



BEST PRACTICES COMPENDIUM

Educational Resources for Fostering Media Literacy in Seniors



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*Educational Resources for Fostering
Media Literacy in Seniors*

BEST PRACTICES COMPENDIUM

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Introduction

Technology changes the way we live every single day. It affects how we access healthcare, how we manage our finances, and how we stay in touch with our families. Digital skills were once considered optional or just for entertainment. Today they are a requirement for full participation in society. Without these skills, individuals risk becoming isolated from their communities and services they rely on.

This shift presents a unique challenge for older generations. Younger people often find new devices and platforms intuitive because they grew up with them. Older adults frequently face barriers that are technical and psychological. The screens are small, the interfaces change often, and the terminology can feel alien. This gap creates a digital divide that separates seniors from the information and opportunities available to the rest of the population.

The SMART AGE project (Seniors' Media Awareness & Resilience in the Digital Age) was created to address this specific need. Partners from Austria, Croatia, and Slovenia joined forces to support adult educators in this field. The project views media literacy as a lifelong skill that must evolve as we age. It is not enough to simply teach someone how to turn on a tablet. We must also teach them how to understand what they see on the screen.

Critical thinking is the foundation of this approach. The internet is full of conflicting information, sensational headlines, and targeted scams. Seniors are often specifically targeted by bad actors online. Therefore, media literacy training must move beyond basic technical skills. It must include lessons on how to evaluate sources, how to spot emotional manipulation, and how to verify facts before sharing them.

Artificial Intelligence adds a new layer of complexity to this landscape. We now live in a time where computers can generate realistic images, text, and even voices. This makes it harder than ever to distinguish between what is real and what is fabricated. Seniors need to understand that this technology exists. They need to know that not every video they see or voice they hear is genuine. This awareness is the first line of defence against modern digital deception.

This compendium serves as a practical resource for adult educators and community leaders who work with older learners. It gathers successful tools, teaching methods, and case studies from across Europe. We selected these resources because they are practical and adaptable. They are designed to help trainers explain complex digital concepts in simple and relatable ways.

The ultimate goal of this collection is to build digital resilience. We want seniors to feel confident rather than fearful when they go online. We want them to use digital tools to improve their quality of life and maintain their independence. By equipping educators with the right resources, we can help ensure that older adults remain active, informed, and safe participants in the digital world.

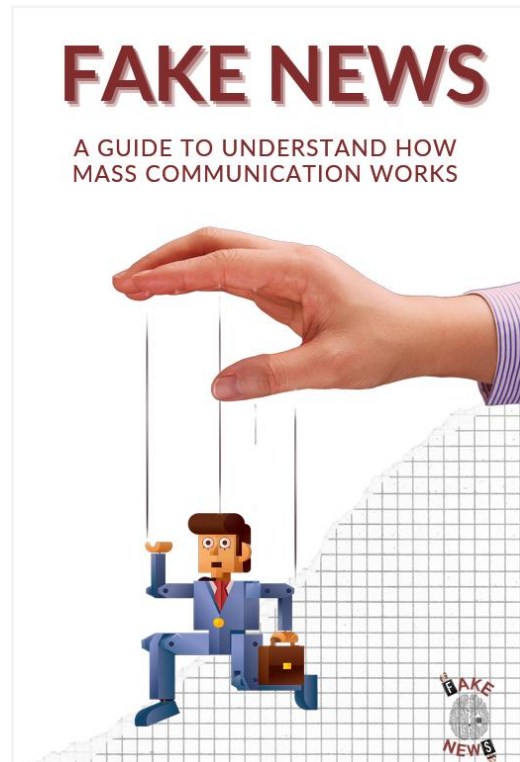
Examples of good practice

The following section presents a collection of educational resources selected for their relevance to senior learners. To help you navigate these materials effectively, we have organised each entry using a standardised table format with visual icons. This structure allows you to quickly assess the origin, language availability, and specific pedagogical value of every resource.









We have included specific indicators for language availability and suitability for machine translation. These categories are particularly important for educators who wish to adapt materials for local use. If a resource is listed as suitable for machine translation, you can usually translate it instantly. For websites, simply right-click on the page in browsers like Chrome or Firefox and select the translation option. For PDF documents, you can upload the file to services such as Google Translate to receive a version in your language.










NOTE: The SMART AGE curriculum and materials are aligned with the DigComp 3.0 framework (released November 2025). However, as established best practices, the resources in this compendium are mapped to DigComp 2.2. Their pedagogical value remains high, and they offer essential foundational skills that support the advanced competencies introduced in DigComp 3.0.




Example 1: FakeNews&Elders



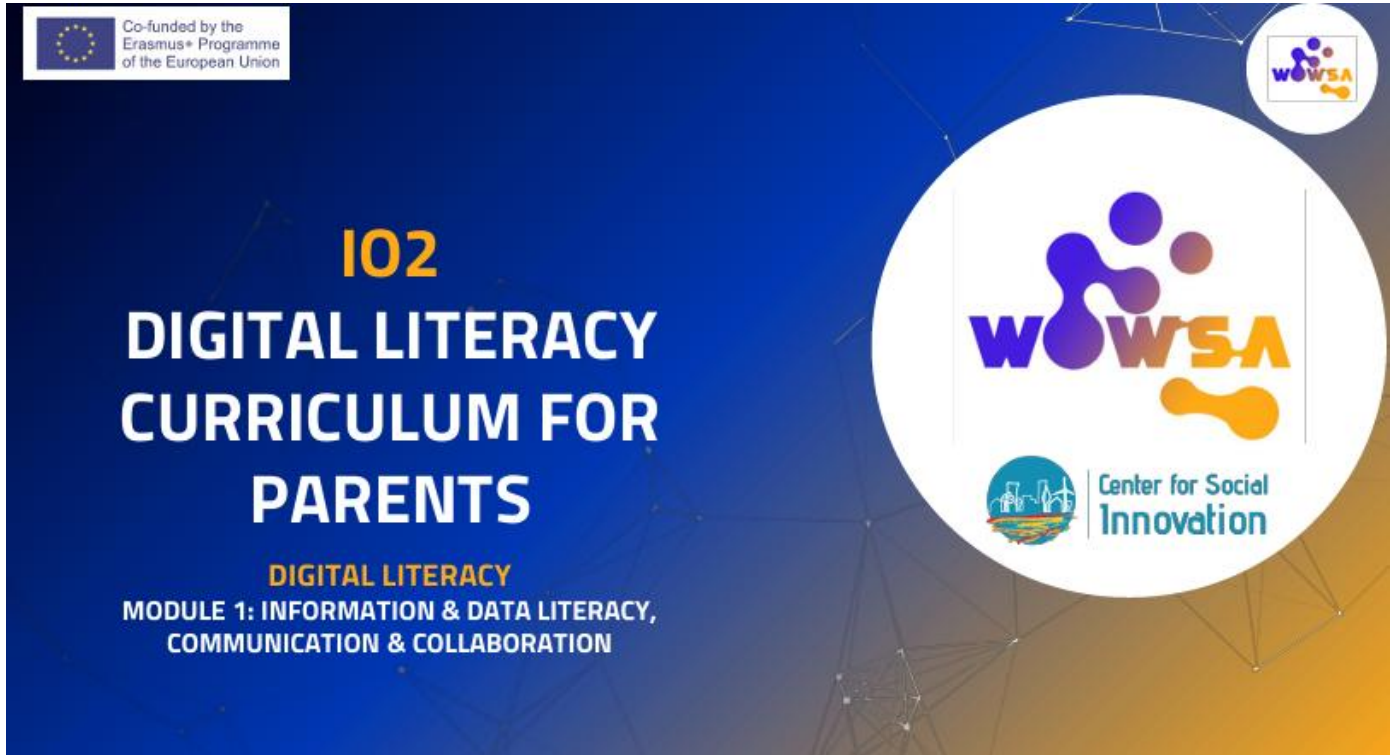
Guide title page [🔗](#)

	Title of resource	Fake news - a guide to understand how mass communication works
	Description of the resource	A practical guide designed for adults aged 55+ that explains fake news, disinformation, deepfakes, and the basic mechanisms of mass communication and social media. It combines accessible explanations with concrete fact-checking advice and encourages older learners to reflect on how and why misleading content spreads online.
	Project (if applicable)	FakeNews&Elders - Elders in the Times of Fake News and Information Overload
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej; Athens Lifelong Learning Institute; E-SENIORS: Initiation Des Seniors Aux Ntic Association; I.E.R.F.O.P. ONLUS; Instalofi Levante SL; Spolek PELICAN
	Year of release / update	2024
	Licence / cost	Open educational resource
	Special recognition / award	European Innovative Teaching Award

	Target group(s)	Elders (55+)
	Format(s)	PDF
	Available in language(s)	English, Greek, Spanish, Italian, Czech, French, Polish
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration
	Main pedagogical / andragogical approach(es)	The resource combines awareness-raising, critical media literacy, guided reflection, and practical fact-checking instruction. It uses an accessible handbook format, introduces key concepts step by step, includes examples of manipulation, and encourages learners to reflect on situations in which they believed false content online. It also includes an intergenerational peer-learning dimension, presenting exchange between seniors and younger people as a useful educational method.
	Key learning outcome(s)	Learners are expected to understand what fake news, misinformation, disinformation, and deepfakes are; recognize how social media and emotional content support the spread of false information; identify signs of unreliable sources; and apply basic verification strategies such as checking the source, comparing information across outlets, and using fact-checking tools.
	Why it works	It works because it is directly tailored to older adults and addresses a concrete, highly relevant risk: exposure to misleading online information, especially in health and science communication. The guide does not remain at the level of theory. It moves from definitions and context to specific tips, source-evaluation criteria, and examples of fact-checking services in several countries. Its tone is explanatory rather than technical, and it acknowledges seniors as diverse learners rather than treating them as a single homogeneous group.
	Tips for implementation with seniors	Use the guide in short, facilitated sessions rather than as independent reading only. Start from familiar examples, such as suspicious Facebook posts, WhatsApp messages, or health-related claims. Avoid overloading participants with terminology at the beginning; introduce concepts gradually and revisit them through discussion and simple comparison exercises. It is also useful to combine the handbook with live demonstrations of how to check a website, compare headlines, or search for verification on trusted fact-checking platforms. Intergenerational












		tasks can work well, but they should be carefully moderated so that seniors feel respected and confident rather than corrected or patronised. Its main limitation is that some examples and references are slightly dated, so trainers should update platform examples and AI-related sections when using it in the SMART AGE context.
	Relevance to SMART AGE curriculum	This resource is highly relevant to SMART AGE because it addresses core curriculum themes: media literacy, critical evaluation of online information, misinformation, social media use, and emerging digital manipulation such as deepfakes. It is particularly useful for modules focused on identifying unreliable content, understanding how digital media environments shape belief and sharing behaviour, and strengthening seniors' autonomy in online decision-making. It also supports SMART AGE's broader goal of building digital resilience through practical, everyday competencies rather than abstract theory alone.
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-ADU-000028417
	Access / project / more info link	https://fakenewsproject.eu/





Example 2: WOWSA Digital literacy curriculum for parents



Curriculum title page [↗](#)

	Title of resource	Digital literacy curriculum for parents
	Description of the resource	A structured adult-learning curriculum that develops digital, media, privacy, and online safety competences through workshops, guided activities, and self-directed tasks. Although originally developed for parents, it offers many transferable methods and lesson designs that can be adapted for senior learners.
	Project (if applicable)	What's on the Web Safe for All Family Members - A Family Learning Approach to Building Digital Literacy Competences
	EU programme / scheme	Erasmus+
	Author(s) / organisation	InterAktion - Verein für ein interkulturelles Zusammenleben; Proportional Message - Associação; REINTEGRA, z.s.; CSI Center For Social Innovation LTD; Solution: Solidarite Et Inclusion; The Rural Hub CLG; Društvo za razvijanje prostovoljnega dela Novo Mesto

	Year of release / update	2021
	Licence / cost	Open educational resource
	Special recognition / award	Good Practice
	Target group(s)	Adults
	Format(s)	PDF
	Available in language(s)	English, Czech, German, Slovenian, French, Greek, Polish
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration Area 4: Safety Area 5: Problem solving
	Main pedagogical / andragogical approach(es)	The curriculum uses a blended adult-learning model that combines facilitator-led workshops, practical hands-on tasks, discussion, pair or group work, and self-directed follow-up activities. It is strongly based on guided practice, task-centred learning, and real-life problem solving. The lesson plans are highly scaffolded: participants are first introduced to a concept, then shown examples, then asked to apply what they learned in realistic situations such as searching for information, sharing files, evaluating privacy policies, spotting fake news, or solving everyday digital problems.
	Key learning outcome(s)	Participants develop the ability to search and filter information more effectively, identify paid and personalised search results, evaluate online sources, choose appropriate communication channels, use cloud tools for sharing, understand digital identity and privacy rights, and solve common technical problems. In the media literacy modules, they also learn to distinguish misinformation, disinformation, and malinformation, recognise clickbait, understand propaganda and sponsored content, and identify signs of deepfake media.
	Why it works	It works because it translates broad digital competence frameworks into concrete, manageable activities tied to everyday life. The curriculum is not abstract. It asks learners to do practical things: examine a privacy policy, compare communication channels, search for a solution online, evaluate a headline, or test whether a source is trustworthy. This makes learning more meaningful and reduces intimidation. Another strength is that the material combines digital skills and media literacy instead of treating them as separate domains. That is

		particularly important for older learners, who often need both operational confidence and critical judgement at the same time.
	Tips for implementation with seniors	For seniors, the curriculum should be adapted rather than transferred directly. Some examples aimed at parents or younger users can be replaced with senior-relevant scenarios such as checking health claims, recognising scam messages, sharing family photos safely, reading privacy notices on familiar services, or identifying suspicious social media posts. Sessions should be slowed down, with fewer tools introduced at once and more repetition built in. Printed handouts, live demonstrations, and step-by-step checklists would improve usability. It is also advisable to prioritise the most relevant modules first: information evaluation, misinformation, privacy, safe communication, and basic problem solving. Its main limitation is that it is not originally designed for seniors, so examples, pacing, and interface complexity should be adjusted.
	Relevance to SMART AGE curriculum	This resource is highly relevant to SMART AGE as a methodological example of good practice. It shows how a competence framework can be operationalised into workshops, activity sheets, self-directed tasks, and facilitator guidance. Its strongest contribution to SMART AGE lies in the design logic: modular structure, applied tasks, progressive scaffolding, and integration of media literacy with everyday digital use. Its dedicated content on information disorder, clickbait, sponsored content, propaganda, and deepfakes is particularly valuable for SMART AGE modules focused on misinformation and AI-shaped media environments.
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-AT01-KA204-077958
	Access / project / more info link	https://wowsa.eu/

Example 3: CUMILA Wiki




















The screenshot shows the CUMILA Wiki main page. The header includes the CUMILA logo, navigation links for 'Register' and 'Log-in', and a search icon. The left sidebar contains 'Applications' (Dashboard, Tour, Help) and 'Navigation' (About the CUMILA Project, All modules, List of helpful tools, M1 - Digital society & digital citizenship, M2 - Communication & Collaboration, M3 - Information Gathering &).




The main content area is titled 'About the CUMILA Project' and includes a breadcrumb trail: 'Home / About the CUMILA Project'. Below the title, it states 'Last modified by Daniel Nübling on 2025/08/25 16:41'. The main heading is 'Welcome at CUMILA', followed by the text: 'CUMILA stands for Curriculum guide of media and information literacy for Adults. Digital media have become an integral part of everyday life. However, in addition to the many advantages and opportunities, the digital world also harbours risks and dangers. In the age of smartphones, social media, fake news and disinformation, it is essential to understand the functional principles and mechanisms of the internet and digital media. Adults need to learn how to navigate the digital world in a self-determined and responsible manner. CUMILA includes a curriculum for teaching media and information literacy to adults. The CUMILA curriculum defines the knowledge and skills necessary to achieve a minimum level of media literacy.'

On the right side, there is an 'Inhaltsverzeichnis' (Table of Contents) with links to 'Welcome at CUMILA', 'Who is CUMILA aimed at?', 'What does CUMILA offer?' (with sub-links for 'The basic modules - Everything you need to know!', 'The CUMILA Wiki', and 'How can I use CUMILA?' (with sub-links for 'The free Moodle course', 'Call for participation!', and 'CUMILA is supported by XWIKI SAS.')), and 'Other languages' (with links for 'Sprechen Sie deutsch?' and '¿Hablan español?').

CUMILA Wiki main page [🔗](#)

	Title of resource	CUMILA Wiki
	Description of the resource	A comprehensive adult-education curriculum that organises media and information literacy into six thematic modules, supported by foundational texts, syllabi, a wiki, and a Moodle course. It is especially useful as an open and adaptable framework for designing broader media-literacy programmes.
	Project (if applicable)	Curriculum guide of media and information literacy for adults
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Medienkompetenz Team e.V.; Akademie für politische Bildung und demokratiefördernde Maßnahmen; Centre for the innovation and development of education and technology
	Year of release / update	2020
	Licence / cost	Open educational resource
	Special recognition / award	Good Practice
	Target group(s)	Adults
	Format(s)	online wiki






	Available in language(s)	English, German, Spanish
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration Area 4: Safety
	Main pedagogical / andragogical approach(es)	CUMILA combines curriculum-based adult education, modular learning, self-directed learning, and open educational practice. It is designed both for facilitators and self-learners, which makes it flexible. A strong feature is its layered structure: foundational knowledge documents, sample syllabi, individual learning units, teaching materials in a wiki, and an accompanying Moodle course with tests. This supports both guided teaching and gradual independent learning.
	Key learning outcome(s)	Learners can develop a foundational understanding of how digital media and online environments work, including how information circulates, how opinions are shaped online, how communication tools function, and how privacy and security should be managed. The curriculum also helps adults strengthen their capacity to participate responsibly in digital society, assess media content more critically, and navigate digital spaces with greater confidence and autonomy.
	Why it works	It works because it does not treat media literacy as a narrow topic. Instead, it presents it as a structured field of adult competence that includes citizenship, communication, information evaluation, privacy, and technology use. This broader framing is useful for older learners, who often need to understand not only specific risks such as misinformation, but also the wider logic of digital life. Another strength is flexibility: CUMILA can be used as a complete curriculum, as a source of separate teaching units, or for self-study. Its open and reusable format also makes adaptation easier for different national and local contexts.
	Tips for implementation with seniors	When using CUMILA with seniors, it is advisable to select and sequence modules carefully rather than trying to cover everything at once. The most immediately relevant topics will usually be information gathering and opinion formation, communication and collaboration, and security, privacy and data protection. Trainers should translate abstract themes into everyday situations familiar to older adults, such as checking the credibility of online












		<p>news, using messaging apps safely, protecting personal data, or understanding how social media shapes visibility and attention.</p> <p>Its main limitation for SMART AGE is that it is designed for adults in general rather than specifically for seniors, so trainers should simplify navigation, reduce cognitive load, and prioritise the most relevant modules for older learners.</p>
	Relevance to SMART AGE curriculum	<p>CUMILA is highly relevant to SMART AGE because it offers a comprehensive and transferable model for building media and information literacy in adult education. It aligns well with SMART AGE's goal of equipping senior learners with practical and critical capacities for navigating digital media environments. Its modular design can inform curriculum structuring, while its topics overlap strongly with SMART AGE priorities such as critical information assessment, safe communication, digital autonomy, and informed participation in society. It is particularly valuable as a curriculum architecture example, showing how broad media literacy competences can be broken down into manageable modules, learning units, and supporting open resources.</p>
	Erasmus+ results platform link	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-DE02-KA204-006183</p>
	Access / project / more info link	<p>https://cumila.eu/</p>




Example 4: DIGITALIATORS Handbook for trainers of seniors



Handbook title page [↗](#)

