidize internet packages** or establish well-staffed, reliable public access points in both Domokos and Lisbon to bridge this fundamental connectivity gap, which was cited by Lisbon participants as a key factor of economic exclusion.

Appendices

Appendix A: Survey Tools

A.1 Questionnaire

SENAct - Seniors in Action

The "Seniors in Action (SENAct)" project is the result of an application to the Erasmus+ programme, Key Action 210 – Adult Education, promoted by the Municipality of Domokos (Greece) in partnership with the Municipality of Lisbon (Portugal) and the company Labstem. Its goal is to improve the daily lives of senior citizens through training in Information Technology.

This questionnaire is part of this project. Through it, we aim to understand the Information Technology training needs of senior citizens in Lisbon (Portugal) and Domokos (Greece), so that we can design appropriate support and/or training.

We kindly ask you to complete this anonymous questionnaire as honestly as possible!

1. **Please mark your age group with a cross:**

○ 65-70
○ 71-75
○ 76-80
○ 81-85
○ 86-90
○ 91+

2. **Please indicate your gender:**

○ Female
○ Male
○ Prefer not to say

3. **Please select the option that best describes your living situation:**

○ I live alone
○ I live with a partner/spouse
○ I live with extended family
○ I live in a residential care facility for seniors

4. Do you have any illness/disability?

○ Yes

○ No

○ Maybe

5. If you answered "yes" or "maybe" to the previous question, please briefly describe your limitation or disability:

_____
_____
_____

6. Do you currently use any digital device (e.g., mobile phone, desktop computer, laptop, or tablet)?

○ Yes

○ No

○ Occasionally

7. If you answered "yes" or "occasionally", which digital devices do you use most frequently?

_____
_____
_____

8. What do you use technology for in your daily life? (Please select all that apply)

○ Communicating with family and friends (e.g., calls, messages, video calls)

○ Social networks

○ Online shoping

○ Accessing services (online banking, health, social security, taxes)

○ Entertainment (e.g., movies, music, games)

○ Reading news or books

○ Learning or participating in online courses

○ I rarely use technology

9. How confident do you feel using digital services?

○ Very confidente

○ Confidente

○ Not very confident

○ Not at all confident

10. What are the biggest challenges you face when using technology? (Please select all that apply)

- ○ Understanding how to use new technology
- ○ Remembering passwords
- ○ Font size or screen size
- ○ Fear of making mistakes or breaking something
- ○ Lack of interest
- ○ Lack of support and training

11. Have you ever had any lessons on how to use technology?

- ○ Yes, recently
- ○ Yes, but a long time ago
- ○ No, but I would be interested
- ○ No, and I am not interested

12. What kind of help would make you feel more comfortable using technology? (Please select all that apply)

- ○ One-on-one support
- ○ Group classes
- ○ Written guides or manuals
- ○ Instructional videos
- ○ I don’t need help. I learn best through hands-on experience

13. What kind of support do you currently have when it comes to using technology?

- ○ Support from family and friends
- ○ Occasional help from a volunteer or servisse
- ○ I don’t have any support and don’t want any
- ○ I don’t have any support but would like to have some

14. What has made it difficult for you to use technology? (Please select all that apply)?

- ○ I don’t know where to start
- ○ I don’t have a device
- ○ It is too expensive
- ○ I worry too much about making mistakes
- ○ Health or accessibility issues

○ I don’t have anyone to ask for help

15. What topics would you most like to learn about? (Please select all that apply):

○ Using email or messaging apps

○ Making video calls (e.g., Zoom, Skype, etc.)

○ Online safety and privacy

○ Using different services (banking, health, social security, taxes, etc.)

