



EMPOWERING OLDER ADULTS TO APPLY AFFORDABLE
ECO- AND AGE-FRIENDLY SOLUTIONS TO AGE IN PLACE

AFECO Validation Report



WROCLAW UNIVERSITY
OF ENVIRONMENTAL
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About the Validation Report

This report presents the results of the validation of the Learning Materials and the AFECO Learning Place carried out within Work Package 5-Activity A2 of the Erasmus+ project AFECO – Empowering older adults to apply affordable eco- and age-friendly solutions to age in place (cooperation partnership in adult education, project number: 2022-1- NL01-KA220-ADU-000086242).

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1. Introduction

This document offers an overview of the results obtained in the context of the validation activities of the Learning Materials and Learning Place conducted within the scope of Work Package 5 “Validation and guidance”. The validation was undertaken in the six countries participating in the consortium: Germany, Greece, Italy, Poland, Portugal and The Netherlands involving older adults, healthcare professionals, experts in lifelong learning and informal caregivers. The validation is the last step of a 2-year process that led the AFECO project consortium to create a training pathway on age-friendly and eco-friendly principles and a digital open-access platform through which to access it, aimed at older people.

The core objective of the validation process was to ratify the contents of the Learning Materials and the usability and accessibility of the Learning Place in view of their final delivery.

This report presents the key information about the specific purpose of the validation, its structure, and the methodology adopted. The main results from the validation in the six countries are then presented. Country-specific results can be consulted in the National Reports included in the Annexes.

2. Introduction to the Learning Materials and the AFECO Learning Place

The Learning Materials and Learning Place were conceived as tools to empower older people to apply affordable eco- and age-friendly solutions in their living environment. Underlying the Learning Materials and the Learning Place is the Age-friendly Environment approach developed by the World Health Organisation since the early 2000s¹, which aims at holistically ensuring the quality of life of the older person, fostering their participation in society, their quality of life and sustaining a prolonged independent living in a welcoming social and built environment. In addition to this, the Learning Materials and the Learning Place are driven by the need to increase the eco-friendliness of both lifestyles and living environment. Indeed, climate change has a strong impact on the health of older people and simple adaptations to home, daily habits and the surrounding environment can have a very positive effect on their quality of life and that of the community. The Learning Materials and the Learning Place were therefore designed with the intention of offering an accessible and reliable way to find useful information and easily applicable tips to make older people’s living environment and habits more age-friendly and eco-friendly, thus improving their well-being and quality of life.

Moving from this background, the Learning Materials on eco-friendly and age-friendly principles and the Learning Place are the result of a pathway composed of two main steps:

¹ WHO (2007) Global age-friendly cities: a guide. Geneva: World Health Organization, (<https://www.who.int/publications/i/item/9789241547307> , accessed 14 Aprile 2025)

- A comprehensive literature review of the state-of-the-art of age-friendly and eco-friendly solutions and good practices in the partner countries, supported by a series of in-depth interviews with older people and professionals, undertaken in the frame of WP2;
- A two-step co-creation pathway with older adults, undertaken in the frame of WP3. In particular, the co-creation was aimed at better defining key topics to be treated in the Learning Materials, understanding the best approach to propose them to the older adults and outlining some of the features of the Learning Place.

3. The Validation process

The validation process took place in the framework of Work Package 5 of the AFECO project, whose goal is to validate the AFECO Training Program and the AFECO Learning Place, the digital platform through which it can be accessed.

The implementation and testing of the AFECO Learning Place in the local context of the pilots allowed the assessment of the usability and effective accessibility of the platform by older adults, as well as the effectiveness of the Learning Materials in creating awareness and improving end-user knowledge on the topic of age-friendly environments and eco-friendly principles. The learning and testing results provided crucial information to review and recalibrate the AFECO training material and its delivery system. Therefore, the validation was a fundamental moment in the twofold aim of verifying the adequacy of what has been provided and perfecting it to improve its effectiveness.

In this section, the specific objectives of the validation are described and a detailed panorama of its structure is given, focusing on the topics investigated, the tools adopted for collecting feedback on them, the timing of the process and the characteristics of the target groups involved.

3.1 Objectives

After creating and consenting on a plan for the validation process and the materials to be used, as foreseen in WP5 Activity 1, the validation process was conducted through Activity 2 “Testing of the e-learning platform”, with the aim of:

- Validating the accessibility of the training contents and their integration/applicability in the older adults’ living environment and daily life;
- Validating the accessibility of the AFECO Learning Place;
- Validating the ability of the Learning Materials to be integrated in training and educational programme directed to older adults in the frame of lifelong learning;
- Validating the usefulness of the AFECO Learning Place as a training tool to be included in the Learning Materials addressed to older adults in the frame of lifelong learning.

To this end a 2-round validation was carried on, collecting both quantitative and qualitative feedback from end users.

3.1 Structure

Qualitative and quantitative data were collected in six countries via two rounds of validation by means of:

- **Two questionnaires** (one directed at the learners and one at the trainers) aimed at collecting quantitative feedback in relation to the accessibility of the training contents and the platform, and their adoptability as training tools.
- A **focus group** with learners and trainers with the objective of collecting qualitative data on: the integrability/applicability in the living environment and daily life of older people; their potential in delivering change; indications for including them in training programs and supporting their adoption by professionals and older adults.

Both validation rounds involved two target groups: learners and trainers. The target group of learners included older adults and informal and formal caregivers. The target group of trainers included healthcare professionals, educators, psychologists, teachers, and trainers involved in lifelong learning.

The first validation round was launched with the presentation of the Learning Materials and Learning Place to learners and trainers. On that occasion, the objectives, the principal topics and the structure of the Learning Materials were described, and a guided overview of the platform was given. A two-week period for autonomous use followed, during which learners and trainers were encouraged to explore and test the Learning Place. After this period, they were invited to fill out the questionnaires. The questionnaires were administered with the main purpose of collecting indications and suggestions from adopters for implementing revisions to the programme and fine-tuning the platform before its final release with the intention of increasing their accessibility and user-friendliness.

The feedback gathered via the questionnaires was therefore used to implement minor adjustments to the Learning Materials and the Learning Place, a process that took about three weeks.

After this period, the second validation round started. The revised platform, the adjustments implemented and those still in progress were presented to learners and trainers. Two additional weeks were left for them to navigate the Learning Place. The focus group then followed. The methodology of the focus group was utilised at this stage in order to collect qualitative data related to the integrability and adoptability of the age-friendly and eco-friendly principles and suggestions conveyed by the Learning Materials.

TOPICS INVESTIGATED THROUGH QUESTIONNAIRES

Both questionnaires were structured in two sections: the first section aimed at gathering feedback on the content of the Learning Materials, the second focused on the accessibility of the Learning Place. The questionnaires were designed as closed-ended. Respondents were asked to express their grade of agreement to each item on a scale of 1 to 5, where 1 corresponds to “Strongly Disagree”, 2 to “Disagree”, 3 “Neither Agree nor Disagree”, 4 “Agree”, and 5 “Strongly Agree”. At the end of each section, an empty box was reserved to enter comments and suggestions.

In relation to the Content of the Learning Materials, the questionnaire directed to learners was structured to investigate several crucial aspects:

- Language clarity and suitability to engage;
- Adequacy of modules' length;
- Suitability and exhaustivity of the information provided and topics presented;
- Suitability of videos and material to further explore the topics addressed by considering elements such as length and the suitability to provide proper information in an accessible manner;
- The usefulness of the examples provided and of the quizzes included at the end of the lessons;
- Overall suitability to stimulate curiosity and interest.

Trainers were enquired about very similar elements, but moving from their specific professional background and experience:

- Exhaustiveness of the topics covered and relevance to older adults;
- The suitability of the modules to meet the interests of older adults and capture their curiosity;
- Suitability of videos and in-depth material by considering elements such as length, ability to provide proper information in an accessible manner;
- The suitability of the examples provided to emphasise the applicability of what was read/learned;
- The usefulness of the quizzes inserted at the end of the lessons to support learning.