	Title of resource	DIGITALIATORS Handbook for trainers of seniors
	Description of the resource	A trainer-oriented handbook focused specifically on teaching older adults digital skills in ways that match their learning pace, needs, and barriers. It combines practical methodological advice with content on digital communication, safety, confidence-building, and everyday digital independence.
	Project (if applicable)	Digital upskilling for senior citizens, focused on their everyday necessary online transactions, especially after the pandemic
	EU programme / scheme	Erasmus+
	Author(s) / organisation	E-business Academy; A & A Emphasys Interactive Solutions Ltd; Agentia pentru Dezvoltare Regionala Nord-Est; Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia; European Digital Learning Network ETS; UPI -

		ljudska univerza Zalec
	Year of release / update	2025
	Licence / cost	Open educational resource
	Special recognition / award	Good Practice
	Target group(s)	Seniors
	Format(s)	PDF
	Available in language(s)	English, Bulgarian, Greek, Romanian, Italian, Slovenian
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration Area 4: Safety Area 5: Problem solving
	Main pedagogical / andragogical approach(es)	The handbook combines senior-centred andragogy, personalised learning, trainer facilitation, hands-on practice, peer support, and confidence-building methodology. A major strength is that it does not only provide content to teach, but also explains how to teach seniors: slower pacing, repetition, small steps, practical relevance, multimodal instruction, positive reinforcement, and adaptation to physical and cognitive changes. It also includes community-building, evaluation, and selective use of gamification as motivational tools.
	Key learning outcome(s)	Depending on how the handbook is used, learners and trainers can achieve several outcomes. Senior learners can develop basic digital autonomy in device use, internet navigation, communication tools, file sharing, privacy management, password security, scam recognition, and safe participation in online environments. Trainers, meanwhile, can learn how to assess prior knowledge, personalise instruction, set realistic goals, reduce anxiety, adapt the learning environment, and support long-term digital confidence and independence among older adults.
	Why it works	It works because it starts from the actual learning conditions of older adults instead of assuming that all adult learners are the same. The handbook explicitly addresses cognitive ageing, memory load, attention, fear of technology, sensory limitations, social isolation, lack of prior exposure, and the shortage of suitable learning materials. From there, it proposes concrete responses: simpler language, device personalisation, adaptive pacing, practical tasks, supportive communication, peer learning, and real-life examples such as email, video calls,










		appointments, banking, and online safety. In other words, it connects digital competence with dignity, confidence, and everyday usefulness.
	Tips for implementation with seniors	This resource should be used selectively rather than delivered as one large handbook. Trainers should prioritise the sections most relevant to their group, especially needs assessment, motivational strategies, communication, digital safety, device personalisation, and practical everyday skills. It is advisable to begin with learners' goals, such as contacting family, using messaging apps, checking trustworthy information, or accessing health and public services. Sessions should be short, structured, and repetitive, with printed notes, demonstrations, and time for questions. The handbook's suggestions on accessibility are especially valuable: larger fonts, subtitles, audio support, ergonomic devices, and personalised settings can make a major difference. Gamification can be useful, but only in light, cooperative forms and only if the group responds well to it.
	Relevance to SMART AGE curriculum	This resource is highly relevant to SMART AGE because it provides both content-level inspiration and a delivery methodology for work with seniors. Its strongest contribution is methodological: it helps define what senior-appropriate digital and media education should look like in practice. For SMART AGE, this is particularly valuable when designing modules on misinformation, online safety, communication tools, digital autonomy, and AI-related risks, because the handbook repeatedly emphasises usability, trust, confidence, and real-life application. It can therefore support SMART AGE not only as a source of topics, but also as a model for trainer guidance, pacing, learner support, and accessible curriculum implementation.
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-BG01-KA220-ADU-000085900
	Access / project / more info link	https://digitaliators.eu/





Example 5: Information Matters Training program



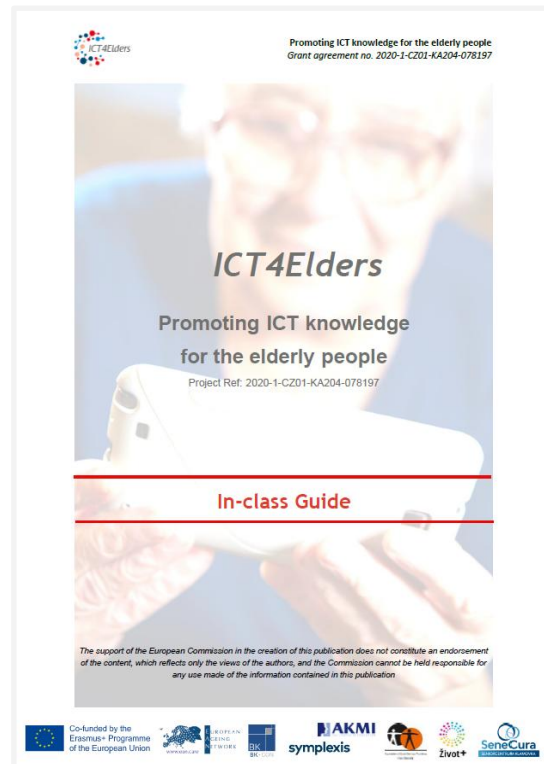
Information Matters Training booklets [🔗](#)

	Title of resource	Information Matters Training program
	Description of the resource	A multilingual online course for adult educators who support learners aged 55+ in media and digital literacy. Its 10 modules cover media literacy, technology, digital well-being, social media, disinformation, privacy, digital services, and civic participation.
	Project (if applicable)	Enhancing Adults Media and Digital Literacy to Fight the Infodemic (INFORMATION MATTERS)
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Globalni biblioteki; BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH; Centrul de Resurse pentru Educatie si Formare Profesionala; European association for viewers interests AISBL; PR Care
	Year of release / update	2024
	Licence / cost	Open educational resource

	Special recognition / award	Good Practice
	Target group(s)	Seniors (55+)
	Format(s)	PDF
	Available in language(s)	English, Bulgarian, German, Romanian
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration Area 4: Safety Area 5: Problem solving
	Main pedagogical / andragogical approach(es)	The programme combines self-paced online learning, modular adult education, trainer mediation, scenario-based learning, guided reflection, and practical task-based activities. Its modules do not only provide explanatory content, but also include structured learning activities such as fact-checking exercises, role-play, privacy discussions, digital well-being card games, and community-oriented civic engagement tasks. It also uses quizzes, questionnaires, and validation tasks to reinforce learning and encourage reflection.
	Key learning outcome(s)	Adult educators using this programme can build knowledge and training capacity in a wide range of senior-relevant topics: understanding media literacy concepts, recognising misinformation and unreliable online content, using social media more safely, protecting privacy and personal data, approaching online banking and digital services with more confidence, and understanding how digital participation connects to civic life. The programme also addresses broader aspects such as digital well-being, ethical online behaviour, digital footprints, and the role of technology in everyday life. For senior learners, this translates into greater digital confidence, safer online behaviour, stronger critical judgement, and more informed social and civic participation.
	Why it works	It works because it is clearly designed around the actual needs of older learners while addressing the adult educators who support them. The content is broad enough to reflect real digital life, not just one isolated skill area. It links media literacy to privacy, safety, social media, well-being, services, and citizenship. Another strength is its practical structure: the course repeatedly moves from concepts to exercises, discussions, reflection, and application. This makes the material easier to adapt into









		workshops, blended learning, or guided online learning. The multilingual format is also an important advantage for European transferability.
	Tips for implementation with seniors	For work with seniors, the course should be used selectively and with facilitation rather than assuming that all learners will complete it independently online. Trainers should begin with the most immediately relevant modules, such as disinformation, social media, privacy, digital services, and digital well-being. The activities are strongest when connected to familiar situations: suspicious messages, Facebook posts, password habits, online banking fears, or confusing public-service platforms. Sessions should be shorter, paced more slowly, and supported with live demonstrations, repetition, and printable take-away summaries. Some activities may also need simplification, especially for learners with low starting confidence or limited prior digital experience. Its main limitation is that, despite being designed for educators working with older learners, some modules remain relatively broad and would benefit from further simplification, stronger accessibility adaptation, and more explicit integration of current AI-related media risks.
	Relevance to SMART AGE curriculum	This resource is highly relevant to SMART AGE because it offers both a content benchmark and a delivery model for senior-oriented media and digital literacy education. Its module structure overlaps strongly with SMART AGE priorities: critical media literacy, misinformation and disinformation, social media literacy, privacy and safety, digital autonomy, and civic participation. It is especially useful as an example of how to translate broad competence goals into self-contained online modules with activities, assessment, and trainer support. At the same time, SMART AGE can improve on this model by strengthening the focus on AI-generated content, deepfakes, accessibility, and localisation for senior learners in rural and diverse European contexts.
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-BG01-KA220-ADU-000085514
	Access / project / more info link	https://informationmatters.eu/




Example 6: ICT4Elders – In-class Guide



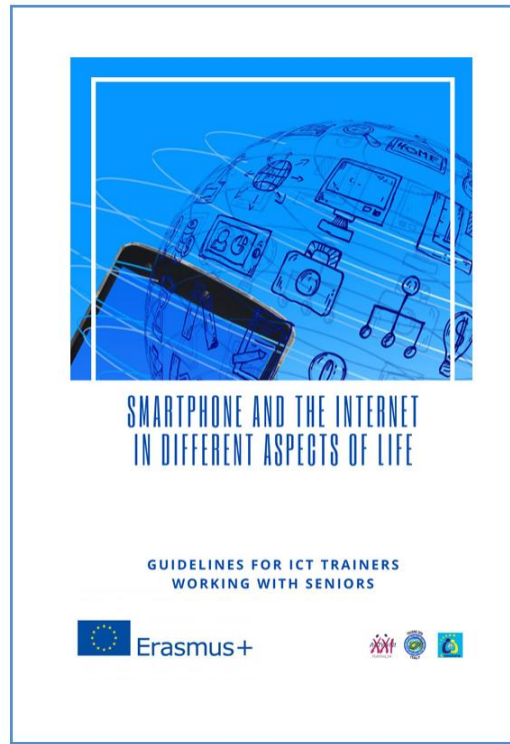
Guide front page [🔗](#)

	Title of resource	ICT4Elders – In-class Guide
	Description of the resource	A structured in-class support guide linked to an e-learning course for older adults, covering basic ICT skills, communication, online services, safety, misinformation, phishing, and deepfakes. It is designed to help seniors navigate online learning step by step with strong procedural and accessibility support.
	Project (if applicable)	Promoting ICT knowledge for the elderly people
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Asociace poskytovatelů sociálních služeb České republik; AKMI Anonimi Ekpaideftiki Etairia; BK Consult GbR; Réseau européen du vieillissement ASBL; SeneCura Senior Centrum Klamovka s.r.o.; SYMPLEXIS; Život Plus
	Year of release / update	2023
	Licence / cost	Open educational resource
	Special recognition / award	Good Practice
	Target group(s)	Elders

	Format(s)	PDF
	Available in language(s)	English, Czech, German, Greek
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration Area 4: Safety Area 5: Problem solving
	Main pedagogical / andragogical approach(es)	The guide combines blended adult learning, step-by-step instruction, supported e-learning, practice-based learning, and scaffolded assessment. It is not only a content guide but also a navigation support document that shows learners how to create an account, access modules, use the platform, complete assessments, and revisit key information. The structure is highly procedural, which is useful for seniors who may feel uncertain in online learning environments. It also supports learning by doing, since learners work through videos, presentations, and interactive tasks rather than only reading theory.
	Key learning outcome(s)	Learners are expected to understand and use devices, browsers, and applications; communicate online through messaging, email, and social media; use digital tools for entertainment and health support; perform online shopping and payments more confidently; and recognise online risks such as misinformation, fake news, spam, phishing, and deepfakes. The course also aims to help learners assess website credibility, interpret fraud risks, and apply safer password practices.
	Why it works	It works because it is closely tied to everyday life and reduces abstraction. The course connects digital skills with concrete situations older adults may actually face: using smartphones, making video calls, checking health information, paying bills, shopping online, or deciding whether a message or website is trustworthy. Another reason it works is that it anticipates barriers. The guide explains how to log in, where to click, how to open assessments in a new tab, and how to use accessibility settings such as dyslexic font, font size adjustment, and colour contrast. That kind of procedural support is often missing in adult digital education, yet it can make the difference between participation and dropout.
	Tips for implementation with seniors	This resource is best used with facilitation, especially for learners with low confidence or no prior experience. Trainers should not assume that all participants can independently register, navigate the








		<p>platform, or manage multiple browser tabs. It is advisable to begin with the most relevant practical units first, such as communication, online safety, and misinformation, before moving to broader topics. Trainers should demonstrate each step live, provide printed instructions, and allow time for repetition. The guide's summary sections can be used as revision handouts. The platform accessibility tools are valuable, but trainers should actively show participants how to activate them. It is also sensible to update some platform examples, as certain named tools and services may age quickly.</p> <p>Its main limitation is that it leans more toward general ICT competence than deeper media literacy analysis, so within SMART AGE it is best complemented by resources that go further into manipulation techniques, algorithmic influence, and AI-generated media.</p>
	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE because it offers a concrete model of how to combine senior-oriented digital inclusion with media literacy and online safety. Its misinformation unit, website credibility checks, and introduction to deepfakes are directly connected to SMART AGE priorities around critical evaluation of content and resilience to manipulation. At the same time, its broader topics on communication, health, services, and everyday device use reflect the reality that media literacy for seniors often needs to be embedded in wider digital participation. The strongest contribution to SMART AGE is therefore its integrated design: practical digital use, critical awareness, and structured learner support in one package.</p>
	Erasmus+ results platform link	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-CZ01-KA204-078197</p>
	Access / project / more info link	<p>https://www.ict4elders.eu/</p>




Example 7: SIDAL – Guidelines for ICT Trainers Working with Seniors



Guidelines title page [↗](#)

	Title of resource	SIDAL – Guidelines for ICT Trainers Working with Seniors
	Description of the resource	A needs-based guide for ICT trainers working with seniors, built around how smartphones and the internet support everyday life, health, communication, mobility, and social participation. It is especially valuable for its life-context approach and practical workshop scenarios.
	Project (if applicable)	Smartphone and the Internet in Different Aspects of Life
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Fundacja “Aktywni XXI”; E-seniors: Initiation des seniors auc NTIC association; Training 2000 PSC
	Year of release / update	2022
	Licence / cost	Open educational resources
	Special recognition / award	Good Practice
	Target group(s)	Seniors

	Format(s)	PDF
	Available in language(s)	English, French, Italian, Polish
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration
	Main pedagogical / andragogical approach(es)	SIDAL combines needs-based adult education, functional and relational learning, project-based learning, learning by doing, and small-group facilitation. A central pedagogical feature is the idea that digital competences should not be taught as abstract technical knowledge, but as tools that improve quality of life in specific domains such as health, finance, communication, mobility, and everyday administration. The guide also emphasises animation activities, practical scenarios, peer exchange, repetition, and informal learning formats.
	Key learning outcome(s)	Learners can improve their ability to use smartphones and online tools for communication, information search, navigation, health-related support, community participation, and everyday digital tasks. The workshop scenarios also develop more specific skills such as participating in video meetings, using Jamboard (application reached its end of life on December 31, 2024) or My Maps for collaboration, scanning QR codes, accessing cultural resources, and using apps that support active ageing. At trainer level, the guide strengthens the ability to plan senior-appropriate activities based on actual learner needs and local contexts.
	Why it works	It works because it starts from real evidence about how seniors actually use technology and what they still struggle with. The guide includes survey findings from Poland, France, and Italy showing that seniors often use smartphones daily but still underuse many functions, especially in areas such as online learning, administrative services, health services, and more advanced digital tasks. On that basis, SIDAL recommends small groups, simple language, repeated practice, adaptation to interests, and long-term learning rather than one-off training. This gives the resource strong practical credibility. Another strength is its functional approach: technology is always connected to meaningful life situations rather than taught for its own sake.
	Tips for implementation with seniors	The strongest elements to adapt are its needs analysis, life-domain structure, and practical scenarios. Trainers should begin with what matters








		<p>most to their group, such as communication with family, recognising trustworthy information, using maps, accessing services, or avoiding scams. Activities should be delivered in small groups with printed instructions, live demonstrations, and repeated practice. The guide's recommendation to explain technological terms in simple language is especially important. Some example tools in the handbook, such as Jamboard, may now be outdated or less relevant, so equivalent current tools should be substituted where needed.</p>
	Relevance to SMART AGE curriculum	<p>For SMART AGE purposes, SIDAL should be used as a methodological model rather than transferred unchanged.</p> <p>This resource is relevant to SMART AGE as a model of functional curriculum design for seniors. Its greatest contribution is the idea that digital competence development should be organised around areas of life that older adults value, such as health, relationships, daily affairs, finance, leisure, and civic engagement. That aligns very well with SMART AGE's intention to connect media literacy with digital resilience and everyday autonomy. While SIDAL is not strongly centred on misinformation, source criticism, or AI-generated media, it provides a solid structural basis for embedding those topics into senior-relevant real-life contexts. In that sense, it is particularly useful for curriculum architecture, learner profiling, and trainer guidance.</p>
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-PL01-KA204-064903
	Access / project / more info link	https://aktywni21.org.pl/sidal/





Example 8: Break the Chain – Manual for (Not Only) Trainers Focused on Adults 55+



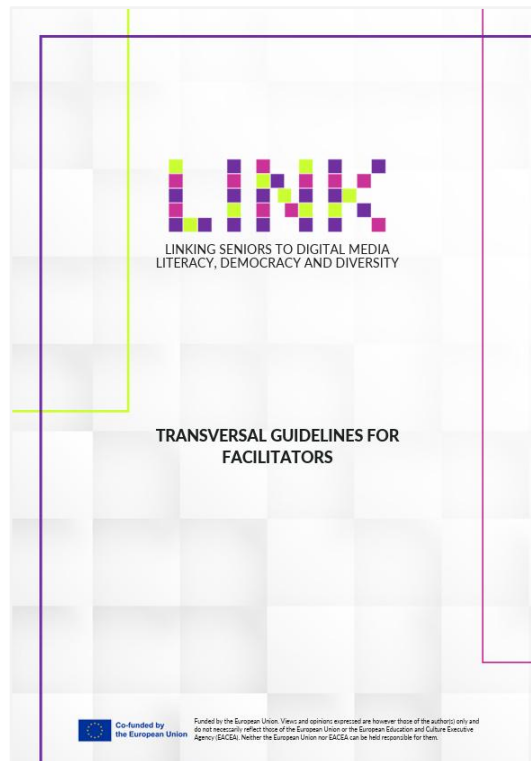
Manual title page [🔗](#)

	Title of resource	Break the Chain – Manual for (Not Only) Trainers Focused on Adults 55+
	Description of the resource	A senior-focused media-literacy manual that addresses fake news, source evaluation, manipulation techniques, chain messages, social media algorithms, and image verification. It combines strong conceptual explanation with ready-to-use lesson plans and age-sensitive teaching guidance.
	Project (if applicable)	Break the chain: Providing ways to fight fake news and disinformation online
	EU programme / scheme	Erasmus+
	Author(s) / organisation	EDUcentrum; E-Seniors; Komicha; Atermon; ICMEDIA; HeartHands Solutions
	Year of release / update	2024
	Licence / cost	Open educational resource
	Special recognition / award	Good Practice
	Target group(s)	Adults 55+