○ Making online purchases

○ Using social networks

16. Do you have regular internet access at home?

○ Yes

○ No

○ Sometimes

17. How important is it to you to stay connected with others through social networks?

○ Very important

○ Important

○ Not very important

○ Not important at all

18. Do you feel that technology can improve your life?

○ Yes

○ No

○ Maybe

19. If you answered "yes" or "maybe", please explain in what ways using technology would be important in your life.

_____

_____

_____

A.2 Note on Interview Protocol

The **structured questionnaire** presented in this appendix was not only used for survey data collection but also served as the **primary guide for the focus group interviews** conducted in Domokos. Its thematic structure—covering digital access, confidence, usage,

barriers, and support needs—provided the framework for facilitating open-ended discussion with participants. Focus group moderators used the questionnaire items as prompts to encourage reflection, dialogue, and elaboration, ensuring consistency in topic coverage while allowing for deeper qualitative insights.

Appendix B: Consent Forms and Ethics Statement

B.1.1 Consent Form_Domokos

SENACT Project – CONSENT FORM FOR DATA, IMAGE AND/OR AUDIO PROCESSING

Project Title: *Seniors in Action (SENACT) – Digital Inclusion for Older Adults*
Coordinator: Municipality of Domokos (Greece)
Partners: Municipality of Lisbon (Portugal), Labstem (Greece)
Funding: Erasmus+ KA210 Adult Education Programme
Project Duration: 18 months

Purpose of Consent

I hereby freely, explicitly, and knowingly consent to the **Municipality of Domokos**, based in Domokos, Greece (email: info@domokos.gr), to process my personal data as described below, in accordance with the General Data Protection Regulation (EU 2016/679 – GDPR):

- To **record, process, and publish** my image and/or voice in the context of my participation in the SENACT project.
- To **use the material** (photo, video, audio) on the project's official channels, including websites, social media platforms, printed or digital publications, and other promotional media strictly related to the SENACT project.

This consent is valid **exclusively for the above purposes** and for a duration of **up to five (5) years**, unless I choose to withdraw it earlier.

Rights and Data Protection

I have been informed that:

- I may **withdraw my consent at any time** by contacting the Municipality of Domokos at the above email address. Withdrawal does not affect the lawfulness of data processing based on consent prior to withdrawal.
- I retain all data protection rights under the GDPR, including:
    - **Right of access** to my personal data
    - **Right to rectification** of inaccurate data
    - **Right to erasure** ("right to be forgotten")
    - **Right to restriction** of processing
    - **Right to object** to processing

- **Right to lodge a complaint** with the Hellenic Data Protection Authority (www.dpa.gr)

Potential Risks and Benefits

There are no known risks associated with participation in this project. Participants may benefit from sharing their experiences, engaging socially, and contributing to efforts that support digital inclusion for older adults.

Consent Confirmation

Please tick the boxes below to indicate your agreement:

☐ I have read and understood the information provided above.
☐ I voluntarily agree to participate in this project.
☐ I understand that I may withdraw my consent at any time.
☐ I give permission for my image and/or voice to be used as described.
☐ I consent to the use of anonymized data for research outputs and publications.

Name of Participant (printed): _____
Signature: _____
Date: ____ / ____ / _____

Name of Researcher/Facilitator: _____
Signature: _____
Date: ____ / ____ / _____

B.1.2 Consent Form_Lisbon

CÂMARA MUNICIPAL DE LISBOA

Information on Personal Data Protection and Consent Collection for the Capture, Processing, and Dissemination of Sound and Image that Allow the Identification of Persons

The Municipality of Lisbon is responsible for data processing, through the Department for Social Rights, with the contacts: Complexo da Boavista, Rua D. Luís I, n°10, Edificio Nascente, 1200-151 Lisboa and dds@cm-lisboa.pt.

The data is accessed, with a view to fulfilling the stated purposes, only by duly authorized persons. The collected data will not be used by the Municipality of Lisbon for automated decisions, specifically, they will not be processed for profiling.

1. Personal Data Collection

The Municipality of Lisbon intends to collect images, related to the focus group to be held on 25/06/2025, which takes place within the scope of the SENACT Seniors in Action project.