In relation to the accessibility of the AFECO Learning Place, learners were asked to provide their points of view on aspects such as:

- Clarity of the structure and browsing user-friendliness;
- Clarity of the text with regard to characters' dimension and typology, and how the text is displayed;
- Colours' pleasantness;
- Alfi's utility in supporting browsing;
- Accessibility of the Learning Place from different devices.

The following elements were addressed with trainers:

- The usefulness of the Learning Place as a training tool and its level of integrability in training pathways of older adults;
- Suitability of the Learning Place for autonomous use of older adults;
- User-friendliness of the Learning Place's structure and graphics;
- Alfi's utility in supporting browsing.

TOPICS INVESTIGATED THROUGH THE FOCUS GROUP

The focus group was designed as a multi-stakeholder event, bringing together both learners and trainers. The objective of the focus group was to gather qualitative feedback on the adoptability of the Learning Materials in the life context and habits of the older adults and its potential in supporting the acquisition of eco-friendly and age-friendly behaviours. The multi-

stakeholder approach was adopted in the intention of stimulating the exchange and interference of perspectives of learners and trainers.

For this purpose, the following aspects were taken into account:

- Effectiveness in terms of changing behaviour patterns;
- Efficacy in raising awareness and increasing knowledge;
- Applicability and usefulness of the information for daily life;
- Level of satisfaction with the overall training content and the Learning Place.

A series of questions for each macro topic was designed for a thorough investigation. The questions were used as a common starting point to guide the discussion in all pilot sites and adapted to the specificities of local participants and the context where necessary.

Moreover, proposals and suggestions have been solicited from learners and trainers on:

- How to promote the Learning Materials and Learning Platform to stimulate older adults' interest;
- Effective ways to propose the Learning Materials and Learning Platform to this target audience;
- Best practices and examples of encouraging age and eco-friendly habits and the use of digital platforms and materials among older adults.

4. Implementation and Results

The following sections summarise the results of the first and second validation rounds, presented in Sections 4.1 and 4.2, respectively.

Section 4.1.1 consists of an overview of the answers of learners and trainers on the comprehensibility and accessibility of the Learning Materials' content, which were collected through the questionnaires. The elements that were most appreciated and those that highlighted some critical issues to be addressed are presented.

Section 4.1.2 provides a synthesis of the feedback gathered via the questionnaires from learners and trainers on the accessibility of the AFECO Learning Place, thus paying special attention to the user-friendliness of its features and to the technical aspects. As done for the previous section, an overview is given of the aspects that were most appreciated and those that required some adjustments.

Section 4.2 presents the information derived from the focus group, bringing out older adults' points of view on the applicability of the age and eco-friendly principles proposed by the training in their living environment and their ability to spur the adoption of age and eco-friendly-oriented behaviours and habits. Tips to foster interest in the Learning Materials and AFECO Learning Place among older adults and their inclusion in training curricula were also pursued based on trainers' expertise and experience, and treasuring suggestions coming from older adults themselves.

4.1 First validation round

The first validation round was carried in the six countries in a blended mode. Learners and Trainers were invited to an online and/or in-person meeting, where the Learning Materials and Learning Place were presented. In particular, participants were guided in the exploration of the main features and characteristics of the digital platform by navigating through the modules. Some of the participants were already familiar with the platform since they were engaged during the previous co-creation session. Indication was given on how to access the Learning Place autonomously, and the link to the questionnaire (or in some cases, a hard copy of it) was circulated with the indication to fill it in after a short period (two weeks) of autonomous testing. Overall, the first validation round involved 104 learners and 17 trainers, for a total of 121 participants (taking into consideration only those who answered the questionnaire).

The group of learners was composed of older adults, formal carers and informal carers in the following percentual:

- 74% citizens over 65;
- 12,5% formal caregivers;
- 13,5% informal caregivers.

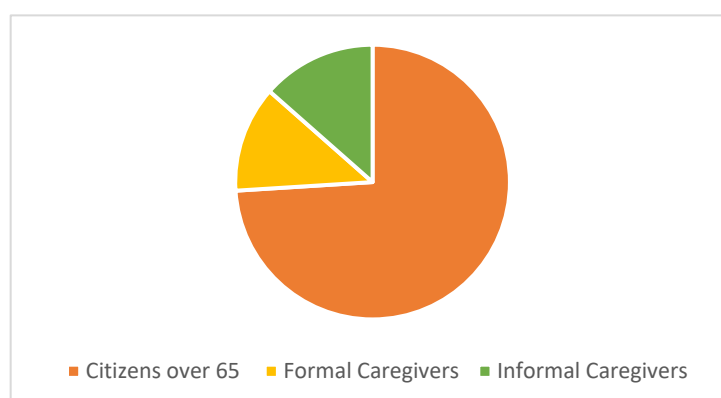


Figure 1– composition of learners

The validation feedback was overall very positive. All of the items encountered the agreement (4-agree or 5-strongly agree) of more than 50% of participating learners, while concerning trainers, only two items did not reach the agreement of the majority due to a high number of neutral stands. In order to detect the areas in which further improvement could have occurred, a selection of “lowest rated items” was made. Due to the prevalence of positive feedback, the neutral stance (3 – neither agree nor disagree) has been considered as a low score.

Concerning **learners**, the criteria for selecting the highest-rated elements and the lowest-rated ones were the following:

Highest-rated elements: Items which received the agreement of more than 80% of the participants.

Lowest-rated elements: Items which received a low score (3 – neither agree nor disagree; 2 – disagree; 1 – strongly disagree) from more than 30% of the participants, encountering at the same time the disagreement (2 – disagree; 1 – strongly disagree) of more than 5% of the participants.

Comprehensibility of modules' content

Accessibility of the platform

LEARNERS FEEDBACK																		
	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 10	ITEM 12	ITEM 13	ITEM 14	ITEM 15	ITEM 16	ITEM 17	ITEM 18	ITEM 19	ITEM 20
HIGH SCORES																		
tot. resp. 4-5	95	82	75	79	82	67	56	71	71	70	70	87	84	82	75	91	54	76
score 4	70	63	57	59	59	47	46	47	47	53	55	49	62	54	53	59	38	51
score 5	25	19	18	20	23	20	10	24	24	17	15	38	22	28	22	32	16	25
LOW SCORES																		
tot. resp. 1-3	9	22	29	25	22	37	48	33	33	34	34	17	20	22	29	13	50	28
score 3	7	20	25	20	19	25	38	27	29	27	21	14	17	19	25	11	37	17
score 2	1	2	4	4	2	10	9	6	3	6	12	3	2	3	4	1	10	9
score 1	1			1	1	2	1		1	1	1		1			1	3	2

Figure 2-learners feedback*

*Item 1, Item 11 and Item 21 are not included in the table for the following reasons: item 1 probed the type of learner (citizen over 65, formal caregiver, informal caregiver); item 11 and item 21 were open fields dedicated to comments, which can be found in the following sections.

Concerning **trainers**, the criteria for selecting the highest-rated elements and lowest-rated ones were the following:

Highest rated elements: Items which received the agreement of more than 85% of the participants or that received the highest score (5 - strongly agree) from more than 60% of the participants.

Lowest rated elements: Items which received a low score (3 – neither agree nor disagree; 2 – disagree; 1 – strongly disagree) from more than 20% of the participants, encountering at the same time the disagreement (2 – disagree; 1 – strongly disagree) of at least 2 participants, or items that received a low score from more than 45% of the participants.