	Format(s)	PDF
	Available in language(s)	English, Czech, French, Bulgarian, Dutch, Spanish, Greek
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration Area 4: Safety Area 5: Problem solving
	Main pedagogical / andragogical approach(es)	The manual combines critical media literacy, senior-sensitive andragogy, experiential learning, discussion-based learning, guided inquiry, and practice-oriented training design. A major strength is that it does not only tell trainers what to teach, but how to teach adults 55+. It explicitly recommends needs analysis, slower pacing, trust-building, small groups, positive motivation, repetition, accessible language, and psychologically safe dialogue. It also uses lesson plans structured around experiential learning, including discussion, reflection, active experimentation, and group work.
	Key learning outcome(s)	Learners can develop the ability to understand key concepts such as misinformation, disinformation, fake news, clickbait, trolls, bots, propaganda, and chain mail; recognise manipulation techniques such as emotional framing, stereotyping, confirmation bias, photomanipulation, and false context; evaluate the reliability of sources; distinguish opinion from fact; and use practical verification tools for media content, including photos and videos. The resource also strengthens awareness of how algorithms, social media, and repeated exposure shape perceptions and behaviour online.
	Why it works	It works because it combines three levels that are often separated in other resources. First, it offers a clear theoretical foundation on disinformation, manipulation, source reliability, cognitive bias, emotional influence, and media environments. Second, it translates this theory into practical lesson plans and simple evaluative tools, such as the “5 questions to assess media content.” Third, it explicitly adapts the teaching approach to older adults by addressing neuroplasticity, memory load, confidence, motivation, trust, and sensory accessibility. This combination makes the manual highly usable in real educational settings. It is also valuable that the manual treats disinformation education as dialogue rather than preaching, which is especially important










		when working with sensitive beliefs and emotionally charged content.
	Tips for implementation with seniors	<p>This resource should be used selectively and modularly. Trainers do not need to deliver the full manual in sequence. For seniors, it is advisable to begin with familiar and practical topics such as fake news basics, source checking, suspicious emails, false advertising, social media posts, and photo verification. The manual's own advice should be followed closely: keep groups small, allow extra time, avoid cognitive overload, use printed support materials, encourage discussion rather than confrontation, and connect learning to everyday situations. The lesson plans are useful, but some examples should be updated and localised, especially where current platforms, AI-generated content, or recent scams are concerned. The sections on strategic communication are particularly important, because they help trainers work respectfully with learners who may already hold strong views.</p> <p>Its main limitation is that some case examples and platform references will need updating, and the AI-related dimension is still relatively limited compared with current needs.</p>
	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE and is one of the closest matches in the collection so far. It aligns directly with SMART AGE priorities around misinformation, fake news, manipulation techniques, critical source evaluation, digital resilience, and senior-specific pedagogy. It is especially valuable because it integrates media literacy content with implementation guidance for adults 55+, which makes it useful not only as a source of topics but also as a model for instructional design. SMART AGE can build on this example by further strengthening areas that have become more important since the manual's publication, especially AI-generated content, deepfakes, platform changes, and contemporary online fraud patterns.</p>
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-CZ01-KA220-ADU-000029779
	Access / project / more info link	https://www.break-the-chain.eu/training-manual





Example 9: LINK – Transversal Guidelines for Facilitators



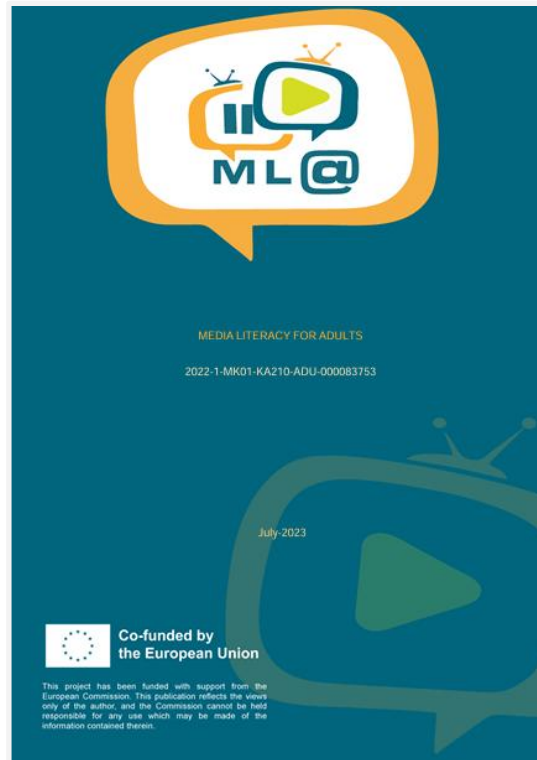
Guide title page [🔗](#)

	Title of resource	LINK – Transversal Guidelines for Facilitators
	Description of the resource	A methodological guide that supports facilitators working with seniors in non-formal learning settings, with emphasis on experiential learning, reflection, communication, and age-sensitive pedagogy. Rather than focusing on one topic, it strengthens the learning conditions needed for effective digital and media literacy education.
	Project (if applicable)	LINK - LINKing Seniors to Digital Media Literacy, Democracy and Diversity
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Associação Animam Viventem; ADI & SALU Sersoc SLU; Freguesia de Cascais e Estoril; Fundaçja Pro Scientia Publica; Sinergia Società Cooperativa Sociale
	Year of release / update	2023
	Licence / cost	Open educational resource

	Special recognition / award	-
	Target group(s)	Seniors
	Format(s)	PDF
	Available in language(s)	English
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration Area 5: Problem solving
	Main pedagogical / andragogical approach(es)	The guide combines non-formal adult education, facilitation-based learning, learning-to-learn, experiential learning, and senior-sensitive andragogy. It draws explicitly on principles such as learner participation, reflection, relevance to real life, group process, and structured debriefing. It also emphasises that adults need to validate information against their own experience, want learning to be immediately useful, and learn best when they are actively involved in planning and evaluation.
	Key learning outcome(s)	Used with facilitators or trainers, this guide can support several outcomes: understanding how seniors differ from younger learners; creating safe and trustful learning environments; selecting tools appropriate to group dynamics; structuring reflection after activities; balancing visual, verbal, active, reflective, sequential, and global learning preferences; and adapting teaching to age-related physical, cognitive, psychological, and social changes. For senior learners indirectly, this can result in more accessible, motivating, and effective learning experiences.
	Why it works	It works because it shifts attention from “what content should be taught” to “how learning actually happens” in senior groups. The guide is especially strong in showing that effective work with seniors requires trust, flexibility, facilitation rather than top-down instruction, and adaptation to different learning preferences. Its use of Kolb’s experiential learning cycle and structured debriefing is particularly valuable, because media literacy and digital resilience often improve most when learners try something, reflect on it, analyse it, and then apply the insight again in a new situation. Another strength is its balanced treatment of ageing: it recognises barriers, but also highlights continuing neuroplasticity, crystallised intelligence, resilience, and the value of life experience.






	Tips for implementation with seniors	<p>This resource is best used as a trainer guidance document, not as a learner-facing manual. For SMART AGE, facilitators should apply its principles when designing workshops on misinformation, digital safety, social media, or AI-generated content. In practice, that means starting from learners' real experiences, keeping goals immediately relevant, using small-group interaction, building in time for reflection, and offering both practical action and conceptual explanation. The sections on learning preferences and age-related changes are especially useful for session design. Trainers should also apply its emphasis on emotional, intellectual, and physical safety, since many seniors approach digital learning with anxiety or low confidence.</p> <p>Its main limitation for SMART AGE is that it is not specifically a media-literacy curriculum, so it should be paired with more content-rich resources on misinformation, source evaluation, and AI-shaped media environments.</p>
	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE as a cross-cutting methodological framework. It does not provide detailed media-literacy content by itself, but it offers a strong foundation for how SMART AGE learning should be facilitated: learner-centred, non-formal, reflective, practical, flexible, and respectful of age-related changes. It is particularly useful for the trainer handbook, implementation guidelines, and methodological notes that accompany the curriculum. In SMART AGE terms, its contribution is not primarily thematic, but architectural: it helps ensure that even strong content on misinformation, AI, or civic participation is delivered in a way that seniors can engage with meaningfully.</p>
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PT01-KA220-ADU-000026060
	Access / project / more info link	https://linkprojecteu.wixsite.com/link




Example 10: ML@ Curriculum



Curriculum title page [🔗](#)

	Title of resource	ML@ Curriculum
	Description of the resource	A compact adult-education curriculum covering fake news, visual media literacy, online safety, privacy, and responsible content creation. It includes practical lesson plans and activity formats that can be adapted for group-based learning with adults.
	Project (if applicable)	Media Literacy of Adults
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Private Educational Institution - Open Civic University For Lifelong Learning Vanco Prke; Hayatboyu eğitim bilim sanat kültür derneği; A.B. Institute of entrepreneurship development ltd.
	Year of release / update	2023
	Licence / cost	Open educational resource
	Special recognition / award	-
	Target group(s)	Adults 55+
	Format(s)	PDF

	Available in language(s)	English, Macedonian, Turkish, Greek
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy
	Main pedagogical / andragogical approach(es)	The curriculum combines non-formal adult education, discussion-based learning, experiential learning, task-based learning, and activity-centred facilitation. A distinctive feature is that many topics are offered in both classroom and outdoor variants. The lesson plans rely on discussion, group work, role-play, comparison of examples, source evaluation tasks, and practical exercises such as analysing headlines, checking images, exploring privacy scenarios, and creating social media posts.
	Key learning outcome(s)	Learners can develop the ability to recognise fake news, identify source-quality signals, analyse the emotional and persuasive power of visual media, understand basic privacy and safety practices, recognise suspicious emails, and reflect on the ethical implications of creating and sharing content online. The curriculum also aims to strengthen critical thinking, source comparison, basic fact-checking, and awareness of how visual and textual framing influence interpretation.
	Why it works	It works because it breaks media literacy into a small number of concrete, understandable themes and supports each theme with practical lesson plans. The strongest part is its usability: trainers can quickly take an activity and implement it with little extra preparation. Another strength is variation. The curriculum does not rely on lecture alone, but uses comparison exercises, checklists, small-group analysis, visual prompts, outdoor scavenger hunts, and responsible-post creation tasks. This increases engagement and shows that media literacy can be taught through active participation rather than abstract theory alone.
	Tips for implementation with seniors	For seniors, this resource should be adapted selectively. The most relevant units are likely to be recognising fake news, visual media literacy, online safety and privacy, and responsible sharing. Trainers should simplify some activities, reduce the number of examples used in one session, and replace generic or youth-oriented scenarios with situations more familiar to older adults, such as suspicious messages, misleading health claims, manipulated photos, or oversharing on Facebook. Some outdoor activities may work well with active senior groups, but












		<p>they should be optional and adapted for mobility, comfort, and accessibility. It would also be useful to update source examples and strengthen the treatment of current threats such as deepfakes, scams, and AI-generated content.</p> <p>Its main limitation for SMART AGE is that it is written for adults in general rather than seniors specifically, and some activities and references remain fairly generic or simplified compared with the complexity of today's misinformation and AI-driven media landscape.</p>
	Relevance to SMART AGE curriculum	<p>This resource is relevant to SMART AGE mainly as a transferable curriculum and activity-design example. Its clearest value lies in showing how a broad media-literacy topic can be organised into manageable modules with ready-to-use lesson plans. Several of its themes overlap directly with SMART AGE priorities, especially fake news, source evaluation, visual interpretation, privacy, and responsible online participation. However, SMART AGE would need to adapt it substantially by making it more senior-specific, strengthening accessibility, and updating it for the current digital environment, especially AI-shaped media, platform manipulation, and contemporary fraud risks.</p>
	Erasmus+ results platform link	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-MK01-KA210-ADU-000083753</p>
	Access / project / more info link	<p>https://www.facebook.com/profile.php?id=100091281906420</p>

Example 11: New Methods and Forms of Cybernetic Security for Seniors – Methodological Material



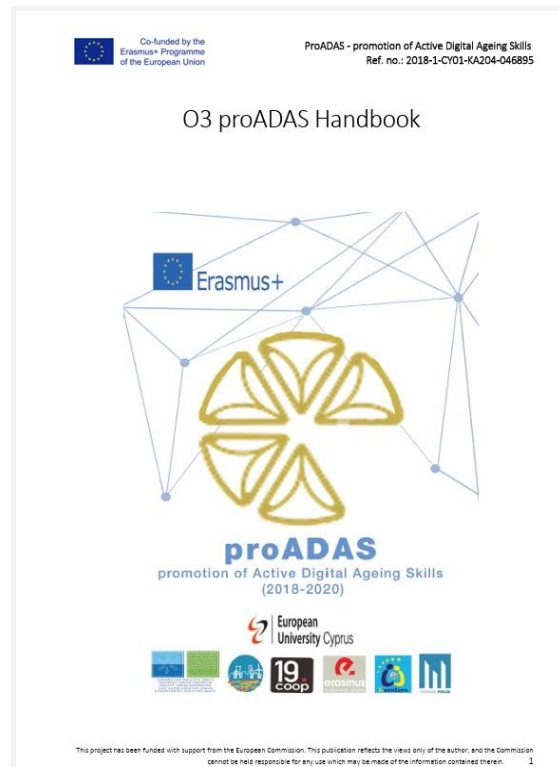
Handbook title page

	Title of resource	New Methods and Forms of Cybernetic Security for Seniors – Methodological Material
	Description of the resource	A senior-focused methodological resource that combines cybersecurity education with selected media-literacy topics such as fake news, manipulated images, and fake websites. It provides ready-made workshop activities on passwords, phishing, privacy, fraud, and safer online behaviour.
	Project (if applicable)	New methods and forms of cybernetic security for seniors
	EU programme / scheme	Erasmus+
	Author(s) / organisation	CPM-Centrum prevencije mladeze; ALVIT - inovace a vzdelavani s.r.o.; Fundacija Pro Scientia Publica;

		Inercia Digital SL; Sinergia Società Cooperativa Sociale
	Year of release / update	2019
	Licence / cost	Open educational resource
	Special recognition / award	-
	Target group(s)	Seniors
	Format(s)	PDF
	Available in language(s)	English
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 4: Safety
	Main pedagogical / andragogical approach(es)	The material combines senior-oriented non-formal adult education, scenario-based learning, guided discussion, small-group work, learning by doing, and trainer-led facilitation. A notable strength is that the activities follow a consistent methodology: problem and goal, time allowance, aids, participant profile, activity description, and practical implementation notes. This makes the resource usable for trainers rather than remaining purely theoretical. It also uses stories, examples, role-like situations, quizzes, and step-by-step analysis tasks to make abstract cybersecurity topics more understandable.
	Key learning outcome(s)	Depending on the selected activity, learners can improve their ability to create and manage stronger passwords, recognise phishing attempts, identify fake websites, protect privacy settings on social media, understand malware risks, use email more safely, and recognise internet fraud. The resource also includes explicit media-literacy outcomes, especially in the sections on manipulated pictures and fake news, where participants learn to question first impressions, compare perspectives, use reverse image search, check sources, and verify content before sharing it. At trainer level, the material also models how to turn these topics into practical workshops for seniors.
	Why it works	It works because it is built around problems seniors actually face. The research section shows that older adults are especially vulnerable in areas such as password practices, phishing resistance, and unsafe responses to suspicious emails, even when they consider themselves cautious online. The activities respond directly to those gaps. Another reason it works is breadth: it does not isolate one topic, but covers a full range from technical security to media verification. The strongest parts for SMART AGE are










		<p>the activities on fake news and manipulated pictures, which move beyond basic cyber hygiene and into critical interpretation of digital content. The use of concrete examples, short activities, and guided reflection also makes the content more teachable.</p>
💡	Tips for implementation with seniors	<p>This resource should be used selectively. It is not necessary to deliver all 16 activities. For SMART AGE, the most relevant units are likely to be passwords, phishing, fake websites, manipulated pictures, fake news, privacy settings, and internet fraud. Trainers should update outdated platform references and examples where needed, especially for Facebook interfaces, Gmail layouts, and older tools or links. Sessions should be slowed down and simplified, with printed instructions, live demonstrations, and time for repetition. Some activities use English-language digital terms and older web examples, so translation and localisation are essential. The best use of this resource is modular: choose a few highly relevant activities and adapt them to present-day scams, deepfakes, AI-generated images, and local digital habits of senior learners.</p> <p>Its main limitation for SMART AGE is that some content is dated and parts of the material lean more toward general cyber hygiene than toward deeper media literacy, so updating and selective adaptation will be necessary.</p>
🔗	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE because it sits at the intersection of digital safety, critical media literacy, and senior-specific training design. It aligns well with SMART AGE priorities around misinformation, fraud awareness, online autonomy, and resilience in digital environments. Its strongest contribution is practical curriculum transfer: it shows how broad goals can be converted into workshop units with clear timing, methods, and learner tasks. SMART AGE can draw particularly on its fake news and photo-manipulation activities, while also improving the model by updating the content for current platform ecosystems, AI-generated media, and accessibility needs.</p>
📎	Erasmus+ results platform link	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SK01-KA204-046377</p>
🌐	Access / project / more info link	-




Example 12: proADAS Handbook



Handbook title page [🔗](#)

	Title of resource	proADAS Handbook
	Description of the resource	A handbook on active digital ageing that helps trainers and support professionals create more inclusive learning environments for older adults. Its main value lies in connecting digital literacy with health, autonomy, well-being, and age-related accessibility needs.
	Project (if applicable)	promotion of Active Digital Ageing Skills
	EU programme / scheme	Erasmus+
	Author(s) / organisation	European University Cyprus; Jadransko jonska euroregija; Erasmus Hogeschool Brussel; E-SENIORS: initiation des seniors aux ntic associatio; Diciannove Società Cooperativa; CSI Center For Social Innovation LTD
	Year of release / update	2020
	Licence / cost	Open educational resource
	Special recognition / award	-

	Target group(s)	Seniors
	Format(s)	PDF
	Available in language(s)	English
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 5: Problem solving
	Main pedagogical / andragogical approach(es)	The handbook combines senior-sensitive andragogy, inclusive facilitation, context-based learning, scenario-based training, and supportive coaching. It is aimed at professionals, adult educators, trainers, counsellors, NGOs, and social actors who work with seniors. A major strength is that it integrates principles of gerontology, psychology, mentoring, coaching, and pedagogy, rather than treating digital literacy as a purely technical training issue. It also uses concrete scenarios to help trainers adapt their practice to specific learner conditions.
	Key learning outcome(s)	For trainers and facilitators, the main outcomes include understanding how to create suitable learning environments for seniors, adapting digital education to health or mobility-related barriers, and supporting older adults in using ICT for communication, autonomy, social participation, and well-being. For senior learners indirectly, the handbook supports outcomes such as greater confidence in using digital tools, better access to information and services, stronger social connectedness, and safer, more independent daily living.
	Why it works	It works because it connects digital literacy to the lived realities of ageing. Rather than assuming all seniors are the same, it explicitly considers different conditions and vulnerabilities, including frailty, malnutrition, cardiovascular risk, cognitive problems, and risk of falling. It also treats digital learning as part of broader inclusion, active ageing, health, and quality of life. Another reason it works is that it is practical: the handbook includes recommendations on group size, pacing, equipment, accessibility, motivation, participant involvement, and the value of using learners' own devices. These features make it a useful implementation guide, not just a policy overview.
	Tips for implementation with seniors	For SMART AGE purposes, this resource is best used as a trainer handbook and methodological reference, not as a learner-facing curriculum. The most useful parts are its recommendations on assessing learners' starting level, keeping groups











		<p>small, individualising support, avoiding jargon, repeating key information, using everyday-life examples, and planning for age-related difficulties such as memory, vision, hearing, or mobility issues. Its scenario sections can help trainers think through how to adapt activities for specific groups. At the same time, some sections are broad or dated, so implementation should be selective and updated with current examples of misinformation, scams, AI-generated media, and today's digital services. Its main limitation for SMART AGE is that it is broader than media literacy and only indirectly addresses misinformation and critical analysis of digital content, so it should be combined with more explicitly media-focused resources.</p>
	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE as a cross-cutting methodological and inclusion-oriented example. Its main contribution is not narrow media-literacy content, but a broader model for designing learning that respects ageing-related differences and connects digital participation with autonomy, health, and social inclusion. That fits SMART AGE well, especially where the curriculum needs to address not only misinformation and AI risks, but also the practical and emotional conditions under which seniors can learn successfully. It is particularly useful for trainer guidance, accessibility planning, learner support, and the integration of digital resilience into the wider concept of active ageing.</p>
	Erasmus+ results platform link	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-CY01-KA204-046895</p>
	Access / project / more info link	<p>https://proadas.eu/</p>





Example 13: SAFE – Methodological Guidance for Adult Educators



Guidebook title page [🔗](#)

	Title of resource	SAFE – Methodological Guidance for Adult Educators
	Description of the resource	A trainer guide developed for work with seniors aged 65+, focused on fake news, social media, critical thinking, privacy, and blended learning. It combines topic-specific media-literacy content with detailed recommendations on how to teach older adults appropriately.
	Project (if applicable)	Senior's Anti-Fake Education
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Ljudska univerza Ptuj; KMOP – Social Action and Innovation Centre; die Berater® Unternehmensberatungs GmbH; CARDET; CESIE; BUPNET
	Year of release / update	2024










	Licence / cost	Open educational resource
	Special recognition / award	-
	Target group(s)	Seniors (65+)
	Format(s)	PDF
	Available in language(s)	German
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy
	Main pedagogical / andragogical approach(es)	The guide combines age-sensitive andragogy, blended learning, critical media literacy, learning by doing, reflective practice, and trainer self-development. A major strength is its explicit methodological focus: it includes guidance on communication style, emotional support, motivational strategies, pace, repetition, social learning, informal learning settings, and adaptation to cognitive, physical, and social needs. It also recommends moving from practice to theory, using storytelling, peer support, humour, and collaborative learning.
	Key learning outcome(s)	For trainers, the resource develops the ability to teach seniors how to understand fake news, distinguish true from false information, use critical thinking, recognise the role of social media and messenger apps in spreading misinformation, manage privacy settings, and apply age-sensitive teaching approaches. It also supports trainers in understanding older learners' motivations, barriers, fears, and preferred learning conditions. For seniors indirectly, this translates into greater critical awareness, safer use of social media, stronger judgement when assessing online information, and more confident participation in digital life.
	Why it works	It works because it integrates three things that are often split apart in other resources. First, it provides a clear thematic focus on fake news, critical thinking, social media, privacy, and verification. Second, it offers a structured modular programme, including blended learning, self-paced materials, collaborative elements, and practical activities. Third, it gives detailed methodological advice on how older adults learn best: building on life experience, ensuring relevance, working with emotions, creating a relaxed atmosphere, keeping groups small, using repetition, and adapting pace and format. This makes it highly usable for real implementation rather than only conceptual planning.