2. Dissemination of Personal Data

The Municipality of Lisbon also intends for the institutional dissemination of the processed personal data, through the project's dissemination means (institutional website, public presentations of the project, other social networks). It is warned that this personal data is susceptible to reuse and dissemination by third parties.

3. Purpose of Data Processing

The processing of personal data is carried out exclusively for the dissemination of the project, and image data is used for this purpose, through group photographs of the project's activities, with a view to achieving the described purposes.

4. Data Recipients

The Municipality of Lisbon sends the following data to the internal and/or external recipients identified below: partners of the SENACT Seniors in Action project, namely the Municipality of Domokos (Greece) and the company Labstem.

5. Consequence of Not Providing the Data

In accordance with the project's purpose, the provision of data by the data subject is mandatory for participation in the activity, while participation in this activity is optional and results from the free and informed choice of its participants.

6. Retention of Personal Data

The collected data are retained for a period of 5 years.

7. Transfers of Personal Data to Third Countries or International Organizations

The data processed by the Municipality of Lisbon is transferred to a country in the European Union, namely Greece, to the company Lastem, both partners of the SENACT Seniors in Action Project, as well as to those responsible for the Erasmus+ Programme.

8. Rights of the Personal Data Subjects

Data subjects have the following rights regarding the personal data that concerns them:

To be exercised before the Municipality of Lisbon: right to information; right of access; right to rectification of inaccurate data; right to erasure; right to restriction of processing; right to data portability; right to object to processing; right not to be subject to exclusively automated decisions, including profiling. In situations of consent, the right to withdraw consent at any time, without compromising the lawfulness of processing carried out based on the consent previously given.

To be exercised before the Data Protection Officer (via email dpo@cm-lisboa.pt or by mail to Campo Grande, 25, Bloco E, 2º Piso, 1749-099 Lisboa, or by submitting the personal data subject rights exercise form, available at: https://www.lisboa.pt/exercicio-dos-direitos-do-titular-de-dados-pessoais): right to submit petitions.

To be exercised before the supervisory authority (namely, the National Data Protection Commission): right to lodge a complaint.

To be exercised before the competent jurisdictional bodies: right to judicial action and to compensation in case of violation of their rights.

Declaration of Consent

For the purposes provided for in the GDPR, I declare that I give my informed consent for the processing of the personal data indicated in point 1, for the purpose of participation in the Focus Group of the SENACT Seniors in Action Project, on 25/06/2025, only for the purposes previously indicated and for the period of time strictly necessary for the pursuit of those same purposes.

Furthermore, I am aware that I may withdraw consent at any time, without compromising the lawfulness of processing carried out based on the consent previously given, by requesting it through the contacts of the Data Controller indicated above.

This declaration will be retained as long as the Municipality of Lisbon processes the personal data of the data subject in question.

I declare, for all due effects, to authorize, by my free, specific, and informed will, the **dissemination of the image/sound (institutional dissemination)**, as well as the personal data inherently associated with it (e.g., date, time, and location), through the means mentioned in point 2, only for the purposes previously indicated and during the period strictly necessary for the pursuit of those same purposes.

I am aware that my personal data, once made available online, is susceptible to reuse and dissemination by third parties.

The document also includes spaces for the data subject's **First and Last Name**, **Signature**, and **Date**.

B.2 Ethical Procedures Followed

The SENACT project adhered to the following ethical guidelines in the planning and implementation of its research activities:

1. **Voluntary Participation**

    - All participants were informed that their involvement was voluntary.
    - Clear communication emphasized the right to withdraw at any time without consequence.

2. **Informed Consent**

    - Participants received a plain-language consent form explaining the purpose, procedures, risks, and benefits.
    - Consent was obtained in writing before any data collection.

3. **Anonymity and Confidentiality**

    - All data were anonymized during collection and processing.
    - No names or identifying information were included in analysis or reporting.
    - Data were securely stored and accessed only by authorized project staff.