Comprehensibility of modules' content

Accessibility of the platform

TRAINERS FEEDBACK																		
	ITEM 1	ITEM 2	ITEM 3	ITEM 4	ITEM 5	ITEM 6	ITEM 7	ITEM 8	ITEM 9	ITEM 11	ITEM 12	ITEM 13	ITEM 14	ITEM 15	ITEM 16	ITEM 17	ITEM 18	ITEM 19
HIGH SCORES																		
tot. resp. 4-5	15	10	10	8	10	4	13	12	11	15	10	9	13	12	13	11	6	15
score 4	10	7	7	7	10	3	9	8	8	8	4	7	9	12	10	2	5	7
score 5	5	3	3	1	0	1	4	4	3	7	6	2	4	0	3	9	1	8
LOW SCORES																		
tot. resp. 1-3	0	5	5	7	5	11	2	3	4	0	5	5	2	3	2	4	9	0
score 3		5	4	6	4	6	2	3	4		5	5		1	1	3	5	
score 2			1	1	1	4							1	1	1		2	
score 1						1							1	1		1	2	

Figure 3- trainers feedback**

** item 10 and item 20 are not included in the table as these were open fields for comments, which can be found in the following sections.

4.1.1 Content of the Learning Materials

Feedback from learners

Highest-rated elements:

Item 2: The language adopted is clear and understandable

Item 3: The language adopted is engaging and generates curiosity towards the topic presented

Item 6: The examples provided in the modules are useful to better understand the topic treated and put what has been learned into practice

Lowest-rated elements:

Item 7: The videos and links included in the modules are useful to deepen the topics presented

Item 8: The videos have the right length

Item 9: The sections dedicated to reflecting on the topic treated have stimulated me to explore it and think about whether and how it is addressed by me, in my network and in my life context.

COMMENTS:

For the sake of brevity, it is not possible to include all the comments received here. Below are the comments summarised and grouped under macro-themes. The detailed and direct comments can be found in the respective national reports.

Videos Accessibility:

Many participants complained about the videos not being in the language of their country. Indeed, English was considered an obstacle to accessibility and the main reason why videos were not appreciated. Furthermore, some participants found the videos too long.

Content-related issues:

Some learners desired more in-depth content. Others found the content not completely applicable in their daily lives.

Feedback from trainers

Highest-rated elements:

Item 1: The topics proposed by the training modules are suitable for older adults

Item 7: The examples provided in the modules are useful to emphasise the concrete applicability of the information learnt in one's own life context, so that it does not seem like abstract notions detached from real experience

Lowest-rated elements:

Item 4: The length of the modules is adequate

Item 6: The videos included in the modules are accessible (videos have an adequate length and are easily comprehensible...)

COMMENTS:

For the sake of brevity, it is not possible to include all the comments received here. Below are the comments summarised and grouped under macro-themes. The detailed and direct comments can be found in the respective national reports.

Videos Accessibility

Trainers stressed that videos should be in the national language, not in English, and suggested keeping them short (around 5 minutes). Furthermore, Trainers mention that videos should be more connected to the local context

Content-related Issues

Concerning the nature of the content, trainers imply that some older adults might not be able to fully understand the topics covered. Furthermore, they pointed out that some content is too detailed, while other topics would need more information.

Link to additional material

Trainers underlined that the material proposed to deepen the topic should be in the country language.

General indications

Trainers suggested including more images and videos and less text. One trainer reported that the module "Technology at Home" does not properly cover age-friendly solutions. She suggested either to create a dedicated learning unit on AAL (Ambient Assisted Living) and similar topics, or to rename the module to "Eco-friendly Technology at Home".

Actions taken based on feedback

Building on the feedback gathered, the partners decided to introduce the following changes to the Learning Materials, in order to meet the issues highlighted by the respondents:

- replace English-language videos with videos in the countries' language, taking care to choose similar content, treated in a comprehensive and accessible manner;
- replace in-depth materials in English with materials in the language of the country, again taking care to choose coherent content;
- preference was given, where possible, to content (videos and in-depth materials) that dealt with the topic in question by relating it to the specific country.

4.1.2 Accessibility of the AFECO Learning Place

Feedback from learners

Highest-rated elements:

Item 14: The colours are pleasant

Item 18: The images help to understand the topics covered - (highest rate of "5-strongly agree" 38/104)

Lowest-rated elements:

Item 12: The structure of the learning place is clear and the key information is clearly displayed (I understand how it is organised, where to go to find the information I am searching for)

Item 13: The learning place is easy to use (the controls are clear, and the actions to navigate the platform are easy to implement)

Item 19: I found the presence of Alfi (the learning place's Virtual Assistant) helpful in navigating the learning place

Item 20: I can easily access and use the learning place from my devices (PC, tablet, smartphone)

COMMENTS:

For the sake of brevity, it is not possible to include all the comments received here. Below are the comments summarised and grouped under macro-themes. The detailed and direct comments can be found in the respective national reports.

Alfi:

Alfi, the Virtual assistant, was judged over-present by many participants. In addition, some of them couldn't understand how to close it.

Text:

Some participants found the text size too small, although others confirmed they were able to solve the issue by themselves using the accessibility tool included in the Learning Place. Additionally, some participants suggested a broader usage of "bold" mode.

Translation:

For the majority of older adults, English is still a barrier. During the first validation, participants pointed out that some of the buttons (such as "Previous", "Next" and "Mark as complete") were still in English, as were other words in the text, and they signalled all the English words they found. In addition, some participants reported that they had to reset the language coming back to the Learning Place after opening a link.

Accessibility:

Due to technical issues, some participants had difficulties accessing the Learning Place using Safari/Firefox. Moreover, the initial layout of the Learning Place for smartphones was not well implemented, in particular, Alfi was too large, and the text was cut off when using the smartphone vertically.

Navigation:

Several navigation issues were noted, such as "when clicking back an error message appears", or the fact that when opening a new lesson it started in the middle of the text, as well as the fact that clicking on a link took up the entire screen, and finally that the virtual assistant arrow was too close to the "next page" arrow. Moreover, it was generically observed by some participants that the Learning Place could be difficult to use autonomously by older adults lacking proper digital literacy.

Feedback from trainers

Highest-rated elements:

Item 11: The learning place can play as a useful tool to support the learning of older people during training courses (100% of the participants agreed)

Item 19: The images help to understand the topics covered in the learning place and in the modules (100% of the participants agreed)

Item 14: The learning place can play as a useful tool to support the autonomous learning of older people

Item 16: The structure of the learning place is clear and accessible

Also worth mentioning:

Item 17: The graphic of the learning place is plain and pleasant - (*highest rate of “5-strongly agree” 9/15) 73% of the participant agreed*

Lowest-rated elements:

Item 15: The learning place is user-friendly

Item 18: I found the presence of Alfi (the learning place’s Virtual Assistant) useful

COMMENTS:

For the sake of brevity, it is not possible to include all the comments received here. Below are the comments summarised and grouped under macro-themes. The detailed and direct comments can be found in the respective national reports.

Structure and interface

Trainers considered the interface difficult to understand for an older person lacking familiarity with the use of technology. They suggested improving the clarity of the structure to ensure easier navigation and integration with training courses, and to include an overview of what learners can expect in each module (before they start a module).

Accessibility in general

Trainers made two main considerations on the Learning place and their end-users. They stated that the learning place could be useful and accessible for autonomous use by “younger older people”, while it can be hardly used autonomously for the over 80s. The platform also works optimally for older people with secondary or higher academic levels. However, for others, some of whom have only completed up to the 4th grade, autonomous exploration does not work as well. They suggested a guided use (such as during a workshop or in-person training).

Alfi

Trainers assume that Alfi can be confusing to some older adults. They suggested an optimisation of the virtual assistant, better adapting Alfi’s features to users’ needs.

Device Accessibility Issues

The trainers exhorted to test the performance of the platform on older hardware and to improve stability to enhance device compatibility. Furthermore, they notice that the text reader needs improvement, ensuring that language settings do not reset when switching between courses

Actions taken based on feedback

Based on the feedback received by participants, SHINE, the partner responsible for the development of the Learning Place, made several adjustments and changes, among which:

- Quality check of the text in English
- Increased size of the font
- Resolution of the technical glitches related to the use of different browsers, such as Safari or Firefox;
- Revised videos to better engage national audiences
- Addition of a guide to the Learning Place on the access page. The guide is available online and offers instructions on how to access and use the learning platform
- Visual guidance on how to "switch off" Alfi, including instructions provided by Alfi during their introduction and a graphical highlight of the "X" box located at the top right corner of Alfi's icon;
- Addition of an explanation to use of the survey
- Enhanced mobile visualisation of the Learning Place, improving accessibility on smartphones, although the use of a computer or laptop is still recommended for the best experience
- Addition of quizzes

4.2 Second validation round

The second validation round was organised in person or online according to local preferences and involved 85 learners and 11 trainers, for a total of 96 participants. In all pilots, the attendees to the focus group were the same as those who had taken part in the first validation round.