	Tips for implementation with seniors	<p>This resource is best used as both a trainer handbook and a curriculum planning reference. For SMART AGE, the most transferable elements are the fake news module, the social media and messenger module, and the methodological principles on age-sensitive didactics. Trainers should localise examples, update platform references where needed, and simplify activities depending on learners' starting level. The recommendation to keep groups small, offer daytime sessions, use practical exercises, avoid overload, and move from action to explanation is especially valuable. The video-production module can be used selectively with more confident groups, but it may be too demanding for beginners unless simplified.</p> <p>Its main limitation is that some examples are tied to earlier platform ecosystems and pre-current AI developments, so updating for today's media environment will be necessary</p>
	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE and is one of the closest conceptual matches among the examples so far. It aligns directly with SMART AGE priorities around misinformation, critical thinking, digital inclusion, social media literacy, privacy, and senior-specific pedagogy. Its greatest value lies in the way it combines content, delivery model, and trainer preparation. SMART AGE can build on this strongly, while extending the model to include newer issues that have become more urgent, especially AI-generated content, deepfakes, algorithmic influence, and current scam ecosystems.</p>
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-SI01-KA220-ADU-000033515
	Access / project / more info link	https://www.safeseniors.eu/

Example 14: DIGITELD disinformation module materials



First presentation title slide [🔗](#)

	Title of resource	DIGITELD disinformation module materials
	Description of the resource	A modular set of learning materials on disinformation that covers definitions, spread mechanisms, psychosocial vulnerability, search strategies, fact-checking, reverse image search, and the role of journalism. It is especially strong as a structured model for progressive disinformation education.
	Project (if applicable)	The DIGITalization of ELDERly
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Fondation Privée pour la Promotion de la Profession de Journaliste; Università Degli Studi di Macerata
	Year of release / update	2024
	Licence / cost	Open educational resource
	Special recognition / award	-
	Target group(s)	Seniors 65+









	Format(s)	PPT
	Available in language(s)	English
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy
	Main pedagogical / andragogical approach(es)	The module set combines modular media literacy education, concept-based learning, critical reflection, practice-based verification training, and guided analytical learning. A strong feature is its sequence. Learners first clarify concepts such as misinformation and disinformation, then examine how disinformation ecosystems function, then explore psychosocial mechanisms such as confirmation bias and cognitive dissonance, and finally learn practical counter-strategies such as search optimisation, lateral reading, fact-checking, and reverse image search. The journalism unit adds an important normative dimension by explaining independence, accuracy, and the distinction between fact and opinion.
	Key learning outcome(s)	Learners can develop the ability to distinguish misinformation from disinformation, understand why false information spreads, recognise algorithmic amplification, bots, and astroturfing, and identify psychological factors that make people vulnerable to false claims. They can also learn concrete verification skills, including using Boolean operators, date filters, site and file-type searches, click restraint, lateral reading, and reverse image search. In addition, they gain a clearer understanding of why professional journalism matters, including verification, corrections, and the distinction between facts and commentary.
	Why it works	It works because it combines theory, psychology, and practical skills instead of presenting media literacy as a simple checklist. The resource explains not only how to verify information, but also why people are persuaded by falsehoods and how digital systems amplify manipulation. That gives learners a more complete understanding of the problem. Another strength is that the practical skills taught are concrete and transferable. Search filters, click restraint, lateral reading, and reverse image search are all realistic methods that learners can apply immediately in everyday life. The inclusion of journalism principles is also important, because it gives learners criteria for recognising more trustworthy information environments.
	Tips for implementation with seniors	For seniors, this resource should be adapted and paced carefully. The strongest units for direct use are

		<p>likely to be the introductory concepts, the psychology of belief, search and filtering skills, fact-checking, reverse image search, and the journalism sections on accuracy and facts versus opinion. Abstract topics such as astroturfing or algorithmic amplification may need simplification and real-life examples. Trainers should avoid overloading learners with too many concepts in one session and instead move from familiar examples, such as suspicious Facebook posts, forwarded messages, or misleading images. Live demonstrations are especially important for lateral reading, date filters, and reverse image search. Printed step-by-step guides would also help. Some terminology should be simplified, and current examples should be added, especially around AI-generated images, deepfakes, and current platform practices.</p> <p>Its main limitation for SMART AGE is that it is not explicitly senior-focused, so some units are too dense or abstract for direct transfer without adaptation.</p>
	<p>Relevance to SMART AGE curriculum</p>	<p>This resource is highly relevant to SMART AGE because it covers several core curriculum priorities in a coherent structure: definitions of misinformation and disinformation, mechanisms of spread, psychosocial vulnerability, practical verification strategies, and the role of trustworthy journalism. It is especially valuable as a module design example, showing how a curriculum can move from awareness to analysis and then to practical action. SMART AGE can build on this model effectively, while making it more senior-specific through simpler language, slower pacing, stronger accessibility support, and fuller integration of AI-generated content, scams, and age-relevant everyday scenarios.</p>
	<p>Erasmus+ results platform link</p>	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2023-2-BE01-KA210-ADU-000185186</p>
	<p>Access / project / more info link</p>	<p>https://www.fppj-sbbj.be/en/general-7</p>

Example 15: BonJour learning platform

BonJour home page

	Title of resource	BonJour learning platform
	Description of the resource	A five-module online learning pathway that moves from basic digital use to cyber-safety, misinformation analysis, fact-checking, and content creation. It is a useful example of how operational, critical, and creative digital competences can be built progressively in a MOOC format.
	Project (if applicable)	BonJour! Enhancing the Critical Media Literacy of the Elderly through Digital Education and Journalism
	EU programme / scheme	Erasmus+
	Author(s) / organisation	EduVita APS; Associação My Madeira Island; Europäische Bildungsinitiative; Fundacja Pro Scientia Publica; Międzynarodowa Fundacja Rozwoju Edukacji Dorosłych; nazilli hayat boyu ogrenme derneği
	Year of release / update	2026
	Licence / cost	Open educational resource
	Special recognition / award	-

	Target group(s)	Adults 55+
	Format(s)	MOOC
	Available in language(s)	English, German, Italian, Polish, Turkish, Portuguese
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy Area 2: Communication and collaboration Area 3: Digital content creation
	Main pedagogical / andragogical approach(es)	The MOOC combines progressive modular learning, self-paced online learning, practice-based adult education, guided digital literacy development, and applied media literacy. Its pedagogical strength lies in sequencing. Module 1 builds basic confidence with devices, browsers, search, and email. Module 2 adds cyber-safety and protection habits. Module 3 deepens analytical skills around media literacy, facts versus opinions, manipulation, and fact-checking. Module 4 moves toward active content creation through journalism and storytelling. This stepwise structure reduces overload and supports gradual competence building.
	Key learning outcome(s)	Learners can develop the ability to use computers and browsers more confidently, communicate online by email and other tools, search more effectively, evaluate website credibility, and recognise fake news and misleading content. They can also learn safer online behaviour through password management, phishing awareness, malware protection, and recognition of suspicious websites. In the media-literacy modules, learners strengthen their ability to identify bias, distinguish facts from opinions, spot manipulative content, use fact-checking and reverse image search, and understand the role of journalism. In the creative module, they learn basic journalism principles, storytelling, responsible social media publishing, and simple use of visual and AI-supported tools for content creation.
	Why it works	It works because it connects several layers that are often fragmented in adult education. It does not teach only basic ICT skills, nor only media literacy, nor only safety. Instead, it brings them together in one progression from access to analysis to participation. Another reason it works is thematic relevance. The examples are close to everyday digital life: email, search engines, online communication, suspicious links, fake news, visual verification, journalism, social media posting, and storytelling. The genealogy unit is also notable, because it links digital learning to










		personal meaning and motivation, which can be especially effective with older learners.
	Tips for implementation with seniors	<p>For seniors, this MOOC should be used with selective facilitation rather than assuming fully independent completion. The strongest starting points are likely to be Module 1 on basic use, Module 2 on safety, and the practical parts of Module 3 on misinformation, facts versus opinions, and fact-checking. Trainers should simplify navigation, provide printed step-by-step instructions, demonstrate key actions live, and allow repetition. Some content-creation units from Module 4 may be very motivating for confident groups, but they should remain optional for beginners. The use of AI tools for visuals should also be introduced carefully, with attention to accessibility, clarity of purpose, and ethical discussion. For SMART AGE purposes, it would be useful to strengthen age-relevant examples such as health claims, scams, forwarded messages, and deepfakes.</p> <p>Its main limitation for SMART AGE is that the pathway appears broad and potentially demanding for low-confidence senior beginners, so careful moderation, simplification, and selective use of modules would be necessary.</p>
	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE because it models a full learning journey from digital access to critical engagement and creative participation. It aligns closely with SMART AGE priorities around digital autonomy, online safety, misinformation, source evaluation, media literacy, and civic-oriented engagement with digital environments. It is particularly useful as a MOOC architecture example, showing how modules can be arranged progressively and how operational, critical, and creative competences can reinforce one another. SMART AGE can build on this model effectively, while adapting it more explicitly for seniors through slower pacing, stronger accessibility design, clearer localisation, and fuller treatment of AI-generated media and current online fraud patterns.</p>
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/2023-1-IT02-KA220-ADU-000160320
	Access / project / more info link	https://www.bonjour-project.eu/




Example 16: SUM Toolkit for Seniors' Media Literacy



Toolkit title page [🔗](#)

	Title of resource	SUM Toolkit for Seniors' Media Literacy
	Description of the resource	A community-based toolkit that helps older adults identify misinformation through peer learning, train-the-trainer methods, and practical verification activities. It is particularly notable for its concept of “critical trust” and for empowering seniors as active learners and local facilitators.
	Project (if applicable)	Seniors united against misinformation
	EU programme / scheme	Creative Europe
	Author(s) / organisation	Transitions; Mediawijs; VVBAD (Flemish Association for Library, Archive & Documentation); Verificat; Federación de Sindicatos de Periodistas (FeSP); No Control; University of Lapland; Lepida
	Year of release / update	2025
	Licence / cost	Open educational resource

	Special recognition / award	-
	Target group(s)	Seniors
	Format(s)	PDF
	Available in language(s)	English, Catalan, Finnish, French, German, Italian, Spanish
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy
	Main pedagogical / andragogical approach(es)	The toolkit combines peer learning, train-the-trainer methodology, senior-to-senior facilitation, co-creation, non-formal adult education, and practice-based media literacy training. A distinctive strength is that the SUM model is built as a step-by-step process: understanding the content, building a network of volunteers, training trainers, facilitating peer workshops, and following up for sustainability. The guide also recommends concrete participatory methods such as think-pair-share, practical verification exercises, small-group discussion, group problem solving, and selective use of gamification.
	Key learning outcome(s)	Learners can develop the ability to identify dubious claims, distinguish facts from opinions, recognise cognitive biases, understand why misinformation spreads, and use appropriate channels to verify information. The slides and guide also emphasise practical questions for checking content, identifying who is behind information, looking for better coverage, and assessing evidence. At a broader level, the toolkit aims to build what it calls critical trust: the capacity to trust information sources neither blindly nor cynically, but through ongoing assessment and verification. For senior volunteers, the toolkit also develops facilitation skills and the ability to run workshops in their communities.
	Why it works	It works because it treats older adults not only as vulnerable recipients of misinformation, but as active participants and even trainers. That is a major strength. Instead of a deficit model, it uses empowerment and peer learning. The toolkit is also effective because it combines a clear rationale with practical delivery advice: why older adults are a priority group, how workshops should be adapted, how volunteers can be recruited, what pedagogical methods are suitable, and how initiatives can remain sustainable after initial training. Another strong feature is the concept of critical trust, which is more balanced than simply telling people to distrust

		everything. This is especially useful in a media environment where excessive scepticism can be as damaging as blind trust.
	Tips for implementation with seniors	<p>This resource is best used both as a methodological guide and as a community delivery model. For SMART AGE, the most transferable elements are the peer-learning logic, train-the-trainer pathway, adapted SIFT-based verification practice (simple method for checking whether an online claim, post, image, article, or source is trustworthy before accepting it or sharing it), co-creation with older adults, and detailed implementation advice on venue choice, accessibility, small groups, language simplicity, and printed handouts. Trainers should localise the examples and update them with current cases, especially AI-generated images, deepfakes, and recent scam formats. The guide itself stresses the importance of using the mother tongue, keeping language simple, mixing printed and digital materials, and recognising seniors' need for social interaction and confidence-building. These are particularly strong features for SMART AGE adaptation. Its main limitation is that the toolkit focuses primarily on misinformation and workshop methodology, so SMART AGE would still need to complement it with more detailed content on AI-generated media, current platform dynamics, and broader digital-service use.</p>
	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE and is among the closest strategic matches in the whole collection. It aligns directly with SMART AGE priorities around misinformation, source evaluation, safe participation in digital environments, critical trust, and senior-specific pedagogy. Its strongest contribution is that it goes beyond content and offers a full implementation architecture: how to recruit and train volunteers, how to structure workshops, how to create community ownership, and how to ensure continuity. For SMART AGE, this is especially useful for thinking about trainer preparation, local multiplier models, and sustainable outreach in communities, including rural contexts. SMART AGE can build on this model while extending it with stronger treatment of AI-generated content, accessibility layers, and tighter alignment with DigComp-based micro-credential logic.</p>
	Erasmus+ results platform link	-
	Access / project / more info link	https://ec.europa.eu/info/funding-










	<p>tenders/opportunities/portal/screen/how-to-participate/org-details/999999999/project/101093394/program/43251814/details https://www.wearesum.eu/</p>
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Example 17: DIGITOL Toolkit



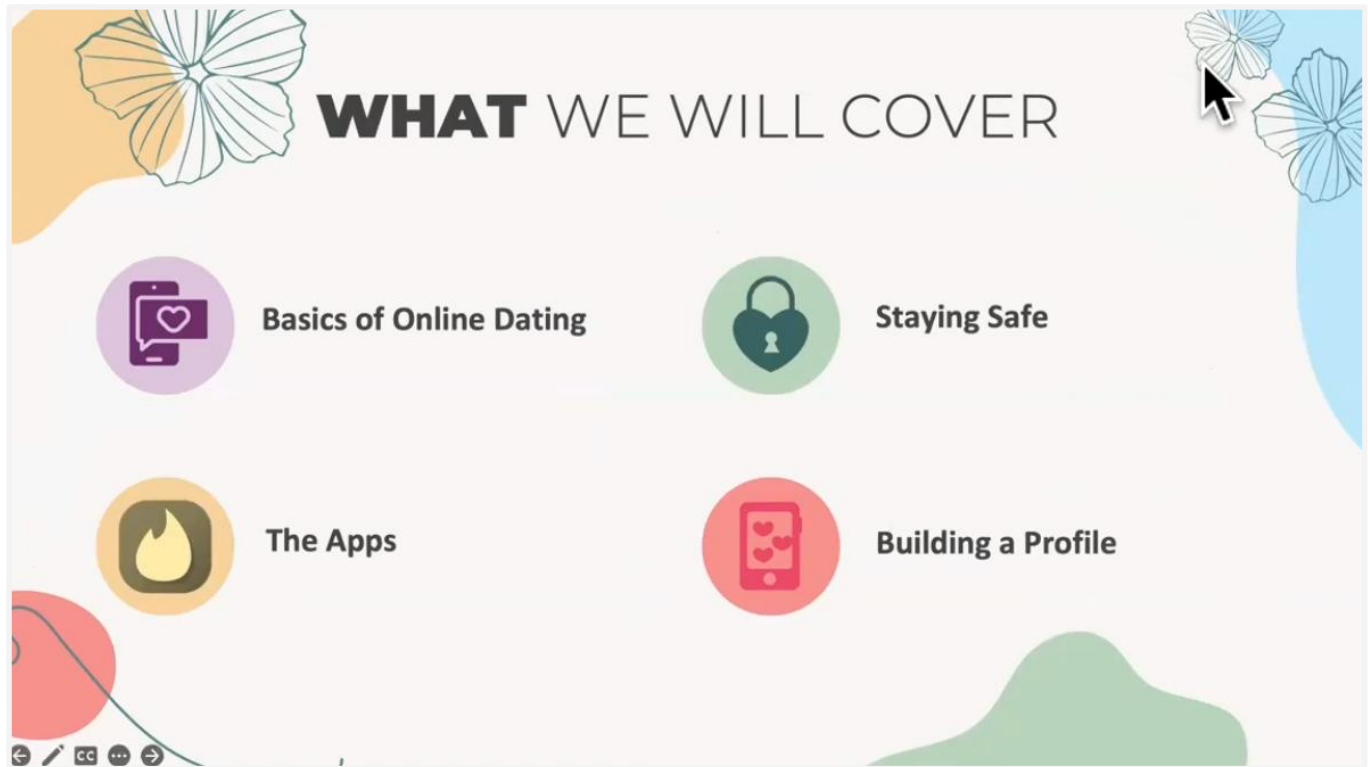
Toolkit title page [🔗](#)

	Title of resource	DIGITOL Toolkit
	Description of the resource	An intergenerational toolkit that brings younger facilitators and older adults together to address fake news, hate speech, stereotypes, and responsible digital participation. It combines co-design, trainer preparation, blended learning, and participatory media-literacy activities.
	Project (if applicable)	Digital Inclusion for Older People - intergenerational synergies for the active participation in society - DIGITOL
	EU programme / scheme	Erasmus+
	Author(s) / organisation	Consorzio Comunita' Brianza Societa' Cooperativa Sociale - Impresa Sociale; 50 + Hellas astiki me kerdoskopikietairia; Age Platform Europe; Druzhestvo Znanie; Pro Arbeit - Kreis Offenbach (AOR)- Kommunales Jobcenter; Tree Agency OU
	Year of release / update	2022
	Licence / cost	Open educational resource

	Special recognition / award	-
	Target group(s)	Older adults
	Format(s)	PDF
	Available in language(s)	English; Bulgarian, German, Italian, Greek
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy
	Main pedagogical / andragogical approach(es)	The toolkit combines intergenerational learning, training-of-trainers methodology, co-design, non-formal education, blended learning, and participatory facilitation. One of its clearest methodological strengths is the structured pathway: young ambassadors are trained first, then supported to co-design and implement capacity-building activities with older adults. The toolkit also shows a deliberate blend of formats, including e-learning modules, live online meet-ups, discussion methods, brainstorming boards, role play, simulation, experiential learning, and mock training sessions.
	Key learning outcome(s)	Depending on how the model is used, learners can develop the ability to recognise fake news, understand misinformation and disinformation, reflect critically on hate speech and stereotypes, verify information more carefully, and participate more responsibly in digital environments. For facilitators and young ambassadors, the model also develops training and moderation skills, intergenerational communication competences, and the capacity to design learning activities suited to adults aged 55+. The resource further supports awareness of how fake news, human rights, media literacy, and social bias intersect.
	Why it works	It works because it does not treat older adults as passive recipients of correction. Instead, it builds a relational learning process where younger and older participants learn with and from one another. This gives the model a strong motivational and social dimension. Another reason it works is its blended structure. The toolkit repeatedly shows that combining online academy spaces with live sessions helped maintain engagement, interaction, and continuity, even under difficult circumstances. It also emphasises flexibility, allowing country teams to adapt themes, methods, and timelines to local conditions rather than imposing one rigid format. That makes the model more transferable.