4. **Respect for Vulnerable Populations**

    - The project team took special care to accommodate seniors' needs, including using simple language, offering support during survey completion, and allowing breaks during focus group sessions.

5. **Ethical Oversight**

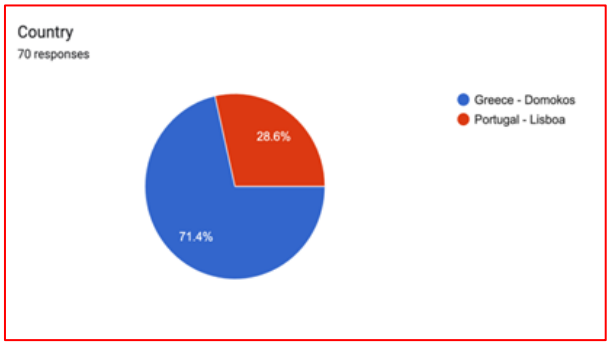
- The research protocol was reviewed by the coordinating institution to ensure compliance with European data protection regulations (GDPR) and Erasmus+ ethical standards.

6. **Use of Data**

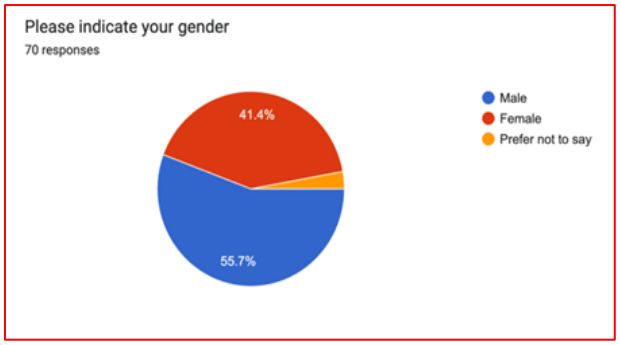
- Data will be used exclusively for the SENACT project's objectives and associated dissemination activities. No commercial use is permitted.

Appendix C: Charts _ Data analysis

The chart displays the geographic distribution of 70 survey responses. The majority of respondents, **71.4%**, are from **Greece – Domokos**.
The remaining **28.6%** are from **Portugal - Lisboa**.

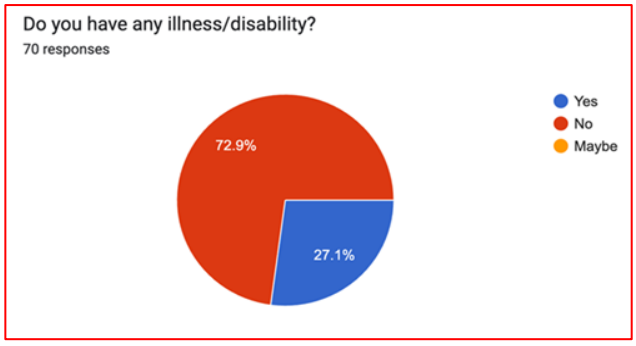


The chart illustrates the gender distribution of 70 survey respondents. The majority of participants, **55.7%**, are **Male**, while **41.4%** are **Female**. A small percentage of the respondents chose **"Prefer not to say"**.



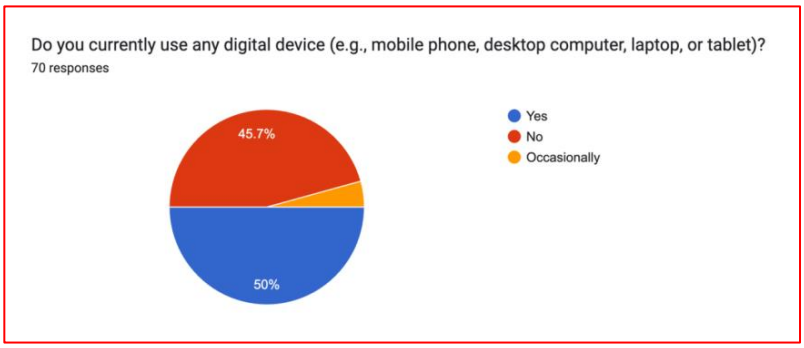
The chart shows the living situations of 70 survey respondents. The largest group, **40%**, lives **Alone**. **37.1%** live **With a partner/spouse**, and **22.9%** live **With family**. No respondents indicated they live in a community or care facility.