The session began by presenting the changes and adjustments made to the platform and those expected in view of the release of its final version. Discussion then followed on the key points to be covered.

4.2.1. Integrability into daily life and adoptability as a training tool

Efficacy in delivering change

Participants reported how the Learning Materials and the Learning Place proved to be effective in stimulating them to adopt new habits and, more generally, a healthier, ecologically aware and age-friendly lifestyle. Its ability to empower and, consequently, support in making more informed and conscious choices was also highlighted. In this regard, they also emphasised that the contents are applicable to all age groups, having a transversal scope. The integrability of the contents and the platform to everyday life and, in the case of trainers, in the working routine was also noted and appreciated.

Awareness and knowledge

Participants emphasised the ability of the training to bring attention to and stimulate reflection on issues of great relevance, but which they would probably not have considered on their own.

It was highly appreciated that very concrete suggestions and indications were given, which find practical application in everyday life. For this reason, the Learning Materials and Learning Place are seen as very useful tools, as they are not only able to raise awareness, but also to encourage concrete changes in real life. It is no coincidence that, on a general level, modules containing information and guidance that focus on the home environment, that is the one on which the person has the greatest and most direct capacity for action, have been widely appreciated.

Usefulness

In general, precisely because of their concreteness, the Learning Materials and Learning Place were found to be very useful. However, in some countries, notably Greece, Italy and Portugal, it was reported that a greater connection of the information and guidance contained with the local dimension would be necessary, particularly with regard to videos, links and in-depth material. Indeed, some of the information and suggestions provided are not applicable in the national and/or local context for different reasons, such as regulations, cost-related issues, and even a lack of information and awareness. It was also transversally highlighted that a good digital literacy is a fundamental prerequisite for accessibility and use of the tool. The ownership of appropriate devices and good Internet coverage is also fundamental to usability.

Perceived level of satisfaction with aspects of the content

Satisfaction with the content was widespread. Participants appreciated its relevance and its concreteness, elements that contribute to stimulating the adoption of age-friendly and eco-friendly habits and principles. For these reasons, the majority of participants would recommend it to relatives, friends and colleagues. The possibility of autonomous learning was also appreciated, as it allows the person to select and explore the content that is of most interest to them and to learn at their own pace. In this regard, however, the need for digital skills is once again emphasised as a crucial prerequisite to embark on the learning pathway. Indeed, it is pointed out that a lack of familiarity with online environments can have a negative impact on the possibility of accessing the platform and the ability to understand its structure. Furthermore, again with a view to favouring accessibility, it is proposed to integrate a sort of glossary containing definitions and key concepts that will be dealt with in the various modules, so as to favour familiarisation and better comprehension of what will be covered.

Tips and suggestions to foster the interest in the platform and encourage its adoption

Participants suggest disseminating leaflets with QR codes and/or the link to the Learning Place at strategic locations such as clinics, pharmacies, senior citizens' centres, community centres and public offices to spread the information and foster its adoption by over 65s, professionals and trainers. The creation of hard copies is also suggested, so as to reach those who do not have sufficient digital skills or prefer to access content and approach learning avoiding the support of a digital tool. Circulation of information through digital channels and social networks, as well as through seminars and face-to-face meetings, is also encouraged. Participants also suggested that thematic meetings, workshops, seminars and face-to-face

activities can be an effective channel to familiarise people with the Learning Materials and Learning Space and guide them in their discovery and use. Besides catalysing interest and spurring subsequent autonomous use, guided familiarisation could be beneficial for those who lack sufficient digital skills.

Overall evaluation

Participants were asked to describe the Learning Materials and Learning Platform in one word. Here are the words that have been chosen by learners and trainers: Green, Informative, Learning Programme, Comprehensive, Educational, “Ecosophy”, Upgradable, Active Citizenship, Being Aware, “Ecoverse”, Practical, Somewhat complex, Academic, Helpful, Practical, Innovative, Excellent, Useful, Interesting, Timely, Social, Well-being, Satisfaction, Awareness, Learning, Practical tips, Easy to use, Not for everyone, Eco-friendly and age-friendly, Accessible, Inaccessible, Valuable, Good initiative, Staying active, Too dry, Inform yourself, Interesting, Makes you think, Healthy ageing, Digital skills, Stimulating, Green, Structured, Needs More Interactivity, Detailed, Supportive.

The word cloud presented by the figure below is useful to grasp the frequency with which the listed words were used by the participants to describe the Learning Materials and the Learning Place. The bigger the word, the more often it was suggested.



Figure 4- Words used to describe the Learning Materials and the Learning Place

As a final step, participants were invited to provide an overall assessment of the Learning Materials and the Learning Place, rating it as “Very good”, “Good”, “Neither good nor bad”, “Bad” and “Very bad”. Most of the learners rated it as very good and good, and only a few gave an average rating. Broadly positive feedback was also given by the trainers, who, in general, rated them as very good and good.

5. Conclusion

Overall, the feedback provided by learners and trainers on the Learning Materials and the Learning Place can be defined as highly positive. A general appreciation towards the relevance and usefulness of the topics presented and the approach oriented towards concreteness was transversally expressed. The thematic structuring of the modules and the division into lessons was appreciated, as was the accuracy of the information provided. The attention and care devoted to the graphics elements and the layouts of the platform were noticed and emphasised. Positive feedback was also given with respect to user-friendliness and accessibility.

However, some critical observations common to all participating countries emerged. All participants agreed that in-depth materials and videos contained in the modules should be made available in each country's mother language, and not in English as originally done. Moreover, they manifested an interest in having more country-specific examples, so as to better ground what they learned into the real context. Besides this, shared observation concerns the need to have good digital literacy in order to successfully use the platform and be able to access the training content.

Despite these critical reflections, common to all participants is the conviction that the Learning Materials and the Learning Place should be disseminated and made available to as many citizens and professionals as possible by virtue of the relevancy of the themes addressed and the potential of the advice provided to improve people's quality of life.

Annex 1: Questionnaire for learners

Please, indicate the type of user which identifies you as respondent

- 1) Older adult learner
- 2) Formal caregiver
- 3) Informal caregiver

Comprehensibility of modules' content

The language adopted is clear and understandable

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The language adopted is engaging and generates curiosity towards the topic presented

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The length of the modules is adequate

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The topics proposed in the modules are properly addressed

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The examples provided in the modules are useful to better understand the topic treated and put what has been learned into practice

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The videos and links included in the modules are useful to deepen the topics presented

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The videos have the right length

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The sections dedicated to reflecting on the topic treated have stimulated me to explore it and think about whether and how it is addressed by me, in my network and in my life context.

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The questions at the end of the modules are useful for summarising key concepts and testing whether I have understood the concepts correctly

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

Please write here any additional comment and/or suggestion

Accessibility of the platform

The structure of learning place is clear and the key information are clearly displayed (I understand how it is organised, where to go to find the information I am searching for)

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The learning place is easy to use (the controls are clear, the actions to navigate the platform are easy to implement)

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The colours are pleasant

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The texts are well displayed and visible

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The font of the texts is clear

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;

(4) Agree;

(5) Strongly agree.

The font size of the texts is adequate

(1) Strongly disagree;

(2) Disagree;

(3) Neither agree nor disagree;

(4) Agree;

(5) Strongly agree.

The images help to understand the topics covered

(1) Strongly disagree;

(2) Disagree;

(3) Neither agree nor disagree;

(4) Agree;

(5) Strongly agree.