	Tips for implementation with seniors	<p>For SMART AGE purposes, this resource is best used as both a methodological model and an implementation framework. The strongest transferable elements are intergenerational dialogue, co-design, mixed-format learning, and practical preparation of facilitators before working with seniors. When adapting it for older learners, trainers should simplify language, reduce the number of topics per session, and use examples that are immediately recognisable, such as misleading Facebook posts, suspicious forwarded messages, manipulated images, or emotionally charged headlines. The toolkit itself suggests that live interaction is important for trust and engagement, so even in a digital course some synchronous discussion or supported group work should remain. It would also be advisable to update the misinformation examples with more recent cases involving AI-generated content, deepfakes, and current scam ecosystems. Its main limitation for SMART AGE is that the core pathway is built around young ambassadors as mediators, so adaptation is needed if SMART AGE wants a model centred more directly on adult educators or senior peer facilitators.</p>
	Relevance to SMART AGE curriculum	<p>This resource is highly relevant to SMART AGE because it offers more than isolated learning materials. It provides a full delivery logic for media literacy with older adults: recruit and prepare facilitators, build capacity through a modular pathway, create opportunities for intergenerational exchange, and support learning through blended formats. This aligns well with SMART AGE goals around misinformation, critical participation, digital resilience, and community-based learning. Its strongest contribution is therefore architectural. It shows how a programme can connect content, methodology, facilitation, and participant engagement. SMART AGE can build on this model while making it more explicitly senior-focused, more accessible, and more up to date regarding AI-generated media and current online manipulation patterns.</p>
	Erasmus+ results platform link	https://erasmus-plus.ec.europa.eu/projects/search/details/612208-EPP-1-2019-1-IT-EPPKA3-IPI-SOC-IN
	Access / project / more info link	https://digitol.eu/




Example 18: Guide to Online Dating for 2SLGBTQ+ Older Adults



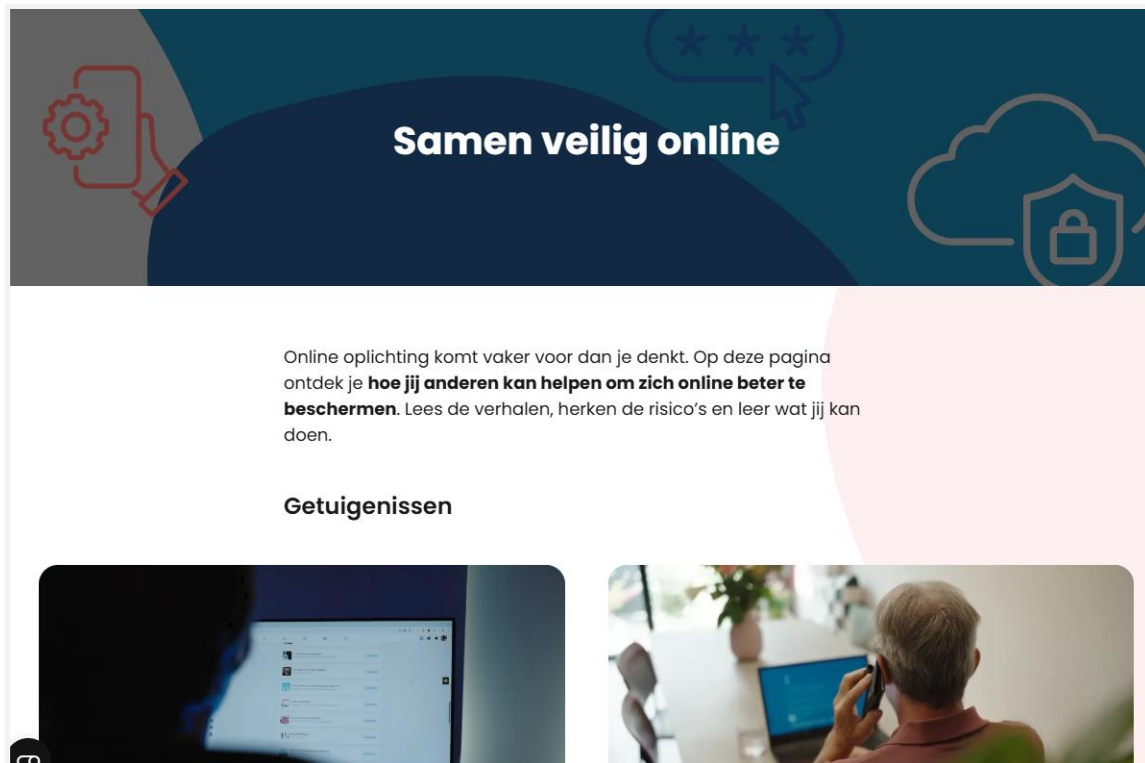
Webinar initial screen [🔗](#)

	Title of resource	Guide to Online Dating for 2SLGBTQ+ Older Adults
	Description of the resource	A recorded webinar that uses online dating as a real-life context for teaching digital safety, privacy, scam awareness, and informed platform use. It is especially valuable as an inclusive, identity-sensitive example of how digital resilience can be taught through meaningful everyday situations.
	Project (if applicable)	-
	EU programme / scheme	-
	Author(s) / organisation	Cyber-Seniors
	Year of release / update	2022
	Licence / cost	Free
	Special recognition / award	-
	Target group(s)	Seniors
	Format(s)	Video











	Available in language(s)	English
	Suitability for machine translation	Medium (subtitles)
	DigComp 2.2 competence area	Area 4: Safety Area 1: Information and data literacy Area 2: Communication and collaboration
	Main pedagogical / andragogical approach(es)	The webinar combines practical digital guidance, scenario-based learning, risk-awareness education, identity-sensitive inclusion, and demonstration-based teaching. A strong feature is that it moves from explanation to application: first introducing types of dating apps and their cultures, then discussing risks such as romance scams, then showing a live walk-through of how a dating profile is created on a platform. This makes the learning concrete and reduces anxiety about unfamiliar tools.
	Key learning outcome(s)	Learners can develop the ability to understand how online dating platforms work, distinguish between different app cultures and target groups, make more informed choices about which platforms suit their goals, and recognise warning signs of romance scams. They also learn practical safety strategies such as not oversharing, checking digital footprints, asking for more information or photos, using reverse image search, setting expectations clearly, and arranging low-pressure, safe first meetings. For older 2SLGBTQ+ adults specifically, the webinar also supports more confident participation in digital social spaces that reflect their identity and needs.
	Why it works	It works because it teaches digital literacy through a real and emotionally meaningful life context. Instead of presenting safety and critical evaluation as abstract rules, it places them inside a situation many people care about: finding companionship, connection, or relationships. Another reason it works is specificity. The webinar does not speak only about “older adults” in general, but about older adults within the 2SLGBTQ+ community, acknowledging that digital participation may involve both age-related and identity-related considerations. It is also practical in tone. The content includes app comparisons, scam warning signs, profile-building guidance, and concrete meeting-safety advice, which makes it immediately usable.
	Tips for implementation with seniors	For SMART AGE purposes, this example is best used as a situated digital safety case study rather than as a core curriculum model for all learners. Trainers could adapt the webinar approach to show








		<p>how digital literacy applies in sensitive everyday areas such as relationships, companionship, community belonging, and trust. The strongest transferable elements are scam awareness, privacy management, platform comparison, evaluation of online identities, and emotional decision-making online. If used with senior groups, facilitation should be respectful, non-judgemental, and optional, since dating is a personal topic and not all participants will wish to engage. Some groups may benefit from focusing only on the safety and scam-prevention elements. The identity-sensitive framing is especially important and should be preserved where relevant. Its main limitation for SMART AGE is that it is topic-specific and narrower than a general media-literacy curriculum, so it is best used as a specialised case study or supplementary example rather than a central curriculum framework.</p>
	Relevance to SMART AGE curriculum	<p>This resource is relevant to SMART AGE because it shows how digital resilience can be embedded in concrete life situations rather than taught only through generic examples. It contributes particularly to modules on online safety, critical trust, scams, privacy, and evaluating online identities. It also demonstrates the importance of inclusion: senior learners are not a uniform group, and some need digital education that reflects their social realities, identities, and relationship needs. Within SMART AGE, this example is especially useful for showing how media and digital literacy can support autonomy, dignity, social participation, and safer engagement in online spaces.</p>
	Erasmus+ results platform link	-
	Access / project / more info link	<p>https://cyberseniors.org/ https://youtu.be/tHwyfV4CIUI</p>



Example 19: Samen veilig online



Homepage screenshot [🔗](#)

	Title of resource	Samen veilig online
	Description of the resource	This is a prevention-oriented public learning hub on online fraud. It combines dramatized real-life testimonies, practical guidance articles, a broad FAQ section on passwords, 2FA, safe websites, suspicious links and calls, and downloadable flyers that organisations can also order in print for free.
	Project (if applicable)	-
	EU programme / scheme	-
	Author(s) / organisation	DNS Belgium, CAW, Digital Aging, Febelfin, the Belgian Federal Police, Mediawijs, and Safeonweb.
	Year of release / update	-
	Licence / cost	Free
	Special recognition / award	-
	Target group(s)	General public, focus on elderly citizen
	Format(s)	Testimonials, flyers, step-by-step guides, various
	Available in language(s)	Dutch, French











	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 4 – Safety
	Main pedagogical / andragogical approach(es)	The dominant approach is case-based and narrative learning. The platform uses dramatized true stories of romance fraud, fake Microsoft helpdesk fraud and similar scams to surface warning signs in emotionally credible situations. It also uses supporter-mediated andragogy: relatives, neighbours and friends are positioned as “digital coaches” or “digital supporters,” not just passive observers. The teaching style is scaffolded and plain-language, built around short steps, examples, checklists, scripts and analogies rather than abstract theory.
	Key learning outcome(s)	Key outcomes are practical and transferable. Users learn to identify scam signals such as urgency, emotional pressure, suspicious senders, fake domains and requests for personal data or money; to use stronger passwords and 2FA; to protect privacy; to apply safer payment habits; and to respond quickly after a suspicious link, phone call or fraudulent payment. The resource also teaches how to open a non-judgmental conversation with someone who may be vulnerable or already affected.
	Why it works	It works because it starts from recognizable human situations rather than abstract cyber-safety language. It reduces shame by normalising support, and it gives supporters exact wording they can use. The materials repeatedly recommend simple language, avoiding jargon, starting small, celebrating progress and making concrete “good agreements.” The print component strengthens retention and reach: one flyer explicitly tells users to hang it on the fridge so the seven checks stay visible.
	Tips for implementation with seniors	For SMART AGE, this works best as a supporter-assisted resource, not only as self-study. Use one testimony at a time, then move straight into a short discussion, one small action step such as checking a message or setting 2FA, and a take-home checklist. Keep vocabulary non-technical, use familiar analogies, provide written step notes, and always offer printed copies for participants who prefer offline reminders. It is also worth localising the recovery pathway so each country version names its own trusted bank, police and reporting channels.
	Relevance to SMART AGE curriculum	Relevance is high for SMART AGE clusters on disinformation/manipulation awareness, digital safety/privacy/well-being, and digital participation








		<p>through trusted support networks. The resource is especially strong for phishing, scam recognition, trust-building, supporter coaching and post-incident response. Its direct fit with the AI-generated content strand is weaker: searches for “AI” returned no explicit matches on the main page or two core guidance pages reviewed, so SMART AGE would need to supplement it with dedicated content on deepfakes, synthetic personas, AI-generated scam messages and algorithmic amplification.</p>
	Erasmus+ results platform link	-
	Access / project / more info link	https://www.dnsbelgium.be/nl/samen-veilig-online




Example 20: Digitalni Heroji 30++



Homepage screenshot [🔗](#)

	Title of resource	Digitalni Heroji 30++ (Digital heroes 30++)
	Description of the resource	This example is best classified as a broad digital inclusion and applied media literacy model, with strong transfer potential for older adults when adapted through slower pacing, age-relevant scenarios, repetition, peer support and a stronger explicit focus on misinformation and AI-generated content.
	Project (if applicable)	Digitalni Heroji 30++
	EU programme / scheme	European Cohesion Policy / ERDF-funded national digital competence scheme (Slovenia, 2021–2027)
	Author(s) / organisation	CITILAB; EdUman; KIKštarter; KUD Lavina; Fundacija Sonda; Marko Lük s.p
	Year of release / update	2025
	Licence / cost	Free
	Special recognition / award	-
	Target group(s)	Adults
	Format(s)	Workshops

	Available in language(s)	Slovenian
	Suitability for machine translation	-
	DigComp 2.2 competence area	Area 1 – Information and data literacy
	Main pedagogical / andragogical approach(es)	The programme uses a strongly practice-based adult learning model. Its design combines step-by-step guided instruction, hands-on workshops, problem-centred learning, and needs-based adaptation based on participant feedback from previous operations. The workshops are not framed as abstract “digital theory”; they are built around real-life tasks such as using e-government and e-health services, managing social media safely, creating web content, or learning how ChatGPT can help with texts, summaries, ideas and everyday work. The approach is also visibly low-threshold and confidence-building, since some sessions require no prior knowledge and organisers provide a laptop or tablet when needed.
	Key learning outcome(s)	Participants improve their ability to function independently in a digital society. This includes using public digital services, navigating online platforms, communicating online more effectively, protecting personal data, and solving common digital problems. In more advanced strands, participants also learn to create content, understand how algorithms and analytics shape visibility on social media, and use AI tools such as ChatGPT in a practical and more responsible way. The learning outcomes are therefore not limited to “using devices”; they extend to digital confidence, informed judgement, safer participation and applied productivity.
	Why it works	This practice works because it combines scale, accessibility and relevance. It is geographically distributed, free of charge, and offered in multiple regions and local venues, which lowers participation barriers. It also links digital skills directly to adults’ daily needs: public services, communication, work, content creation and online safety. Another strength is its modular breadth: the same programme can serve beginners who need foundational digital confidence and more advanced learners who want skills in social media, websites or AI. Finally, the programme appears to build trust by using plain language, practical examples, real tools, and direct applicability rather than formal or overly technical teaching.
	Tips for implementation with seniors	For a senior-focused adaptation, the strongest lesson is to keep the format local, practical and guided. The










		<p>Slovenian model suggests several transferable design choices: offer sessions in familiar community venues; remove cost barriers; do not assume prior knowledge; allow participants to bring their own devices but provide equipment if needed; and organise learning around concrete tasks that matter in later life, such as health portals, public administration, secure communication, online shopping and fraud prevention. For SMART AGE, it would be useful to go one step further and add more explicit work on misinformation, manipulated content, AI-generated images/text, scam recognition and slower-paced repetition. The programme already provides a good base for this because it includes safety, social media, practical digital navigation and introductory AI learning.</p>
	<p>Relevance to SMART AGE curriculum</p>	<p>Digitalni heroji 30++ is highly relevant to SMART AGE because it shows how a public-interest adult learning programme can connect digital inclusion with functional media literacy. It is not a seniors-only initiative, so it is not a perfect one-to-one model for older adults 65+, but it is a strong transferable framework. Its value for SMART AGE lies in four elements: first, it is explicitly mapped to DigComp 2.2; second, it addresses real-world digital participation rather than abstract computer training; third, it already includes themes closely related to SMART AGE priorities such as safer online behaviour, platform use and emerging AI tools; and fourth, it demonstrates how non-formal education can be delivered at scale while still remaining local and learner-friendly. For SMART AGE, this makes it a useful reference model for curriculum design, especially in modules on online information evaluation, safe communication, everyday digital services, AI awareness and confidence-building for older learners.</p>
	<p>Erasmus+ results platform link</p>	<p>-</p>
	<p>Access / project / more info link</p>	<p>https://kikstarter.si/projekt-digitalni-heroji-30/</p>




Example 21: DigitaleSenior:innen



Homepage screenshot [🔗](#)

	Title of resource	DigitaleSenior:innen
	Description of the resource	This is not just a single learning resource but a broader senior-digital-education ecosystem. The Austrian service, operated by ÖIAT, supports trainers, education providers, and older learners through training offers, a quality label, an open materials library, and a glossary. The site states that it has supported organisations since 2017 and positions digital competence as a route to social participation, autonomy, and inclusion in later life.
	Project (if applicable)	-
	EU programme / scheme	-
	Author(s) / organisation	Österreichisches Institut für angewandte Telekommunikation (ÖIAT)
	Year of release / update	-
	Licence / cost	Free
	Special recognition / award	-

	Target group(s)	Seniors
	Format(s)	Webpage + PPT + PDF
	Available in language(s)	German
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1 – Information and data literacy Area 4 – Safety Area 5 – Problem solving
	Main pedagogical / andragogical approach(es)	The dominant approach is trainer-mediated, practice-based andragogy. The trainer course explicitly includes methodology and didactics, collaborative and cooperative learning, learning with and from others, trying out scenarios, reflection on methods, self-study, and a practice project. The wider model is also clearly low-threshold and inclusion-oriented: workshops ask how offers can better reach the target group, remain accessible, and improve quality in simple steps, while the materials include guides for smartphone accessibility and barrier-free learning design.
	Key learning outcome(s)	The main learning outcomes are functional, confidence-building, and transferable. Seniors and the trainers who support them are expected to build everyday digital competence, search and evaluate information more effectively, recognize fake news and scams, understand basic AI-related concepts, and use digital services more safely and independently. The site also extends this into current themes by explicitly including AI, deepfakes, fake news, source criticism, and bots in the glossary and listing AI as one of the themes in the national “Digital Überall Workshops.”
	Why it works	It works because it combines several layers that are often separated elsewhere: trainer preparation, quality assurance, open teaching materials, and learner-facing support. The quality-label model is based on 84 criteria across learning, teaching, and organisation, while the materials are openly downloadable under a Creative Commons licence. This creates a reusable and scalable system rather than isolated activities. It also appears to stay close to real needs in later life, with resources on barriers to participation, low-threshold learning, accessibility, and the actual digital practices of older adults.
	Tips for implementation with seniors	For SMART AGE purposes, the best transfer is to treat this as a delivery model, not only as a content repository. Start from concrete everyday tasks, keep explanations short, use plain language, and build

		repeated opportunities for guided practice. Add printed handouts, accessibility options, and trainer prompts for discussion. The Austrian model also suggests that quality matters at programme level, so implementation with seniors should include clear minimum standards for accessibility, pacing, trust, and relevance.
	Relevance to SMART AGE curriculum	Its relevance to SMART AGE is very high. It aligns well with WP2 because it covers digital inclusion of older adults, low-threshold adult learning, safety, information evaluation, and increasingly also AI-related concepts. It is especially useful as a model for curriculum support structures: trainer preparation, adaptable materials, glossary-based concept support, and quality assurance. For SMART AGE's specific focus on misinformation and AI-generated content this example is strong because it explicitly includes AI, deepfakes, fake news, source criticism, and national workshops on AI.
	Erasmus+ results platform link	-
	Access / project / more info link	https://digitaleseniorinnen.at/