This chart and text show that the majority of the 70 respondents do not have an illness or disability.
Of the respondents, **72.9%** answered **"No"** to having an illness or disability. However,

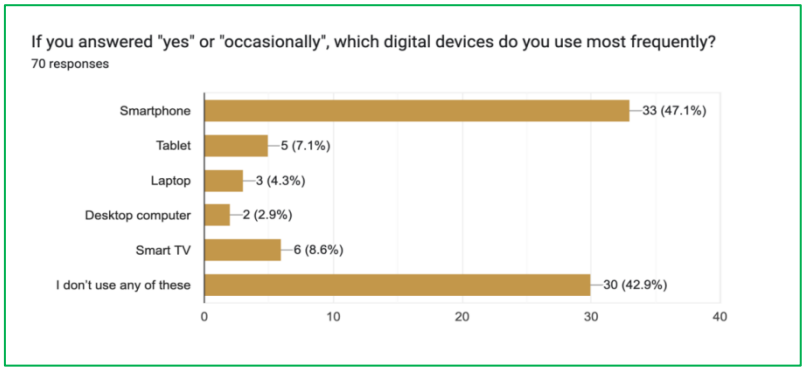


27.1% answered **"Yes"**. The document also provides a list of the specific conditions or limitations described by seven of those who answered "Yes" or "Maybe". These include: Parkinson's, Dementia, Glaucoma, Difficulty with mobility, Alzheimer's

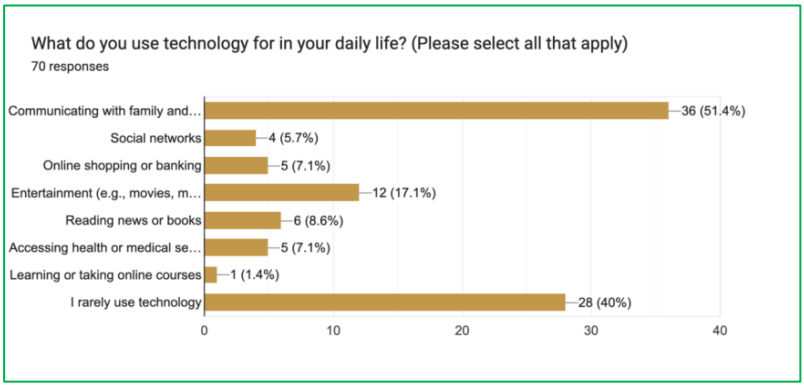
The pie chart indicates that **50%** of the 70 respondents currently use a digital device. However, a significant portion, **45.7%**, do not use any digital devices. A small percentage uses them only "Occasionally".



The bar chart further elaborates on the types of devices used by those who answered "yes" or "occasionally". The **smartphone** is the most frequently used device, with 33 responses, accounting for **47.1%**. The next most popular device is a **Smart TV**, used by 6 respondents (**8.6%**) , followed by **Tablets**, used by 5 respondents (**7.1%**). **Laptops** were used by 3 respondents (**4.3%**) , and **Desktop computers** were used by 2 respondents (**2.9%**). A large number of respondents, **30** or **42.9%**, stated they **don't use any of these** devices.