I found the presence of Alfi (the learning place's Virtual Assistant) helpful to navigate the learning place

(1) Strongly disagree;

(2) Disagree;

(3) Neither agree nor disagree;

(4) Agree;

(5) Strongly agree.

I can easily access and use the learning place from my devices (PC, tablet, smartphone)

(1) Strongly disagree;

(2) Disagree;

(3) Neither agree nor disagree;

(4) Agree;

(5) Strongly agree.

Annex 2: Questionnaire for trainers

Contents of the training modules

The topics proposed by the training modules are suitable for older adults

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The training modules are engaging and stimulate curiosity

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The topics proposed in the modules are properly addressed

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The length of the modules is adequate

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The videos and links included in the modules are useful to deepen the topics treated

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;

- (4) Agree;
- (5) Strongly agree.

The videos included in the modules are accessible (videos have an adequate length and are easily comprehensible...)

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The examples provided in the modules are useful to emphasise the concrete applicability of the information learnt in one's own life context, so that it does not seem like abstract notions detached from real experience

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The sections dedicated to reflection included in the modules are useful to stimulate interaction with one's own personal network and ground what has been learnt in the concrete life context

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The questions at the end of the modules are useful for summarising key concepts and testing whether one has understood the contents correctly

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

Platform

The learning place can play as a useful tool to support the learning of older people during training courses

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The learning place can be easily integrated into training courses for older people

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

It is easy to explain to older people how to use the learning place

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The learning place can play as a useful tool to support the autonomous learning of older people

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The learning place is user-friendly

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The structure of the learning place is clear and accessible

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The graphic of the learning place is plain and pleasant

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

I found the presence of Alfi (the learning place's Virtual Assistant) useful

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

The images are helpful to understand the topics covered in the learning place and in the modules

- (1) Strongly disagree;
- (2) Disagree;
- (3) Neither agree nor disagree;
- (4) Agree;
- (5) Strongly agree.

Annex 3: Topics and questions for the focus group

Qualitative feedback on efficacy and usefulness

Efficacy in delivering change:

- Are you stimulated to introduce new practices or change any behaviours in your daily life?
(L)

- Do you think the platform can be useful for introducing positive changes in the lifestyles of older people? Would you include it as a tool for your work? (T)

Awareness and knowledge:

- Is it there a module that you found particularly interesting? Would you feel confident to explain something about it? (L)
- Do you think your knowledge about age-friendly and eco-friendly related topics has increased/improved? (L)
- Has the usage of the platform helped you to identify aspects to be improved in your daily habits and surrounding environment? (L)
- Do you think the use of the platform can contribute to increasing the knowledge and grow the awareness of older people on age-friendly and eco-friendly related topics? (T)

Usefulness:

- Do you think the information and tips provided by the platform are applicable to your home/living environment and fit into your habits? (L)
- Is it there a module that you found particularly useful? (L/T)
- Are there any modules' content and/or tips that you think could be useful to adopt in your neighbourhood, or by your friends and relatives? (L)

Perceived level of satisfaction with aspects of the content:

- Do you value the knowledge gained as a potential improvement of your lifestyle/of older people's lifestyle? (L/T)
- Did you enjoy the overall training proposed by the platform? (L / T)
- Would you recommend the platform to a friend or relative? (L)
- Would you recommend the platform to a colleague/another professional? (T)

Tips, indications and best practices

Tips and suggestion to foster the interest in the platform and encourage its adoption:

- Do you have any suggestions to encourage the use of the platform by older people/your peers?

(For example, it could be promoted by municipalities, in communities' centres, seniors' club, adopted as a learning tool at the third age university, other ...) (L and T)

- What can be leveraged to stimulate older adults'/your peer interest in using it? (For example, learn useful information to improve the quality of life, receive tips to save money, get suggestions to make the living environment safer, other...) (L and T)

- What do you think is the best way to present and propose the platform to an older person/your peer? (For example, give a one-to-one lesson to introduce it and show how to use it, propose group encounter to extensively treat the topics and show how to reach and explore them thanks to the platform, let the person use it and explore the content independently, other ...) (L and T)
- If you had previous experience with platforms as teaching/learning tools, do you have any tips/best practices to share in order to facilitate their adoption? (T)

Overall evaluation

- If you had to describe the platform in one word from as learner, what word would you use? (L)
- If you had to describe the platform in one word from as a trainer, what word would you use? (T)
- If you had to rate the platform from 1 to 5 as a learner (where one corresponds to very bad and to very good), how would you rate it? (L)
- If you had to rate the platform from 1 to 5 as a trainer (where one corresponds to very bad and to very good), how would you rate it? (T)

Annex 4: Raw data from the questionnaire for learners

ID - DE	Bitte geben Sie an, in welcher Rolle Sie das Lernangebot getestet haben:	Verständlichkeit der der Module										Bitte geben Sie weitere Kommentare und/oder Vorschläge hier an	Zugänglichkeit der Plattform										Bitte geben Sie weitere Kommentare und/oder Vorschläge hier an																			
1	Hauptamtliche Pflegekraft	5	-	5	-	5	-	5	-	5	-	5	-	-				5	-	5	-	5	-	5	-	5	-	5	-	-												
2	Pflegende/r Angehörige/r	4	-	3	-	4	-	3	-	3	-	5	-	5	-	5	-	3	-	-				4	-	4	-	5	-	4	-	5	-	4	-	5	-	3	-	4	-	In Safari und Firefox funktioniert die Lernplattform nicht, dafür in Chrome
3	Person ab 65 Jahre, keine Pflege	4	-	5	-	4	-	5	-	5	-	4	-	4	-	5	-	5	-	-				5	-	5	-	5	-	4	-	5	-	5	-	4	-	1	-	5	-	Der Alfi war leider nicht vorhanden. Ansonsten alles i. O.
4	Person ab 65 Jahre, keine Pflege	4	-	4	-	4	-	5	-	5	-	5	-	4	-	5	-	5	-	-				3	-	4	-	4	-	4	-	5	-	4	-	5	-	3	-	4	-	Der Alfi Assistent war nicht verfügbar. Und der WEITER-Button hat nicht funktioniert
5	Hauptamtliche Pflegekraft	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	-				5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	-
6	Person ab 65 Jahre, keine Pflege	4	-	3	-	4	-	4	-	4	-	5	-	4	-	2	-	1	-	Die Beschreibungen der Verbesserungen in den einzelnen Wohneinheiten sind fast immer (mit Ausnahme der Balkone und Terrassen) sehr redundant. Es macht keine Freude, alles doppelt zu lesen. Bei Balkonen und Terrassen werden zunächst verbreitete Probleme beschrieben und dann Lösungen genannt. Später wird in hohem Maße derselbe Inhalt doppelt genannt. / Ich habe keine Fragen am Ende der Module gefunden. Habe ich etwas übersehen? Dieser Evaluationsbogen hätte die Möglichkeit bieten sollen, eine Frage nicht zu beantworten. Soe habe ich der letzten Frage eine schlechte Bewertung gegeben, obwohl ich die Fragen vielleicht übersehen habe.				2	-	3	-	4	-	4	-	4	-	2	-	4	-	3	-	4	-	Die Schriftgröße war mir zu klein. Vielleicht hätte ich das aber bei meinem Computer besser einstellen können. Alfi fand ich zuerst spannend. Aber dann hat er nur Dinge erzählt, die mir klar waren. Vermutlich war das schon einmal woanders beschrieben worden?
ID - GR	Παρακαλούμε, αναφέρετε τον τύπο χρήστη που σας προσδιορίζει ως ερωτώμενο:	Κατανοησιμότητα του περιεχομένου των ενοτήτων										Παρακαλούμε, γράψτε εδώ οποιοδήποτε επιπλέον σχόλιο ή σύσταση έχετε										Προσβασιμότητα της πλατφόρμας										Παρακαλούμε, γράψτε εδώ οποιοδήποτε επιπλέον σχόλιο ή σύσταση έχετε										
1	Τυπικός φροντιστής	4	-	4	-	4	-	5	-	3	-	4	-	2	-	4	-	4	-	-				4	-	3	-	4	-	4	-	4	-	3	-	3	-	3	-	4	-	Πολύ ενδιαφέρον μάθημα
2	Άτυπος φροντιστής	5	-	4	-	4	-	5	-	4	-	5	-	5	-	4	-	5	-	-				4	-	4	-	5	-	5	-	5	-	5	-	4	-	5	-	5	-	-
3	Τυπικός φροντιστής	5	-	4	-	4	-	4	-	4	-	4	-	4	-	5	-	5	-	-				4	-	4	-	3	-	4	-	5	-	5	-	5	-	4	-	4	-	-
4	Άτυπος φροντιστής	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	-				4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	-
5	Τυπικός φροντιστής	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	-				5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	5	-	-
6	Ηλικιωμένος μαθητής	5	-	5	-	5	-	4	-	5	-	4	-	4	-	4	-	5	-	-				5	-	5	-	5	-	5	-	5	-	5	-	5	-	4	-	4	-	-
7	Τυπικός φροντιστής	4	-	4	-	5	-	5	-	4	-	4	-	3	-	4	-	4	-	-				3	-	3	-	4	-	5	-	5	-	5	-	5	-	4	-	4	-	-