Example 22: Vodič za srebrne surfere





Title page [🔗](#)

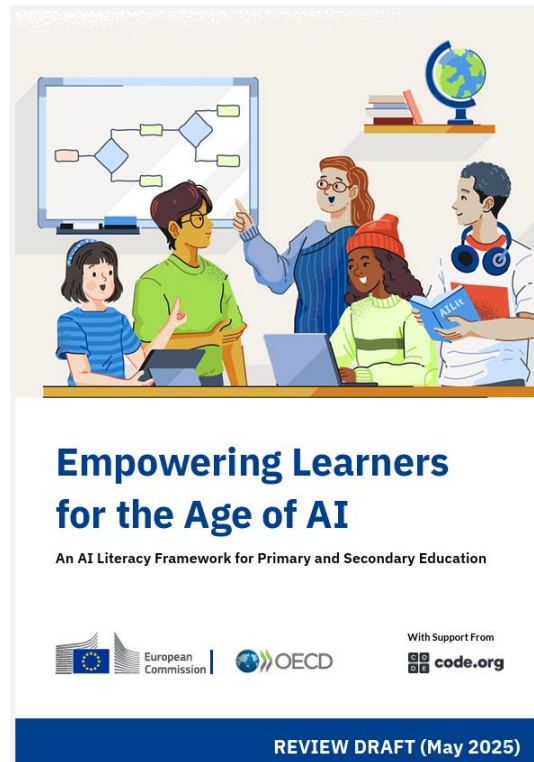
	Title of resource	Vodič za srebrne surfere (Silver Surfer Guide)
	Description of the resource	A handbook written directly for older adults that explains the internet, social media, disinformation, scams, trolling, manipulated images, deepfakes, and responsible sharing in accessible language. It also includes exercises and workshop tasks, making it useful both for self-learning and facilitated group work.
	Project (if applicable)	Medijska pismenost (Media Literacy)
	EU programme / scheme	-
	Author(s) / organisation	Agencija za elektroničke medije
	Year of release / update	2022
	Licence / cost	Open educational resource
	Special recognition / award	-
	Target group(s)	Seniors
	Format(s)	PDF
	Available in language(s)	Croatian

	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy
	Main pedagogical / andragogical approach(es)	<p>The handbook combines senior-oriented media literacy education, plain-language explanation, guided critical reflection, practice-based learning, and facilitated workshop use. A notable strength is that it is written for older adults themselves, but also explicitly designed so that facilitators can use it in organised learning settings. The structure moves from explanation to practical guidance and then to exercises. The final section includes quizzes, article analysis, clickbait comparison, film-based reflection, scam analysis, trolling simulation, deepfake/image manipulation activities, and satire recognition tasks. This makes the handbook more than an informational brochure; it is also a teaching tool. The table of contents alone shows this progression clearly, ending with “Exercises and Tasks” and several concrete workshop activities.</p>
	Key learning outcome(s)	<p>Learners can develop a clearer understanding of what media are, how traditional and new media differ, how social media and communication apps function, and how algorithms shape what people see online. They can also learn to recognise deceptive online advertising, internet trolls, disinformation, fake news, manipulated photos and videos, deepfakes, and satirical content that may be mistaken for real news. The guide also helps older adults reflect before sharing information, assess whether a source is trustworthy, and use simple questions to judge both information and their own online behaviour. In addition, the practical exercises support transfer from theory to action. The handbook explicitly frames seniors as an important audience because older users often rely heavily on online news and may share misinformation more often due to weaker familiarity with how digital platforms work.</p>
	Why it works	<p>It works because it is highly tailored to the realities of senior learners. The introduction openly explains that older adults grew up in a media environment where it was usually clearer who produced information, whereas today’s digital environment requires different habits and more caution. That framing is effective because it respects seniors’ prior experience while showing why new learning is needed. Another reason it works is practical relevance. The handbook addresses concrete issues</p>




		<p>seniors may encounter: Facebook use, messaging apps, online scams, false medical or financial ads, trolling, misleading headlines, manipulated images, and satirical content. It also includes a short glossary of newer media terms, which reduces intimidation. Finally, it works because it combines explanation with ready-made activities. The exercises on analysing articles, identifying fake ads, discussing trolling, and experimenting with manipulated images are especially useful for group learning.</p>
	<p>Tips for implementation with seniors</p>	<p>This resource can be used both as a learner-facing handbook and as a facilitator resource. For SMART AGE purposes, the strongest sections to prioritise are scams and misleading ads, disinformation and fake news, manipulated images and videos, social media use, source credibility, and the practical “five questions” prompts for posting and reviewing content online. The handbook is already well adapted to seniors, but implementation will still benefit from small-group discussion, repetition, and local examples. Since the guide is from 2022, trainers should update some references, especially where platform ecosystems or AI-related examples have evolved. The deepfake section is useful, but SMART AGE would likely want to expand it with more current AI-generated image, audio, and video examples. The exercises are one of the strongest parts and should be retained. In particular, the fake-ad analysis, clickbait comparison, trolling simulation, and satire-identification tasks are highly transferable. Its main limitation is that it predates the newest wave of generative AI media and platform shifts, so some examples and verification guidance would benefit from updating.</p>
	<p>Relevance to SMART AGE curriculum</p>	<p>This resource is highly relevant to SMART AGE and is among the strongest examples in the collection. It aligns directly with SMART AGE priorities around misinformation, critical media literacy, social media understanding, safer online participation, and senior-specific learning design. It is especially useful because it combines three things in one resource: content tailored to older adults, practical advice for everyday digital life, and a set of structured exercises that can be used in facilitated learning. It is also valuable in a Croatian and regional context, showing how media-literacy education for seniors can be developed in a linguistically and culturally close environment. For SMART AGE, this handbook is</p>






		particularly relevant as both a content model and a training-format model. SMART AGE can build on it by updating current examples, strengthening AI-literacy elements, and integrating tighter DigComp mapping and micro-credential logic.
	Erasmus+ results platform link	-
	Access / project / more info link	https://www.medijskapismenost.hr/prirucnik-o-internetu-i-drustvenim-mrezama-za-osobe-trece-zivotne-dobi/

Example 23: AILit Framework



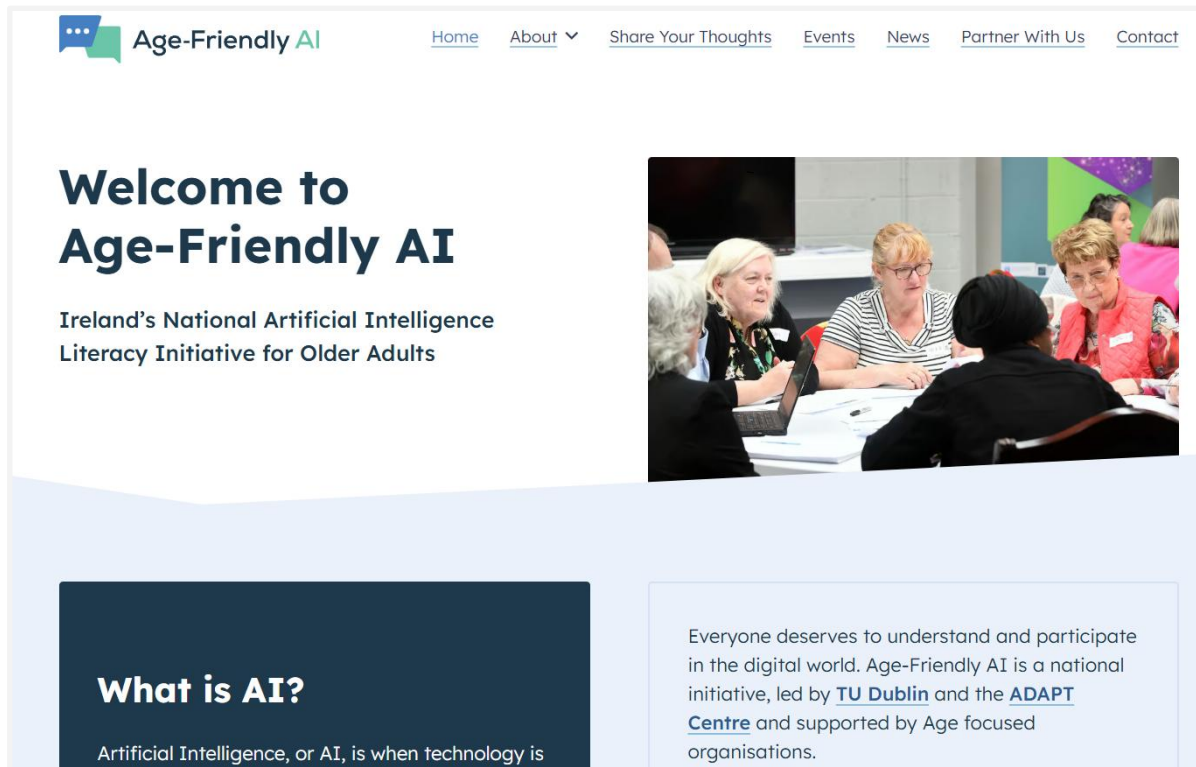
Framework title page [🔗](#)

	Title of resource	AILit Framework
	Description of the resource	A contemporary AI literacy framework that helps learners understand how AI works, how AI-generated content should be evaluated, and how AI can be used responsibly and ethically. It is particularly relevant as a strategic reference for integrating AI awareness into media and digital literacy education.
	Project (if applicable)	-
	EU programme / scheme	-
	Author(s) / organisation	European Commission (EC) and the Organization for Economic Cooperation and Development (OECD)
	Year of release / update	2025
	Licence / cost	Open educational resource
	Special recognition / award	-
	Target group(s)	Public
	Format(s)	PDF
	Available in language(s)	English + all EU languages

	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1: Information and data literacy
	Main pedagogical / andragogical approach(es)	<p>The framework combines competence-based learning, interdisciplinary literacy education, ethical reflection, scenario-based learning, and applied critical thinking. Its structure is one of its strongest features. It organises AI literacy into four domains: Engaging with AI, Creating with AI, Managing AI, and Designing AI. Across these domains, it combines knowledge, skills, and attitudes rather than treating AI literacy as only technical knowledge. This makes it especially useful as a conceptual model for curriculum design. It is also strongly learner-centred and grounded in real-life scenarios, including evaluation of outputs, recognition of AI influence, responsible delegation of tasks, and reflection on social and environmental consequences.</p>
	Key learning outcome(s)	<p>Learners are expected to understand that AI systems generate outputs through data processing, pattern recognition, and probabilistic inference rather than genuine understanding. They also learn that AI reflects human choices, training data, and biases; that it can generate convincing but false or unfair content; and that its use has ethical, social, and environmental implications. At competence level, the framework aims to develop the ability to recognise AI's presence, evaluate whether AI outputs should be accepted, revised, or rejected, understand how AI can amplify social bias, decide when AI use is appropriate, guide AI systems with clear instructions, collaborate with AI critically and creatively, and communicate transparently about AI use.</p>
	Why it works	<p>It works because it avoids two common weaknesses. First, it does not reduce AI literacy to tool use. Second, it does not remain at the level of abstract ethics. Instead, it connects technical foundations, practical decision-making, and ethical reflection in one coherent structure. Another reason it works is durability. The framework deliberately emphasises concepts that remain relevant even as tools change, such as bias, pattern recognition, human oversight, transparency, authorship, and responsible use. This is particularly valuable for SMART AGE, where overly tool-specific content can become outdated quickly. The framework is also strong in connecting AI literacy to media literacy. It explicitly includes evaluating AI-generated content, recognising misinformation and</p>









		deepfakes, and questioning whether outputs are accurate, fair, and appropriate.
	Tips for implementation with seniors	For SMART AGE, this resource should be used as a high-level conceptual and curriculum-design framework, not transferred directly. It was created for primary and secondary education, so many scenarios would need adaptation. With seniors, the most relevant elements are likely to be those under Engaging with AI and Managing AI: recognising AI in everyday life, evaluating AI outputs, understanding bias, deciding when AI use is appropriate, and communicating transparently about AI assistance. The abstract and more technical parts of Designing AI would need simplification unless working with highly confident learners. Trainers should translate the framework into everyday senior-relevant situations, such as AI-generated search summaries, fake images, chatbot advice, recommendation systems, suspicious messages, health information, and automated decision-making in services. The framework's language is conceptually strong but sometimes dense, so it would need simplification, visualisation, and practical examples for older learners.
	Relevance to SMART AGE curriculum	This resource is highly relevant to SMART AGE as a strategic reference framework. It is especially useful for strengthening the AI dimension of the curriculum and ensuring that SMART AGE does not treat AI merely as a new digital tool, but as a broader information, social, and ethical environment. Its strongest contribution is architectural: it offers a clear way to structure AI literacy around recognition, evaluation, responsible use, and human agency. This aligns very well with SMART AGE priorities around AI-generated media, misinformation, digital autonomy, critical judgment, and safe participation online. It is also valuable because it explicitly links AI literacy with media literacy, digital literacy, ethics, and design thinking. For SMART AGE, the framework would be most useful as a background model for curriculum planning, outcome mapping, and possible extension of DigComp-based learning outcomes into the AI domain.
	Erasmus+ results platform link	-
	Access / project / more info link	https://ailiteracyframework.org/





Example 24: Age-Friendly AI



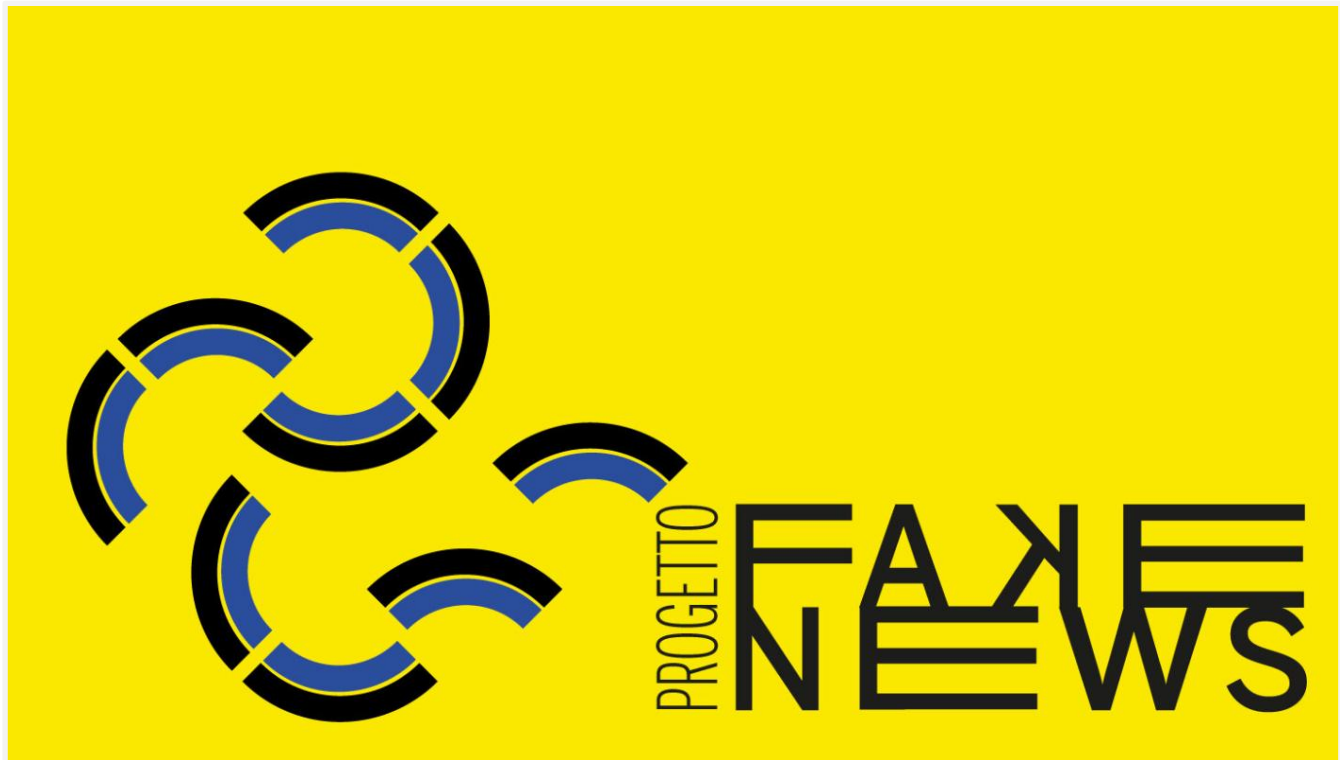
Homepage screenshot [🔗](#)

	Title of resource	Age-Friendly AI
	Description of the resource	This is a national AI literacy initiative for older adults in Ireland, led by TU Dublin and the Research Ireland ADAPT Centre with support from ageing-focused partners. The site presents a two-phase model: first, discussion-based engagement in community settings through Citizens' Think-Ins, local workshops, online submissions, and the "AI Opinions" campaign; second, a 2026 roadshow and training programme in libraries and communities, including hands-on sessions and an introductory AI module.
	Project (if applicable)	-
	EU programme / scheme	National
	Author(s) / organisation	TU Dublin and ADAPT Centre
	Year of release / update	2026
	Licence / cost	Free
	Special recognition / award	-

	Target group(s)	Seniors
	Format(s)	Webpage
	Available in language(s)	English
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1 – Information and data literacy Area 5 – Problem solving
	Main pedagogical / andragogical approach(es)	The main approach is dialogic, participatory, and co-created adult learning. The initiative does not start with formal instruction alone; it begins by listening to older adults' hopes, concerns, and lived experiences, then uses those inputs to shape the training programme. It also uses community-based and low-threshold learning, since the events are hosted in local venues such as libraries, county workshops, public discussion events, and 50 Plus shows, and explicitly state that no prior AI knowledge is required. In the second phase, this becomes guided experiential learning, with hands-on opportunities to try AI tools in a supportive setting.
	Key learning outcome(s)	The core learning outcomes are confidence, understanding, voice, and practical orientation. The project states that older adults should feel more confident about AI, feel more confident sharing their views, and have their voices heard in how AI is discussed and developed. In the training phase, participants are expected to understand what AI is, identify where they already encounter it, reflect on its benefits and risks in daily life, and gain direct practical experience with AI technology. Workshop outputs also show a clear learning direction toward trust, transparency, fact-checking, and source verification.
	Why it works	It works because it treats older adults not as passive recipients of digital knowledge, but as contributors whose concerns shape the programme itself. That design likely improves relevance, trust, and motivation. The model also reduces entry barriers: it uses welcoming community settings, plain introductory explanations, discussion before technical complexity, and repeated assurances that no pre-existing knowledge is needed. A further strength is the combination of public engagement and training delivery: the initiative collects anonymous views through workshops, online forms, and library postcard campaigns, then translates those inputs into a co-created literacy programme.