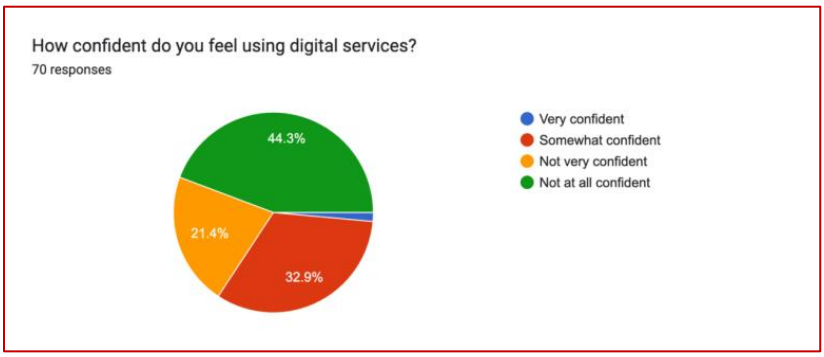


This chart, which allows for multiple selections, details how 70 respondents use technology in their daily lives. The most common use is for **"Communicating with family and friends"**, selected by 36 people, or **51.4%** of



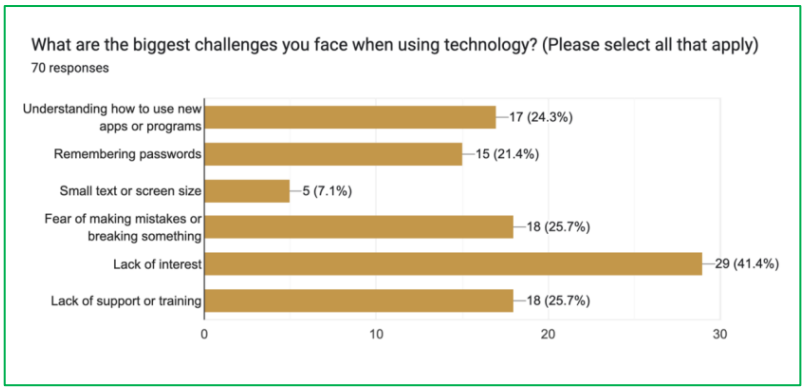
respondents. The next most popular use is for **"Entertainment"**, with 12 respondents (**17.1%**). Other uses include "Reading news or books" (8.6%), and both "Online shopping or banking" and "Accessing health or medical services" were selected by 5 respondents each (7.1%). A significant portion of respondents, **40%**, indicated that they **"rarely use technology"**.

Digital Confidence



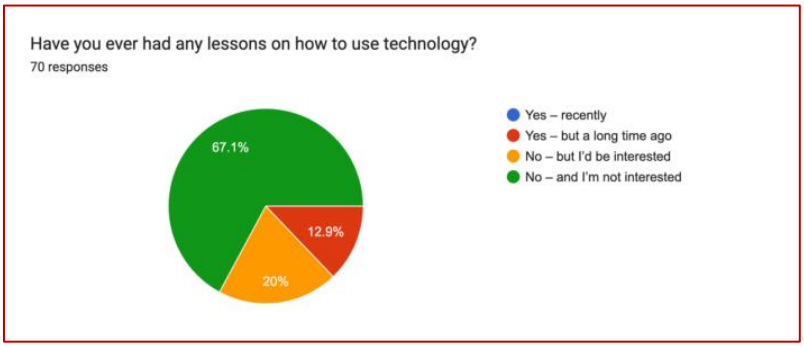
The pie chart shows that a majority of the **70 respondents lack confidence** in using digital services. A significant **44.3%** feel **"Not at all confident"**, and **32.9%** feel **"Somewhat confident"**. A smaller group, **21.4%**, feels "Not very confident", and a very small percentage feels "Very confident".

Biggest Challenges



The bar chart, which allows for multiple selections, identifies the biggest challenges faced when using technology. The most prominent issue, cited by **29 respondents (41.4%)**, is a **"Lack of interest"**. Other major challenges, each cited by 18 respondents (**25.7%**), are the **"Fear of making mistakes or breaking something"** and a **"Lack of support or training"**. Additionally, **"Understanding how to use new apps or programs"** was a challenge for 17 respondents (**24.3%**). Other difficulties include "Remembering passwords" (21.4%) and "Small text or screen size" (7.1%).