8	Άτυπος φροντιστής	3	4	5	4	3	4	4	4	5	Ενδιαφέρον μάθημα	4	4	5	3	4	4	4	4	3	Θέλω να δω περισσότερα βίντεο και υλικό για το τι να προσέχω στο σπίτι για την πρόληψη ατυχημάτων				
9	Άτυπος φροντιστής	4	4	4	4	4	4	3	4	4	-	4	5	5	5	5	5	5	5	-					
10	Άτυπος φροντιστής	4	4	3	4	4	4	4	4	4	-	4	4	4	4	4	4	4	4	-					
11	Άτυπος φροντιστής	4	4	4	4	5	4	4	4	4	-	4	4	5	5	4	4	5	5	-					
12	Τυπικός φροντιστής	5	5	5	5	5	5	5	5	5	Ευχάριστο περιβάλλον	5	5	5	5	5	5	5	5	-					
13	Άτυπος φροντιστής	4	4	4	4	3	5	4	3	5	Έχω καλυφθεί από το περιεχόμενο	5	5	4	4	5	4	5	4	-					
14	Άτυπος φροντιστής	5	5	4	5	5	5	5	5	5	-	5	5	5	5	5	5	4	5	-					
15	Ηλικιωμένος μαθητής	5	5	4	4	5	3	4	5	4	Πολυ ενδιαφερον υλικο! Ολοκληρωμενες ενοτητες που καλυπτουν πληρως το θεμα.	5	5	4	5	5	2	5	4	5					
16	Τυπικός φροντιστής	5	4	4	4	4	4	3	4	4	-	4	4	3	4	4	4	4	4	-					
ID - IT	Per favore, indica con quale ruolo stai rispondendo al questionario:	Comprensibilità del contenuto dei moduli									Scrivi qui sotto qualsiasi commento o suggerimento sul contenuto dei moduli					Accessibilità della piattaforma					Scrivi qui sotto qualsiasi commento o suggerimento sull'accessibilità dello Spazio di apprendimento				
1	Caregiver formale/professionista	4	4	4	4	4	2	3	4	4	D'	5	5	5	5	5	5	5	4	4	Alfi è molto carino e la sua presenza utile, anche se alcune traduzioni in italiano andrebbero revisionate. Ad esempio la frase "Come posso liberarmi di te?"				
2	Caregiver formale/professionista	5	4	5	4	5	4	4	5	4	La maggior parte dei video sono in lingua inglese e non sono disponibili in italiano, se non con i sottotitoli. Credo che potesse essere più utili se i video fossero nella lingua locale.	4	4	4	4	4	4	4	4	4	-				
3	Caregiver formale/professionista	4	4	4	4	3	3	3	4	3	-	4	4	4	4	4	4	4	3	3	-				
4	Cittadino/a over 65	4	4	4	4	4	4	3	3	4	-	3	3	2	4	4	4	4	3	3	-				
5	Cittadino/a over 65	4	5	4	5	4	5	4	5	5	-	4	4	4	5	4	4	5	3	5	-				
6	Caregiver informale/familiare	4	4	4	4	3	3	4	4	3	Chi non padroneggia la lingua inglese e, nel caso dei video, ha inoltre difficoltà ad attivare i sottotitoli, non può fruire di quei contenuti.	3	4	5	4	4	4	4	3	3	Quando Afli introduce l'uso della piattaforma dice che per cominciare è sufficiente premere il tasto "Inizia il corso". Peccato che questo tasto non esista, o meglio, si chiami "Continue"				
7	Cittadino/a over 65	4	4	4	4	5	5	4	5	3	-	4	4	4	4	4	4	5	3	4	-				
8	Cittadino/a over 65	4	4	4	4	4	4	4	4	3	-	4	4	4	3	4	4	4	3	4	-				
9	Cittadino/a over 65	5	4	5	4	5	5	4	5	4	Sono ben spiegati.	4	4	5	5	5	4	5	4	5	Per me è facile da gestire.				
10	Caregiver informale/familiare	4	4	4	4	4	1	2	4	4	I VIDEO IN INGLESE NON SAREBBERO MAI FRUIBILI DAI MIEI GENITORI E INOLTRE SONO TROPPO LUNGHI; SAREBBERO UTILI ANCHE DELLE IMMAGINI A CORREDO DI ALCUNE SOLUZIONI PROPOSTE; ALFI E' UN PO FASTIDIOSO DA GESTIRE	4	2	4	4	4	4	3	1	2	ALFI È PIÙ DI IMPICCIO CHE DI AIUTO				
11	Caregiver informale/familiare	5	5	5	5	5	5	5	5	5	-	5	5	5	5	5	5	5	5	-					
12	Caregiver informale/familiare	4	3	4	4	4	3	4	4	2	-	3	4	5	2	4	4	4	4	-					
13	Caregiver formale/professionista	5	5	4	4	4	4	4	4	5	-	5	4	4	4	4	4	5	4	5	-				
14	Caregiver formale/professionista	4	4	4	4	3	4	4	3	4	-	3	4	5	3	3	3	4	5	5	-				