	Tips for implementation with seniors	<p>For SMART AGE, this example is best adapted as a two-step model. First, begin with listening sessions or small-group discussions that surface seniors' existing experiences, concerns, and expectations about AI. Second, build short training modules from those inputs, using concrete examples from daily life such as phones, shopping, banking, health, or independent living. Delivery should remain local, low-pressure, and discussion-rich, with no assumption of prior knowledge. Libraries and other trusted community venues are particularly useful, and the Irish model also shows the value of multiple participation channels, including face-to-face discussion and simple written feedback formats.</p>
	Relevance to SMART AGE curriculum	<p>Its relevance to SMART AGE is high, especially for curriculum areas on AI awareness, digital confidence, critical reflection on benefits and risks, and inclusive older-adult participation in the digital public sphere. It is also relevant to misinformation literacy because workshop outputs explicitly mention false information, checking sources, and using “STOP, THINK, CHECK” before sharing content. Compared with some broader digital-skills initiatives, this example is unusually strong in participation, co-creation, and AI-specific framing. Its main limitation is that the currently visible core training offer appears to begin with general AI literacy rather than a dedicated module focused specifically on AI-generated media, deepfakes, or synthetic content analysis, so SMART AGE would still need to extend it in that direction.</p>
	Erasmus+ results platform link	<p>-</p>
	Access / project / more info link	<p>https://agefriendlyai.ie/</p>





Example 25: ETM Fake News



Project logo [🔗](#)

	Title of resource	ETM Fake News
	Description of the resource	ETM Fake News / Fake News & Elders is an adult-education initiative designed to help older adults better understand mass communication, recognize fake news, and use digital media more critically and safely. It combines senior-friendly learning materials with trainer guidance and multilingual online delivery, making it a useful model for age-sensitive media literacy education.
	Project (if applicable)	Fake News
	EU programme / scheme	Smart Specialisation Strategy (RIS3)
	Author(s) / organisation	Fundacja Rozwoju Aktywności Międzynarodowej i Edukacyjnej (FRAME); I.E.R.F.O.P. Onlu; FyG Consultores; E-Seniors; Spolek PELICAN; Athens Lifelong Learning Institute
	Year of release / update	-
	Licence / cost	Free
	Special recognition / award	-

	Target group(s)	Seniors
	Format(s)	Webpage
	Available in language(s)	Italian
	Suitability for machine translation	High
	DigComp 2.2 competence area	Area 1 – Information and data literacy
	Main pedagogical / andragogical approach(es)	The project combines practice-oriented media literacy education for seniors with a clear train-the-trainer approach. On the learner side, it offers a practical course and educational boards; on the educator side, it provides a methodological guide specifically for organisations and professionals working with older adults. The guide was built around pedagogy, gerontology, soft skills for educators, seniors' digital skills, barriers faced by older learners, training delivery formats, evaluation methods, and individualized support techniques. The Moodle platform further shows that the learning offer was designed for multilingual access and structured online course participation, not just static reading.
	Key learning outcome(s)	The main learning outcomes are that older adults should be better able to understand how mass communication works, identify fake news, critically use new media, and resist manipulation, conspiracy narratives, and false information. For educators, the intended outcome is the ability to create more constructive and accessible learning environments for seniors by adapting pedagogy, support, pacing, and mentoring to older adults' needs. The project also targets broader social inclusion by helping digitally excluded older adults participate more safely and confidently in today's media environment.
	Why it works	It works because it is not limited to a single product. Instead, it builds a small ecosystem: a senior-facing handbook, a practical course, educator guidance, educational boards, and multilingual online access. That combination matters for older-adult learning because it supports repetition, adaptation, and transfer into different settings such as libraries, NGOs, trainers' workshops, and local learning environments. It also appears to be grounded in a needs analysis and in awareness of age-specific barriers, which increases the likelihood that the pedagogy is realistic rather than generic. The partner consortium is also relevant: several partners explicitly work on digital inclusion, disability, ageing, or senior ICT education, which strengthens the age-sensitive

		design of the materials.
	Tips for implementation with seniors	For SMART AGE, this example should be used in short guided sessions rather than as independent online learning only. Start with one concrete case or one piece of questionable content, then move to a small set of checks: source, intent, evidence, emotional trigger, and whether the item should be shared. Pair online learning with printed visual aids, since the project itself includes educational boards and a handbook. It is also worth preserving the train-the-trainer layer: older adults benefit more when facilitators understand gerontology, pacing, learner anxiety, and individualized support. Local delivery through libraries, NGOs, senior associations, or adult-learning centres would fit the project's intended learning environments well.
	Relevance to SMART AGE curriculum	Its relevance to SMART AGE is high for WP2 themes related to media literacy, misinformation, critical evaluation of content, digital exclusion, and age-sensitive adult learning design. It is especially useful as a model of how to combine learner resources and educator support in one intervention. Its main limitation for SMART AGE is that the visible project framing is centred on fake news, manipulation, and information overload, not explicitly on AI-generated content, deepfakes, or synthetic media. That means it is highly relevant as a foundation model, but SMART AGE would need to extend it with dedicated content on generative AI, synthetic images/audio/video, and AI-assisted scam or persuasion tactics. That last point is an inference from the project's stated outputs and emphasis.
	Erasmus+ results platform link	-
	Access / project / more info link	https://www.etmfakenews.it/

Key lessons

We have presented a diverse range of resources in this compendium. They range from satirical cartoons that make us laugh to structured courses that offer certification. This variety proves that there is no single correct way to teach digital and media skills to older adults. Yet the 25 examples also show something more specific: the most effective approaches are usually practical, guided, and closely connected to the real lives of senior learners. They work best when they build on familiar situations, use clear language, allow time for repetition, and create space for discussion, reassurance, and gradual confidence-building.

However, a tool is only as effective as the person using it. The best textbook, campaign, webinar, or online platform cannot replace the empathy and patience of a skilled adult educator. You are the bridge between the technical world and the human experience. You are the one who translates complex terminology into language that makes sense. You build the trust that allows a senior learner to try a new device, question an online message, or pause before sharing suspicious content. Across all 25 examples, this human dimension appears again and again as one of the main reasons why good practice actually works.

We also stand at a turning point with the rise of Artificial Intelligence. The definitions of media literacy are shifting beneath our feet. Frameworks like DigComp continue to evolve to meet these new challenges, and our educational responses must evolve with them. Many of the examples in this compendium already address misinformation, digital safety, and critical thinking very well. At the same time, they also reveal an important gap: fewer resources are fully prepared for the growing influence of AI-generated content, synthetic media, algorithmic curation, and AI-supported deception. Therefore, we cannot teach digital competence as a static subject with a fixed endpoint. It must be understood as a mindset of continuous adaptation, critical judgement, and resilience.

This compendium serves as the foundation for the next phase of the SMART AGE project. We will use these proven examples not only to collect inspiration, but to identify what should be preserved, adapted, and expanded in a future curriculum and micro-credential system. Our goal is to create a standard of quality that is recognised across borders, but also flexible enough to respond to local realities, different learning speeds, and the everyday concerns of older adults.

We invite you to take these resources and make them your own. Adapt them to your local context. Test them with your groups. Improve them through practice. The digital world can be a powerful engine for connection, participation, and autonomy, but only if people feel safe, capable, and included within it. Let us work to ensure that this engine truly works for everyone, regardless of age.

Annex: Non- exhaustive list of media literacy organisations in Europe

Pan-European and Transnational Networks

The European media literacy ecosystem is anchored by supranational networks that function as the central nervous system for policy advocacy, resource sharing, and best practice harmonization. These entities bridge the gap between high-level EU digital strategies and grassroots implementation.

AGE Platform Europe

- Headquartered in Brussels, AGE Platform Europe stands as the continent's largest network of organizations of and for older people. In an era where "digital-first" policies often inadvertently become "senior-last" realities, AGE Platform maintains a dedicated task force on Digital Inclusion to ensure the aging demographic is not left behind. Their strategic importance lies in their ability to frame digital literacy not merely as a technical skill but as a fundamental human right necessary for independent living.

 <https://www.age-platform.eu/>

European Association for the Education of Adults (EAEA)

- As the primary voice for non-formal adult education in Europe, the EAEA has been instrumental in shifting the narrative of digitalization from vocational training to civic competence. They advocate for "critical media literacy" as a prerequisite for democratic participation, arguing that the ability to critically evaluate online information is as vital as reading and writing.
- The EAEA's methodology is deeply rooted in advocacy and policy formulation. They utilize their extensive member network to disseminate manifestos that position adult learning as the key to resilience against disinformation. Their work emphasizes that digital tools must be taught alongside critical thinking skills to empower learners to question systems and recognize misinformation, rather than just passively consuming content. This approach is codified in their influential manifestos which guide educators across the continent.

 <https://eaea.org/>

 <https://eaea.org/our-work/influence/manifesto-for-adult-learning-in-the-21st-century/>

European Digital Media Observatory (EDMO)

- EDMO represents the European Union's most significant structural response to the threat of information disorders. It functions as a hub-of-hubs, coordinating a network of 14 regional centers that bring together fact-checkers, academic researchers, and media literacy experts. Its role is to provide the scientific and empirical backbone for media literacy efforts across the continent.
- EDMO's approach is data-driven and multidisciplinary. Unlike grassroots organizations that focus on delivery, EDMO focuses on analysis and resource generation. They monitor disinformation trends in real-time and produce high-level educational materials and fact-checking repositories. Endorsement by an EDMO hub (such as NORDIS, IDMO, or ADMO) serves as a gold standard for the scientific accuracy of media literacy curricula. Their "Guidelines for Effective Media Literacy Initiatives"

provide a crucial framework for organizations seeking to structure their programs effectively.

<https://edmo.eu/>

<https://edmo.eu/wp-content/uploads/2024/10/EDMO-Guidelines-for-Effective-Media-Literacy-Initiatives.pdf>

European countries

The following section provides a comprehensive mapping of national ecosystems, delineating the specific actors driving media literacy across European states. By examining local methodologies and operational contexts, this overview highlights diverse strategies for fostering digital resilience among senior demographics.

Albania

Albanian Media Institute (AMI)

- Since 1995, AMI has been a cornerstone of Albanian civil society, evolving from a journalism training center to a comprehensive media development institute.
- AMI integrates research with direct action. They have been pivotal in introducing Media and Information Literacy (MIL) concepts into both university and pre-university curricula. Their work often addresses the specific challenges of polarization in the Albanian media landscape.
- The institute remains highly active, publishing extensive research on MIL policies and issues recommendations such as *Guidelines for the ethical use of artificial intelligence in albanian media*.

<https://institutemedia.org/>

<https://institutemedia.org/wp-content/uploads/2025/10/GUIDELINES-FOR-ETHICAL-USE-OF-ARTIFICIAL-INTELLIGENCE-IN-ALBANIAN-MEDIA.pdf>

Andorra

Comú d'Andorra la Vella

- The local municipal government of the capital city Andorra la Vella.
- They organize practical "ateliers" (Aula Magna) for seniors on topics ranging from health to digital skills.
- Information is available on the communal website.

<https://www.andorralavella.ad/>

<https://www.andorralavella.ad/comu/?q=comu/projectes-gent-gran-activa>

Universitat d'Andorra (UdA) – Aula Magna

- A university program specifically designed for seniors. The program is intended for all people aged 50

and over who want to expand their knowledge without the need for a previous qualification. Uda combines theoretical academic activities with practical workshops, emphasizing lifelong learning within a university setting.

- They publish annual programs.

 <https://www.uda.ad/aula-magna-2025-2026/>

Austria

fit4internet

- An association supported by the Ministry for Digitalization, acting as the central platform for digital competences in Austria.
- They developed the Digital Competence Framework (DigComp 2.3 AT) and offer standardized self-assessment tools ("CHECKs") that allow citizens to evaluate their digital skills against a national standard.
- Their framework is essential for the validity and recognition of digital skills certificates.

 <https://www.fit4internet.at/>

 <https://www.fit4internet.at/view/verstehen-das-modell>

Katholisches Bildungswerk Steiermark

- A major adult education provider in the Styria region, leveraging a deep network of parish-based centers.
- They utilize a decentralized network to deliver courses directly to rural areas, overcoming geographical barriers to access. Their programming includes senior-specific digital courses.
- They continue to offer a robust schedule of "Senioren/-innenbildung" (Senior citizens') education.

 <https://bildung.graz-seckau.at/>

 <https://bildung.graz-seckau.at/seniorinnenundgenerationenbildung>

Belgium

Conseil supérieur de l'éducation aux médias (CSEM)

- The regulatory body for media literacy in the French-speaking community of Belgium.
- CSEM produces rigorous pedagogical guides, such as the "Info-Intox" series, which focus on distinguishing disinformation from legitimate news. They serve as a key policy ally for educational initiatives.
- Their resources are widely used in Francophone education.

 <https://www.csem.be/>

Mediawijs

- The Flemish Knowledge Centre for Digital and Media Literacy.
- Mediawijs employs a "train-the-trainer" model, equipping social workers, librarians, and teachers to act as "media coaches." This multiplier effect ensures that media literacy education reaches deep into various community sectors.
- They actively maintain a network of certified media coaches.

 <https://www.mediawijs.be/>

 <https://www.mediawijs.be/nl/mediacoach>

Bosnia & Herzegovina

Media Plan Institute

- Established in 1995, this private organization has a long history of media research and development in a complex post-conflict environment.
- Historically focused on media landscape research and journalism education.
- The organization's digital presence has become unstable, with the primary website often inaccessible. Users are advised to access their historical data and current status through partner networks like SEENPM.

 <https://mediaplaninstitut.wordpress.com/>

Mediacentar Sarajevo

- A robust hub for independent journalism, Mediacentar Sarajevo is crucial for preserving the region's media memory through its "Infobiro" digital archive.
- They combine professional training for journalists with broader public media education efforts aimed at countering ethnic and political polarization.
- The center is fully operational and maintains a comprehensive digital archive.

 <https://media.ba/>

 <https://www.infobiro.ba/>

Bulgaria

Global Libraries - Bulgaria Foundation

- A non-profit organization working with a network of 980 public libraries.
- They train librarians to act as digital mentors, transforming libraries into community development centers. This provides essential physical infrastructure for digital inclusion.
- They offer educational materials online.

 <https://glbulgaria.bg/>

Media Literacy Coalition

- A coalition of organizations in education, journalism, and civic participation. They organize "Media Literacy Days" and develop training programs. The coalition serves as a central coordinating body for the sector.
- They publish programs for their annual campaigns and have published several thematic manuals. From 2021, they conduct media literacy training for adults and implement a media literacy project for people over 55 years old.

 <https://gramoten.li/>

 <https://dni2023.gramoten.li/en/program-2/>

Croatia

Gong

- A civil society organization focused on democratic processes and political culture (est. 1997).
- They conduct media literacy workshops to encourage active participation; member of the ADMO hub.
- They serve as a primary partner for aligning curriculum with regional fact-checking initiatives via the ADMO hub.

 <https://gong.hr/>

Faktograf

- monitors public discourse and social media to debunk misinformation, particularly regarding politics
- members of Faktograf's team lead workshops for primary and secondary students to teach them how to navigate the "fake news machine"

 <https://faktograf.hr/>

Cyprus

Cyprus Pedagogical Institute (CPI)

- An arm of the Ministry of Education.
- CPI oversees programs aligned with European digital competence frameworks (DigComp). They act as a key vehicle for integrating digital literacy into the national education system.
- They publish resources on DigComp implementation.

 <http://www.pi.ac.cy>

Czech Republic

Elpida

- An NGO dedicated to seniors, running the "Senior Line" helpline.
- Elpida operates an educational center and runs media literacy roadshows. They serve as a model for converting social centers into learning hubs.

- They provide a comprehensive suite of services for seniors. Elbot.cz is primarily designed as an educational and social portal for seniors and the general public, aiming to promote lifelong learning and digital inclusion.

 <https://www.elpida.cz/>

 <https://elbot.cz/>

Transitions (TOL)

- A media development organization and online journal.
- Transitions runs a "Media Academy" and the "Empowering Elders" project, focusing on trust-building. They are a key partner for content quality assurance.
- They continue to implement regional projects.

 <https://transitionsmedia.org/>

Denmark

Danske Seniorer

- A large member organization for senior clubs across Denmark.
- They operate "datastue" (IT cafes), utilizing a peer-to-peer model where elderly volunteers teach IT skills to other seniors. This builds trust and ensures the pacing of instruction is appropriate for the learners.
- They maintain an extensive network of these IT cafes.

 <https://danske-seniorer.dk/>

 <https://datastuen.dk/>

Estonia

BECID (Baltic Engagement Centre for Combating Information Disorders)

- The Baltic regional hub of the EDMO network, coordinating anti-disinformation efforts across Estonia, Latvia, and Lithuania.
- BECID monitors disinformation trends and produces localized educational materials. They serve as a strategic partner for high-level resilience building in the region.
- They publish regular reports and briefs on the information landscape.

 <https://becid.eu/>

 <https://becid.ut.ee/briefs-reports/>

Finland

Finnish Pensioners' Federation (Eläkeliiitto)

- Finland's largest pensioner organization.
- Beyond lobbying for rights, they actively provide media literacy training. Their "Netikäs" project was a notable example of helping seniors navigate the digital world safely. The primary goal was to strengthen the digital media literacy and information skills of senior citizens.
- They are a strong partner for advocacy and training.

 <https://elakeliitto.fi/>

KAVI (National Audiovisual Institute)

- The government agency responsible for coordinating national media education policy.
- KAVI integrates media literacy into all levels of society under the concept of "multiliteracy." Their policies and frameworks serve as a high-level benchmark for curriculum development.
- They provide extensive resources for educators and the public.

 <https://kavi.fi/>

 <https://medialukutaitosuomessa.fi/en/promoting-media-literacy/>

France

CLEMI (Centre for Media and Information Education)

- A body within the Ministry of Education and Youth responsible for media literacy.
- They produce rigorous pedagogical guides on "Info-Intox" (disinformation) and source verification.
- Fact-checking tools and frameworks serve as a gold standard for content development.

 <https://www.cleml.fr/>

Old'Up

- An association run by seniors for seniors, rejecting the "deficit model" of aging.
- They use peer-to-peer learning; they created the "Vieux et connectés" toolkit focusing on autonomy.
- They are an excellent partner for beta-testing materials due to their frank, user-centric feedback culture.

 <https://www.oldup.fr/>

Germany

BAGSO (Bundesarbeitsgemeinschaft der Seniorenorganisationen)

- The umbrella organization for over 120 senior organizations in Germany, BAGSO leads the "DigitalPakt Alter" initiative. They establish "Erfahrungsorte" (Places of Experience) – physical locations where seniors can try out technology in a low-pressure environment. This approach removes the financial risk and performance anxiety associated with digital adoption. They coordinate a massive

network for dissemination and policy advocacy.

- The KoKIA (Competence Network AI & Aging) is a German initiative by BAGSO that connects stakeholders from research, practice, and the economy to promote the age-appropriate development and use of artificial intelligence. The project focuses on improving digital literacy among older adults, reducing access barriers, and ensuring that AI technologies enhance independence and social participation in later life.

 <https://www.bagso.de/>

 <https://ki-und-alter.de/>

Deutschland sicher im Netz (DsiN)

- An association dedicated to IT security, DsiN runs the "Digital Compass" project specifically for seniors.
- They train "Internet mentors" to run local roundtables focused on safety. Their modules complement standard digital literacy by focusing specifically on resilience against cyber fraud and security threats.
- The Digital Compass project remains a central pillar of their senior outreach.