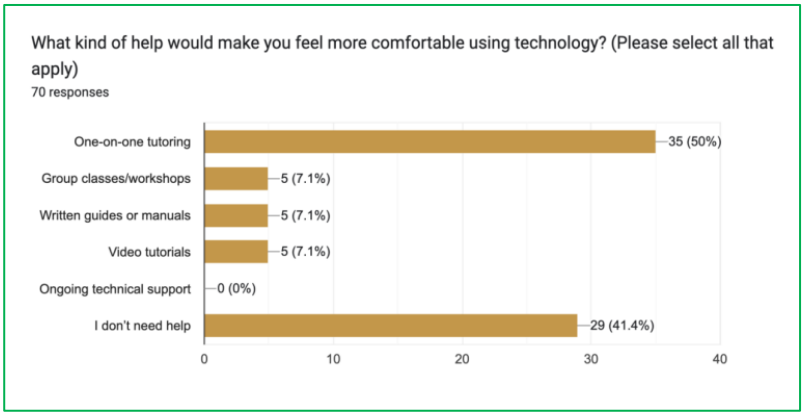
Technology Lessons



The pie chart titled "Have you ever had any lessons on how to use technology?" reveals that a large majority of the **70 respondents** have not had any recent technology lessons and are not interested in them. Specifically, **67.1%** said **"No - and I'm not interested"**. A smaller group, **20%**, said **"No - but I'd be interested"**, indicating a potential willingness to learn. Only **12.9%** reported having had lessons **"Yes - but a long time ago"**.

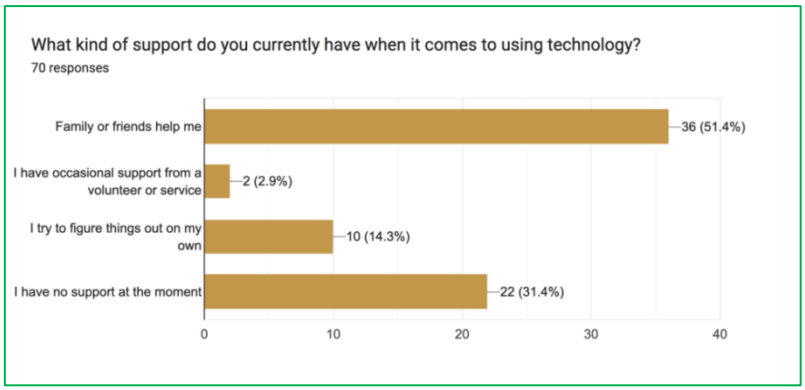
Preferred Help

The bar chart titled "What kind of help would make you feel more comfortable using technology?" allows respondents to select all applicable options. The most popular choice, selected by **35 people (50%)**, is **"One-on-one tutoring"**. This suggests that personalized, direct instruction is the most preferred method of learning. Other options, such as "Group classes/workshops," "Written guides or manuals," and "Video tutorials," were each selected by a smaller number of people, at 5 respondents (**7.1%**). Interestingly, no one selected "Ongoing technical support". Finally, **41.4%** of respondents indicated that they **"don't need help"** at all.