15	Cittadino/a over 65	4	-	3	-	4	-	4	-	4	-	5	-	4	-	4	-	5	-	4	-	-	4	-	4	-	4	-	3	-	3	-	3	-	4	-	4	-	4	-	Siamo nel 2025, ancora molti di noi anziani (sottolineato nell'originale) non conoscono: pc-tablet-smartphone)					
16	Cittadino/a over 65	4	-	4	-	4	-	4	-	4	-	4	-	2	-	3	-	3	-	3	-	4	-	-	I moduli sono troppo lunghi. Concentrare gli argomenti essenzialmente il più possibile. Discorsi troppo articolati, si perde il filo del concetto. Per quanto possibile semplificare l'accesso alla piattaforma nei suoi particolari settori.	3	-	3	-	4	-	4	-	4	-	3	-	4	-	4	-	4	-	3	-	(Con riferimento alla domanda: Lo spazio di apprendimento è facile da utilizzare): Digitale ancora scarsa conoscenza. (Il carattere) Un po' più grande o grassetto. Un po' complicato dato che ci sono anche parole "estere" "UE" prevale per quanto ho potuto notare.
ID - PL	Wskaż typ użytkownika, który identyfikuje Cię jako respondenta:	Zrozumiałość treści modułów										Prosimy o wpisanie tutaj wszelkich dodatkowych uwag i/lub sugestii:										Dostępność platformy										Prosimy o wpisanie tutaj wszelkich dodatkowych uwag i/lub sugestii:														
1	Osoba starsza ucząca się	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	-	-	4	-	4	-	4	-	5	-	5	-	5	-	5	-	5	-	3	-	5	-	-		
2	Osoba starsza ucząca się	5	-	4	-	3	-	5	-	5	-	4	-	4	-	4	-	4	-	5	-	-	-	4	-	4	-	4	-	5	-	5	-	4	-	5	-	5	-	5	-	5	-	-		
3	Osoba starsza ucząca się	4	-	4	-	3	-	2	-	4	-	5	-	4	-	2	-	3	-	-	-	-	-	Wskazane byłoby przetłumaczenie filmików.	3	-	2	-	4	-	4	-	5	-	5	-	4	-	3	-	4	-	-	Po ustawieniu języka czytnika tekstu działa on tylko w kursie na którym został ustawiony. Po przejściu na kolejny kurs trzeba ponownie ustawić język co jest irytujące.		
4	Osoba starsza ucząca się	4	-	5	-	5	-	5	-	5	-	3	-	3	-	5	-	5	-	5	-	-	-	5	-	4	-	4	-	4	-	4	-	4	-	4	-	5	-	2	-	2	-	-		
5	Osoba starsza ucząca się	4	-	4	-	3	-	3	-	3	-	3	-	3	-	4	-	4	-	-	-	-	-	Filmy zdecydowanie powinny być krótsze max 5 minut. Tłumaczenie na język polski nie zawsze adekwatne do treści w języku angielskim.	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	3	-	-	Miałam problemy z zarejestrowaniem się i czasem z dostępem do strony, ale być może to wina mojego starego laptopa lub dostępu do internetu z TV kablowej. Co poniekąd zmobilizowało mnie do wymiany sprzętu na nowszy.		
6	Osoba starsza ucząca się	5	-	5	-	5	-	5	-	5	-	2	-	2	-	5	-	5	-	5	-	-	-	3	-	2	-	2	-	5	-	5	-	5	-	5	-	5	-	2	-	1	-	-		
7	Osoba starsza ucząca się	1	-	3	-	2	-	1	-	2	-	2	-	2	-	2	-	2	-	-	-	-	-	Niestety szkolenie było źle przygotowane na chybcika. Pani lektorka mówiła po angielsku. Większość (ja również) uczestników nie rozumiała poleceń, pan, który tłumaczył miwił zbyt cicho. Niestety nic z tego szkolenia nie wyniosłam.	1	-	1	-	3	-	1	-	3	-	3	-	4	-	3	-	2	-	-	Szkolenie jest nieczytelne.		
8	Osoba starsza ucząca się	4	-	4	-	4	-	3	-	4	-	3	-	4	-	3	-	3	-	-	-	-	-	Program nie dociera do tych do , których powinien albo mógłby dotrzeć z powodu braku komputera albo możliwości i umiejętności korzystania z niego. Wydaje mi się, że lepsza platforma byłaby tv publiczna	3	-	3	-	4	-	4	-	4	-	3	-	3	-	3	-	1	-	-	Sam fakt ,że nazywa się materiał nauka albo kursem jest patronizujący		
9	Osoba starsza ucząca się	5	-	5	-	4	-	5	-	5	-	5	-	4	-	5	-	4	-	-	-	-	-	Uważam aplikację za ciekawą, poruszanie się po niej nie sprawia problemu. Tematy poszczególnych bloków są omówione obszernie i w sposób zrozumiały.	5	-	5	-	4	-	5	-	5	-	5	-	5	-	3	-	5	-	-	Początkowo miałam problem z uruchomieniem kursu/ nie ustaliłam dlaczego/ na smatfonie i na iPadzie. ćDopiero próba uruchomienia kursu powiodła się na komputerze i na nim mogłam pracować.		
10	Osoba starsza ucząca się	5	-	4	-	5	-	5	-	4	-	4	-	4	-	4	-	4	-	4	-	-	-	4	-	4	-	4	-	5	-	4	-	5	-	5	-	5	-	5	-	5	-	-		
11	Osoba starsza ucząca się	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	-	-	Skala wartości nie powinna być tak rozbudowana, wystarczyłyby 3 w2artości. Czcionka mogłaby być trochę większa.	4	-	4	-	4	-	4	-	3	-	3	-	4	-	4	-	4	-	-	Filmy powinny być krótkie, lepiej się odbiera. 1 film trwa ponad minut- za długi. Czcionka większa winna być.		

12	Osoba starsza ucząca się	4 - 4 - 4 - 4 - 4 - 1 - 1 - 4 - 4 -	Filmy nie są w języku polskim. Jest to lekceważące wobec adresatów aplikacji.	4 - 4 - 4 - 4 - 4 - 4 - 1 - 4 - 4 -	Filmy nie mają polskiej wersji językowej. Aplikacja jest dotknięta istotną wadą
13	Osoba starsza ucząca się	4 - 4 - 4 - 3 - 4 - 3 - 4 - 4 - 4 -	-	4 - 3 - 4 - 4 - 4 - 4 - 4 - 5 - 3 -	Miałam problem z wejściem do niektórych modułów. Ponieważ moja znajomość angielskiego jest słaba, miałam też problem ze zrozumieniem filmików. Szkoda, że nie ma polskiego tłumaczenia.
14	Osoba starsza ucząca się	5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 -	-	5 - 4 - 5 - 4 - 4 - 4 - 5 - 2 - 5 -	-
ID - PT Por favor, utilize este espaço para partilhar quaisquer comentários e/ou sugestões adicionais:		Compreensibilidade dos módulos Por favor, utilize este espaço para partilhar quaisquer comentários e/ou sugestões adicionais		Acessibilidade da plataforma Por favor, utilize este espaço para partilhar quaisquer comentários e/ou sugestões adicionais	
1	Estudante adulto mais velho	5 - 5 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	-	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	-
2	Estudante adulto mais velho	3 - 3 - 3 - 3 - 3 - 3 - 3 - 4 - 3 -	-	3 - 3 - 3 - 3 - 3 - 4 - 4 - 3 - 2 -	-
3	Estudante adulto mais velho	5 - 5 - 5 - 4 - 4 - 4 - 4 - 5 - 4 -	-	5 - 4 - 5 - 5 - 5 - 5 - 5 - 3 - 3 -	-
4	Estudante adulto mais velho	4 - 4 - 5 - 4 - 4 - 3 - 4 - 3 - 4 -	Nada a acrescentar.	4 - 4 - 5 - 3 - 4 - 3 - 4 - 4 - 5 -	Apenas um reparo: alguns textos têm caracteres de difícil leitura atendendo à faixa etária a que se destinam.
5	Estudante adulto mais velho	4 - 4 - 5 - 4 - 4 - 3 - 3 - 4 - 5 -	Nada mais a sugerir	4 - 4 - 5 - 4 - 5 - 3 - 5 - 3 - 5 -	Não concordei com o tamanho da letra. Deveria ser maior para facilitar a leitura, atendendo à faixa etária
6	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	-	4 - 4 - 4 - 4 - 4 - 4 - 3 - 4 - 4 -	-
7	Cuidador informal	4 - 5 - 4 - 4 - 4 - 4 - 4 - 4 - 5 -	Como concordei com o exposto, limito-me a aceitar.	4 - 4 - 5 - 5 - 5 - 4 - 5 - 5 - 5 -	-
8	Estudante adulto mais velho	3 - 3 - 3 - 3 - 4 - 4 - 3 - 4 - 4 -	-	3 - 3 - 3 - 4 - 4 - 3 - 4 - 3 - 4 -	-
9	Estudante adulto mais velho	4 - 4 - 3 - 4 - 3 - 4 - 3 - 4 - 3 -	-	4 - 3 - 4 - 4 - 3 - 3 - 4 - 4 - 4 -	-
10	Estudante adulto mais velho	4 - 3 - 3 - 3 - 4 - 4 - 3 - 3 - 4 -	-	4 - 4 - 4 - 4 - 4 - 3 - 3 - 3 - 3 -	-
11	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 3 - 3 -	-	3 - 2 - 4 - 3 - 4 - 3 - 3 - 2 - 2 -	-
12	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	-	4 - 4 - 4 - 4 - 4 - 4 - 4 - 3 - 4 -	-
13	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	Os temas tratados são do interesse geral	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	-
14	Estudante adulto mais velho	4 - 4 - 3 - 4 - 4 - 4 - 3 - 3 - 4 -	-	4 - 3 - 4 - 3 - 3 - 4 - 4 - 4 - 4 -	-
15	Estudante adulto mais velho	3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 -	-	2 - 2 - 4 - 4 - 2 - 2 - 4 - 2 - 2 -	-
16	Estudante adulto mais velho	4 - 4 - 2 - 3 - 1 - 4 - 2 - 2 - 2 -	Tudo isto é utópico para a nossa realidade.	2 - 2 - 3 - 3 - 3 - 3 - 3 - 2 - 2 -	É totalmente absurdo para o contexto português.
17	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	Todo o conteúdo era do meu conhecimento geral.	3 - 4 - 4 - 4 - 4 - 4 - 4 - 3 - 4 -	Infelizmente tivemos dificuldade de aceder no contexto de apresentação coletiva, mas em casa e individualmente consegui aceder com facilidade.