 <https://www.sicher-im-netz.de/>

 <https://www.digital-kompass.de/>

Greece

50plus Hellas

- An NGO advocating for the rights and well-being of people over 50.
- They implement the "Access to the Digital World" program, which provides tablets and training to seniors. Their work serves as a primary dissemination point for EU projects in the Mediterranean.
- They are an experienced partner in EU-funded initiatives.

 <https://www.50plus.gr/>

Hungary

Center for Independent Journalism (CIJ Hungary)

- A non-profit promoting ethical, fact-based journalism.
- They have conducted specific programs (often titled "Seniors and Disinformation" or similar iterations) designed to help retirees recognize "fake news," clickbait, and propaganda.
- The CIJ is the Hungarian partner for the "Get The Trolls Out!" (GTTO) project. This is a multi-country European initiative aimed at combating religious discrimination and intolerance (such as Antisemitism and Islamophobia) in the media.

 <https://cij.hu/>

Nyugdíjasok Országos Szövetsége (National Association of Pensioners)

- The national civil organization representing pensioners.
- As the primary access point for the demographic, they are essential for grassroots dissemination of media literacy materials.
- They maintain a list of member organizations.

 <https://nyosz.hu/>

 <https://nyosz.hu/szervezet/tagszervezetek/>

Iceland

Media Commission (Fjölmiðlanefnd)

- The independent authority for media regulation in Iceland.
- They promote media literacy and diversity through campaigns such as "Stop, Think, Check," providing regulatory context and public education.
- They publish reports and run awareness campaigns.

 <https://fjolmidlanefnd.is/>

 <https://merlin.obs.coe.int/article/8914>

U3A Reykjavík

- An independent association for people over 50, part of the University of the Third Age movement.
- They organize the "Warehouse of Opportunities" project, focusing on ICT competence and active aging. Their work aligns with repository approaches to resource sharing.
- They maintain a portal for opportunities for the third age.

 <https://u3a.is/>

Ireland

Age Action Ireland

- The leading advocacy organization for older people in Ireland.
- Their "Getting Started" program is a free digital literacy programme, helping older people to get online, or use their smart device with confidence.
- They offer specific volunteering and learning roles.

 <https://www.ageaction.ie/>

Media Literacy Ireland (MLI)

- An independent alliance of members facilitated by the media regulator.
- MLI runs the "Be Media Smart" campaign ("Stop, Think, Check"). As a dissemination powerhouse,

they can promote MOOCs to a massive audience via broadcasters and libraries.

- They provide campaign materials and tips online.

<https://www.medialiteracyireland.ie/>

<https://www.medialiteracyireland.ie/training-development/top-tips-to-be-media-smart/>

Italy

Fondazione Mondo Digitale

- A non-profit organization that pioneered intergenerational learning models.
- Their "Nonni su Internet" (Grandparents on the Internet) project uses students to teach seniors digital skills. This model has become a blueprint for intergenerational collaboration across Europe.
- They continue to produce educational manuals and resources.

<https://www.mondodigitale.org/>

<https://www.mondodigitale.org/formazione/risorse-educative/i-manuali-di-nonni-su-internet>

IDMO (Italian Digital Media Observatory)

- The Italian hub of the EDMO network.
- IDMO partners with broadcasters like RAI to produce high-quality educational content. They focus heavily on advanced topics like deepfakes and AI, reflecting the sophistication of the disinformation threat.
- A high-level strategic partner for verified content.

<https://www.idmo.it/>

Kosovo

Democracy Plus (D+)

- An independent organization dedicated to fostering democratic values and reducing the malign influence of disinformation in Kosovo.
- D+ has developed a specialized online Media Literacy Platform. This platform features educational courses and a "Disinformation Vulnerability Index," providing a structured way for citizens to assess and improve their resilience to fake news.
- Their platform remains a central tool for digital literacy in the region.

<https://dplus.org/>

<https://edukimimedial.dplus.org/en/platform>

The Foundation House (IPKO Foundation)

- a prominent non-profit organization with the primary mission is to empower the next generation of

leaders by leveraging technology and digital innovation to solve local and national development challenges

- they advocate for tailored media literacy training to help seniors rebuild social connections and navigate digital services

 <https://thefoundationhouse.org/>

Latvia

Baltic Centre for Media Excellence (BCME)

- A hub for smart journalism and media development in the Baltics.
- they have a robust and expanding portfolio specifically focused on media literacy for seniors, often treating them as a "vulnerable group" particularly susceptible to propaganda and disinformation
- Digitāli kopā! is one of their most prominent intergenerational programs. It trains young people (high school and university students) to act as "Digital Mentors" for senior citizens. The goal is twofold: improving seniors' technical digital skills while simultaneously teaching them how to interpret media and identify disinformation.

 <https://bcme.eu/>

Liechtenstein

aha – Tipps & Infos für Junge Leute

- A youth information center coordinating EU programs.
- They coordinate intergenerational volunteering (youth as "digital coaches"), providing a framework for "youth-teaching-seniors" models.
- They list projects on their website.

 <https://aha.li/>

 <https://aha.li/ueber-das-aha>

Liechtensteiner Seniorenbund

- The primary association for seniors in Liechtenstein.
- The LSB supports senior digital literacy through Computeria, a weekly workshop offering beginner training and advanced technical modules, and the Smart Café, which connects seniors with young volunteers for intergenerational coaching.

 <https://www.seniorenbund.li/>

Lithuania

Langas į ateitį (Window to the Future)

- A private-sector alliance coordinating the National Digital Coalition.
- They run the "Connected Lithuania" project, which uses public libraries as training hubs. This library-based model has proven highly effective for scaling digital literacy.
- They continue to drive digital inclusion efforts.

 <http://www.langasiateiti.lt/>

Medardas Čobotas Third Age University (MČTAU)

- A public non-formal educational institution for older people.
- MČTAU relies on senior volunteers and peer learning to deliver digital skills training. They serve as a direct educational counterpart for other U3A organizations.
- They participate in international projects like the eSilver Tour.

 <https://www.mctau.lt/>

 <https://www.esilvertour.eu/news-and-events/news-16.html>

Luxembourg

GERO – Kompetenzzentrum für den Alter

- The national competence center for aging in Luxembourg.
- GERO pioneered the "Digibus," a mobile classroom that travels to rural areas to provide digital training. This innovative delivery mechanism directly addresses geographical exclusion.
- The Digibus continues to tour municipalities across the country.

 <https://www.gero.lu/>

 <https://www.gero.lu/infos/digibus>

GoldenMe

- An NGO founded by young psychologists with the mission of preventing loneliness among the elderly.
- They run "smartphone cafes," social gatherings where seniors can learn to use their devices in a relaxed, informal setting. This approach combines digital skills acquisition with social interaction.
- They are active in organizing workshops and intergenerational events.

 <https://www.goldenme.lu/>

Malta

3CL (Foundation for Digital Learning)

- A knowledge hub focusing on digital education and emerging technologies.
- 3CL advocates for the establishment of "Digital Community Centres." Their work aligns with goals of micro-credentialing and lifelong learning.
- They actively publish on digital inclusion for seniors.

smartage.retzhof.at

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<https://www.3cl.org/>

<https://www.3cl.org/unleashing-the-power-of-maltas-silver-surfers-how-digital-literacy-is-transforming-ageing/>

Montenegro

Digitalizuj.Me

- A dynamic digital community that has been instrumental in introducing digital culture to Montenegro. They are best known for organizing the Spark.me conference.
- They operate at the intersection of technology and society, collaborating with NGOs to train seniors and mobilizing a network of tech-savvy volunteers to facilitate digital inclusion.
- They continue to be a primary driver of the digital agenda in Montenegro.

<https://digitalizuj.me/>

<https://spark.me/>

Montenegro Media Institute (MMI)

- A non-profit dedicated to professionalizing journalism and promoting media literacy among the general public.
- MMI focuses on "resilience," implementing grants and training programs that specifically target rural communities and women, demographics often overlooked in national digital strategies.
- They are an active partner in regional resilience projects funded by the EU.

<https://www.mminstitute.org/>

<https://www.mminstitute.org/en/projekti/resilience/>

Netherlands

Netwerk Mediawijsheid

- A vast network organization connecting over 1,000 libraries, schools, and NGOs.
- They organize the annual "Week of Media Wisdom" (Week van de Mediawijsheid) and focus on promoting "Media Wisdom" as a core competence for all citizens. They act as a central dissemination hub for the entire country.
- They continue to drive the national agenda on media literacy.

<https://netwerkmediawijsheid.nl/>

<https://www.mediawijsheid.nl/weekvandemediawijsheid/>

SeniorWeb

- A nationwide association with 150,000 members, widely considered a European best practice in senior

digital education.

- SeniorWeb utilizes a blended learning approach, combining online modules with in-person volunteer guidance at local learning centers. Their scale and reach make them a critical partner for any national initiative.
- They offer an extensive catalog of online courses and support.

 <https://www.seniorweb.nl/>

 <https://www.seniorweb.nl/cursussen>

North Macedonia

Macedonian Institute for Media (MIM)

- Founded in 2001, MIM works to professionalize the media sector and enhance media literacy across the population.
- Functioning as a "training of trainers" hub, they have educated thousands of teachers and journalists, creating a multiplier effect for their media literacy initiatives.
- They continue to publish research and hold journalism awards.

 <https://mim.org.mk/>

Metamorphosis Foundation

- A leading organization for digital rights and accountability, Metamorphosis is critical in the fight against disinformation.
- They operate the fact-checking service "Truthmeter" (Vistinomer), providing citizens with a verified source of information to counter political spin and fake news. Their work also encompasses privacy rights and hate speech.
- They are a certified signatory of the International Fact-Checking Network (IFCN) code of principles.

 <https://metamorphosis.org.mk/>

 <https://truthmeter.mk/>

Norway

NORDIS Hub

- The Nordic Observatory for Digital Media and Information Disorder, a regional hub of EDMO.
- A consortium of researchers and fact-checkers developing advanced literacy tools and monitoring the information environment.
- They provide high-level research resources.

 <https://www.nordishub.eu/>

 <https://www.nordishub.eu/campaign-be-online-smart/>

Seniornett

- An NGO with government backing aimed at achieving digital fluency among seniors.
- Seniornett uses a volunteer model to teach IT skills through local associations. Their structure allows for deep local penetration and community support.
- They maintain a nationwide network of local chapters.

 <https://www.seniornett.no/>

Poland

Association of Creative Initiatives “e”

- An NGO that is a leader in Poland for projects involving the elderly. While their work covers a broad range of social activities, their connection to media literacy and seniors is integrated through several key pillars:
 - Archipelago of Generations - online course and platform designed to develop competencies in creating intergenerational projects
 - Seniors in Action - their flagship programs that supports active older adults in becoming social leaders and animators

 <https://e.org.pl/>

NASK (National Research Institute)

- A research institute and operator of the.pl domain.
- NASK runs "Cyber Lessons" and "Safer Internet" programs. They offer robust resources on cybersecurity.
- They have a dedicated cyber prevention section.

 <https://www.nask.pl/>

 <https://www.nask.pl/en/institute/for-you/cyberprofilaktyka>

Portugal

InCoDe.2030

- The National Digital Skills Initiative, a public policy program.
- InCoDe.2030 runs programs such as "Nós e (A)vós" (intergenerational literacy). As a government initiative, it serves as the primary authority for validating digital competence programs.
- They provide resources and project information online.

 <https://www.incode2030.gov.pt/>

RUTIS (Associação Rede de Universidades da Terceira Idade)

- The umbrella body for over 300 Senior Universities in Portugal.
- RUTIS integrates ICT courses directly into the curricula of senior universities. This structural integration ensures large-scale adoption and sustainability.
- They represent a massive network of senior students and volunteer teachers.

 <https://rutis.pt/>

Romania

EOS Romania Foundation

- A private non-profit dedicated to bridging the digital divide and supporting the development of a knowledge-based society in Romania
- they develop training programs specifically designed to help citizens - including those in marginalized or older age groups - gain the skills necessary to participate safely in the digital economy

 <https://eos.ro/>

Niciodată Singur – Prietenii Vârstnicilor

- An NGO dedicated to alleviating loneliness and social isolation among people over the age of 65.
- They organize workshops to teach seniors how to use smartphones and tablets. This is not just about technical skills but about digital safety - helping them recognize online scams and verify the information they see on social media.
- In Socialization Centres seniors can attend "digital café" style sessions
- their model relies heavily on young volunteers (around 300 active volunteers) who visit seniors at home or in care centers

 <https://niciodatasingur.ro/>

San Marino

Confederazione Democratica Lavoratori Sammarinese (CDLS)

- one of the two main trade union confederations in the Republic of San Marino. It represents workers across all sectors, including industry, public service, construction, and banking, as well as retirees
- A significant part of CDLS, the Federazione Nazionale Pensionati Sammarinesi (FNPS) provides specialized information services for seniors. This includes help with fiscal documentation and tax refunds, essentially acting as an intermediary to help seniors navigate complex digital and administrative systems.

 <https://www.cdls.sm/>

University of the Republic of San Marino

smartage.retzhof.at

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- The main university in the microstate.
- The university supports research into media consumption habits and serves as a local hub for adapting international curricula.
- Offers degree programs in communication and digital media.

 <https://www.unirsm.sm/>

 <https://www.unirsm.sm/en/comunicazione-digital-media/>

Serbia

Petlja Foundation

- Established to improve algorithmic literacy and computer science education in Serbia.
- Petlja provides open educational resources through its net.kabinet platform. While initially youth-focused, their "algorithmic literacy" approach is increasingly relevant for adults needing to understand the logic behind digital systems.
- They have recently modernized materials for the "Digital World" school subject.

 <https://petlja.org/>

 <https://petlja.org/sr-Latn-RS/net.kabinet>

Red Cross of Serbia

- As the largest humanitarian organization in the country, the Red Cross of Serbia has a unique reach into rural and isolated communities.
- They leverage their vast volunteer network to implement projects like "Age Against the Machine" and "Digital Inclusion for Active Aging." Their approach combines digital skills training with social support, addressing loneliness and digital exclusion simultaneously.
- They remain a key partner for accessing vulnerable senior demographics.

 <https://www.redcross.org.rs/>

 <https://www.redcross.org.rs/en/news/final-conference-of-the-age-against-the-machine-project-theatre-as-a-tool-to-combat-ageism/>

Slovakia

Comenius University – Centre for Continuing Education (U3A)

- The oldest University of the Third Age in Slovakia.
- They offer study programs specifically adjusted for older learners. As a formal educational partner, they provide accreditation capabilities.
- They provide detailed program information online.

 <https://cdv.uniba.sk/en/>

 <https://cdv.uniba.sk/en/university-of-the-third-age/>

MEMO 98

- A specialist media monitoring organization.
- MEMO 98 conducts media analysis during elections and works to strengthen critical thinking. Their data-driven insights are crucial for understanding disinformation narratives.
- They publish regular reports on media monitoring.

 <https://memo98.sk/>

 <https://memo98.sk/about-us>

Slovenia

Simbioza

- A social enterprise promoting intergenerational cooperation.
- "Simbioza Mobiln@" is a mobile classroom that mobilizes youth to teach seniors. This is a proven method for reaching rural seniors.
- Detailed project descriptions are available.

 <https://simbioza.eu/>

 <https://digital-skills-jobs.europa.eu/en/inspiration/good-practices/simbioza-mobiln-mobile-classroom-wheels>

Slovenska univerza za tretje življensko obdobje

- Slovenian Third Age University is the largest network for adult education and social inclusion of older adults in Slovenia (network of 53 universities in 51 localities)
- The platform regularly updates users on public lectures (e.g., sessions on architecture or ethics), e-newsletters, and international projects focused on the role of seniors in modern society. It maintains an extensive library of publications, research papers, and multimedia resources related to gerontology (the study of education for older adults) and organizes national conferences and "Festivals of Knowledge and Culture".
- Their current projects generally focus on digital inclusion, intergenerational exchange, and the role of seniors in a green and democratic society.

 <https://www.utzo.si/>

Spain

Cibervoluntarios Foundation

- An NGO that mobilizes technological volunteers to bridge the digital divide.
- They run practical, hands-on volunteering programs like "Expertclick." Their approach relies on "boots on the ground" to deliver training directly to beneficiaries.

- Their "Expertclick" project is a key resource.


 <https://www.cibervoluntarios.org/>

 <https://www.cibervoluntarios.org/en/about-us/projects/expertclick>

UNED (National Distance Education University)

- The largest public university in Spain, UNED leads the MELISE project.
- They developed an "sMOOC" (Social MOOC) designed specifically for people over 65. Their work is essential for sharing best practices in instructional design for seniors.
- They actively facilitate online courses.

 <https://meliseproject.eu/>

 <https://media-and-learning.eu/subject/lifelong-learning/melise-smooc-a-media-literacy-course-for-senior-european-citizens/>

Sweden

SeniorNet Sweden

- A non-profit organization with approximately 9,000 members.
- They operate through 40 decentralized local clubs and an online study portal. This combination of physical and digital presence ensures accessibility for diverse needs.
- They offer extensive Open Educational Resources and maintain SeniorNet Study - online educational portal

 <https://seniornet.se/>

Türkiye

Istanbul Bilgi University

- A private university renowned for its media and communication department.
- They partnered with MediaWise to launch a digital media literacy program. This collaboration brings academic rigor and international expertise to the Turkish context.
- They offer specific projects on media literacy.

 <https://www.bilgi.edu.tr/>

 <https://www.bilgi.edu.tr/en/research/externally-funded-projects/project-list/>

Teyit

- An independent fact-checking organization.
- Their website contains a rich collection of digital publications, reports and guides aimed at fighting misinformation, strengthening media literacy and developing critical thinking. All publications are open

source and available for free download

- They publish reports and verifications.

 <https://teyit.org/>

Ukraine

Detector Media

- A watchdog NGO and online publication that monitors the Ukrainian media landscape.
- Detector Media studies the media literacy index of the population and produces content specifically designed to counter propaganda and disinformation. Their work is vital for understanding the context of "information war".
- They continue to publish regular reports on media literacy levels.

 <https://detector.media/>

 <https://en.detector.media/post/media-literacy-index-of-ukrainians-2020-2024-fifth-wave>

Diia.Education

- A massive state platform for digital literacy under the Ministry of Digital Transformation.
- Diia.Education offers "edutainment" series—educational content presented in an entertaining format—and utilizes offline hubs to upskill the population. It stands as a world-class example of government-led digital education.
- The platform is fully active and constantly updated with new series.

 <https://osvita.diia.gov.ua/en>

 <https://osvita.diia.gov.ua/en/courses>

United Kingdom

Age UK

- A large charity formed from the merger of Age Concern and Help the Aged.
- Their "Digital Champion Programme" combines skills training with tablet loan schemes. This model is invaluable for benchmarking the scaling of digital inclusion initiatives.
- They are currently running the Digital Champion Programme 2022-2026.

 <https://www.ageuk.org.uk/>

 <https://www.ageuk.org.uk/our-impact/programmes/digital-skills/digital-champions/>

The Third Age Trust (u3a)

- The umbrella organization for decentralized, member-led learning groups.
- Operating under a "Learn, laugh, live" philosophy, u3a promotes peer-to-peer learning without exams.

Promoting media literacy MOOCs as resources for their "tech groups" ensures high uptake.

- They maintain a robust online presence for interest groups.

 <https://www.u3a.org.uk/>

 <https://www.u3a.org.uk/what-we-do/learning/interest-groups-online>



SMART AGE

**Seniors' Media Awareness &
Resilience in the Digital Age**

2025-1-AT01-KA220-ADU-000354002



This compendium presents evidence-based educational resources and pedagogical approaches designed to address the digital divide for senior citizens. It collates best practices from European initiatives and established media literacy organisations, as well as tried-and-tested sources like the EPAL platform. The content focuses on combating misinformation, understanding AI-generated content, and improving digital competencies within the framework of the SMART AGE Erasmus+ project.