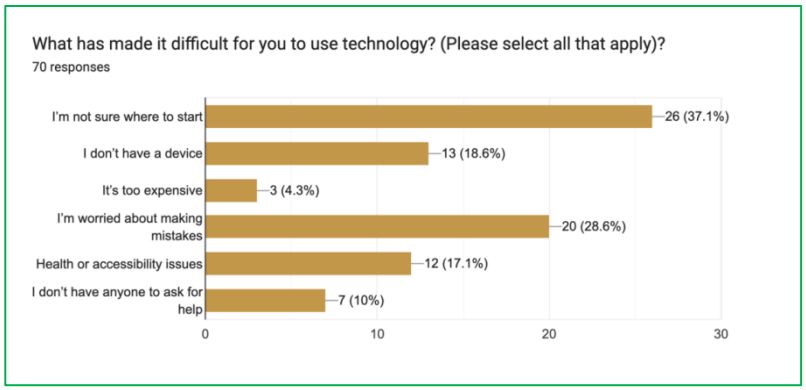
Current Technology Support

The top bar chart, "What kind of support do you currently have when it comes to using technology?", shows that the most common form of help is from **"Family or friends"**, with 36 respondents (**51.4%**) selecting this option. A significant portion, **22 respondents (31.4%)**, reported that they **"have no support at the moment"**. Only a small number of people rely on other forms of support, with 10 respondents (**14.3%**) stating they try to figure things out on their own and 2 respondents (**2.9%**) having occasional support from a volunteer or service.



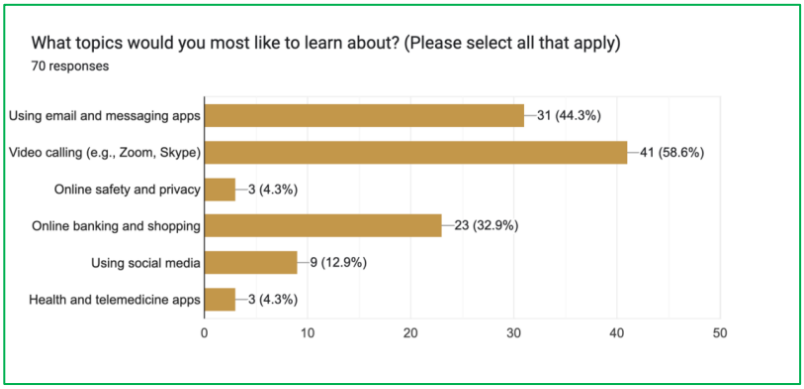
Difficulties with Technology

The second bar chart, "What has made it difficult for you to use technology?", allows respondents to select all applicable options. The most common difficulty is **"I'm not sure where to start"**, selected by 26 respondents (**37.1%**). The second most frequent issue is being **"worried about making mistakes"**, cited by 20 respondents (**28.6%**). Other difficulties include not having a device (18.6%), health or accessibility issues (17.1%), and not having anyone to ask for help (10%). "It's too expensive" was the least selected option, with only 3 respondents (**4.3%**).



Topics to Learn About

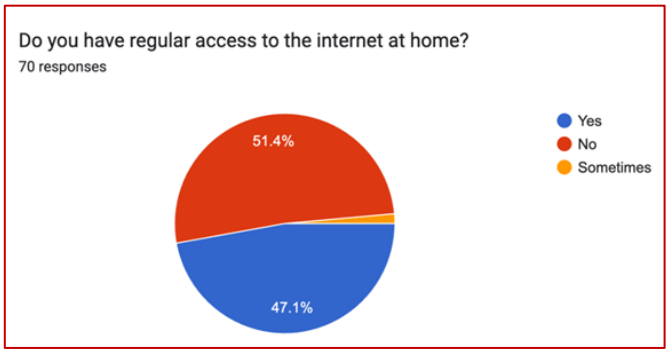
The top chart, which allows for multiple selections, shows what topics the **70 respondents** would most like to learn about.



The most popular topic by a significant margin is **"Video calling (e.g., Zoom, Skype)"**, selected by **41 people (58.6%)**. The second most popular topic is **"Using email and messaging apps"**, chosen by 31 respondents (**44.3%**). This is followed by **"Online banking and shopping"**, which 23 people (**32.9%**) want to learn about. A smaller number of people were interested in "Using social media" (12.9%), and very few were interested in "Online safety and privacy" or "Health and telemedicine apps" (both at 4.3%).

Internet Access

The bottom chart shows that the majority of the **70 respondents do not have regular access to the internet at home**. Specifically, **51.4%** of respondents said "No," while **47.1%** said "Yes." A very small percentage indicated "Sometimes."

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