18	Estudante adulto mais velho	4 - 3 - 3 - 4 - 3 - 4 - 4 - 3 - 3 -	Em teoria tudo é possível, na prática é bem mais complicado. Agradeço a maioria das pessoas não tem condições de literacia o que vai tornar as coisas mais difíceis, também a grande maioria não tem possibilidades financeiras para fazer os investimentos para a reabilitação da habitação. As habitações não têm grades condições para fazer as modificações necessárias . Muitas são apartamentos onde não é possível fazer alterações necessárias, cai das acessibilidade.	3 - 5 - 3 - 4 - 3 - 3 - 4 - 4 - 2 -	
19	Estudante adulto mais velho	4 - 4 - 3 - 4 - 4 - 3 - 3 - 4 - 3 -		3 - 3 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	
20	Estudante adulto mais velho	4 - 3 - 4 - 3 - 3 - 4 - 3 - 2 - 3 -		3 - 2 - 3 - 3 - 3 - 3 - 4 - 3 - 3 -	
21	Estudante adulto mais velho	4 - 3 - 3 - 2 - 4 - 3 - 3 - 3 - 3 -		3 - 3 - 3 - 4 - 3 - 3 - 3 - 3 - 3 -	
22	Estudante adulto mais velho	4 - 4 - 3 - 2 - 3 - 2 - 3 - 3 - 3 -		3 - 2 - 3 - 3 - 2 - 3 - 3 - 3 - 3 -	
23	Estudante adulto mais velho	4 - 4 - 4 - 3 - 4 - 4 - 4 - 5 - 4 -		4 - 3 - 4 - 4 - 3 - 4 - 4 - 3 - 4 -	
24	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -		4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	
25	Estudante adulto mais velho	4 - 4 - 3 - 3 - 3 - 4 - 4 - 3 - 3 -		2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 4 -	
26	Estudante adulto mais velho	4 - 4 - 3 - 3 - 4 - 4 - 3 - 3 - 3 -	A aplicação tem alguma lentidão resultante da sucessiva aparição do totem do site, infelizmente são possíveis no nosso país algumas das sugestões pelos custos não comportáveis	3 - 3 - 3 - 4 - 4 - 4 - 4 - 4 - 1 - 4 -	A presença permanente da assistente virtual é um ruído desnecessário e deve ser limitada, as sugestões são infelizmente não acessíveis para a maior de nós, não apresentados exemplos concretos em contexto real, não está prevista uma alternativa tipo comunitária, de que há pelo menos um exemplo no Algarve,.
27	Estudante adulto mais velho	2 - 2 - 2 - 2 - 3 - 3 - 3 - 3 - 3 -		3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 -	
28	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -		4 - 4 - 4 - 4 - 4 - 4 - 4 - 2 - 4 -	
29	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -		4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	
30	Estudante adulto mais velho	3 - 3 - 3 - 3 - 2 - 3 - 3 - 3 - 4 -		3 - 4 - 4 - 3 - 4 - 3 - 4 - 2 - 4 -	
31	Estudante adulto mais velho	4 - 4 - 3 - 4 - 4 - 3 - 3 - 4 - 4 -		3 - 4 - 4 - 4 - 3 - 4 - 4 - 4 - 4 -	
32	Estudante adulto mais velho	4 - 3 - 2 - 3 - 3 - 4 - 3 - 2 - 3 -	A grande maioria das pessoas não têm poder financeiro para poder aceder às remodelações precisas e muitas nem possível é devido as estruturas dos apartamentos onde vivem	2 - 2 - 3 - 3 - 3 - 3 - 4 - 2 - 3 -	
33	Estudante adulto mais velho	3 - 3 - 3 - 4 - 4 - 4 - 3 - 4 - 4 -		4 - 4 - 4 - 4 - 4 - 4 - 4 - 3 - 4 -	
34	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -		4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	
35	Estudante adulto mais velho	4 - 4 - 4 - 4 - 4 - 5 - 4 - 4 - 4 -	São muito longos os textos.	4 - 4 - 5 - 4 - 4 - 3 - 4 - 4 - 3 -	
36	Estudante adulto mais velho	4 - 4 - 3 - 4 - 4 - 4 - 3 - 3 - 3 -		4 - 4 - 4 - 4 - 3 - 3 - 4 - 3 - 4 -	

ID - NL*	Geef aan welk type gebruiker u bent	Begrijpelijkheid van de inhoud van modules	Schrijf hier eventuele aanvullende opmerkingen en/of suggesties	Toegankelijkheid van het platform	Schrijf hier eventuele aanvullende opmerkingen en/of suggesties
1	Oudere lereende	4 - 4 - 4 - 4 - 4 - 3 - 3 - 3 - 5 -	-	5 - 5 - 5 - 4 - 4 - 4 - 5 - 5 - 4 -	-
2	Oudere lereende	4 - 4 - 4 - 4 - 4 - 2 - 3 - 3 - 3 -	-	4 - 3 - 5 - 4 - 4 - 4 - 4 - 4 - 3 -	-
3	Oudere lereende	5 - 4 - 4 - 5 - 4 - 5 - 4 - 3 - 3 -	-	3 - 3 - 5 - 5 - 5 - 5 - 5 - 3 - 5 -	-
4	Oudere lereende	4 - 3 - 3 - 4 - 3 - 4 - 3 - 4 - 4 -	-	3 - 3 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	-
5	Oudere lereende	3 - 3 - 3 - 3 - 3 - 2 - 2 - 3 - 3 -	-	3 - 3 - 5 - 3 - 3 - 3 - 4 - 3 - 4 -	-
6	Oudere lereende	4 - 4 - 3 - 3 - 4 - 3 - 3 - 5 - 5 -	-	4 - 4 - 5 - 3 - 3 - 3 - 3 - 5 - 4 -	-
7	Oudere lereende	5 - 3 - 4 - 4 - 4 - 3 - 3 - 3 - 3 -	-	4 - 4 - 4 - 4 - 4 - 4 - 4 - 3 - 4 -	-
8	Oudere lereende	4 - 3 - 3 - 3 - 4 - 3 - 3 - 3 - 3 -	-	4 - 4 - 4 - 4 - 4 - 4 - 4 - 3 - 4 -	-
9	Oudere lereende	4 - 2 - 4 - 4 - 4 - 3 - 3 - 3 - 3 -	-	4 - 4 - 5 - 4 - 4 - 4 - 4 - 3 - 4 -	-
10	Oudere lereende	4 - 4 - 4 - 4 - 4 - 2 - 2 - 4 - 4 -	-	4 - 2 - 5 - 4 - 4 - 4 - 4 - 4 - 4 -	-
11	Oudere lereende	4 - 4 - 4 - 4 - 4 - 2 - 2 - 4 - 4 -	-	4 - 4 - 5 - 4 - 4 - 4 - 4 - 4 - 4 -	-
12	Oudere lereende	5 - 4 - 4 - 4 - 4 - 2 - 2 - 4 - 4 -	-	4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	-
13	Oudere lereende	4 - 4 - 4 - 3 - 4 - 3 - 3 - 3 - 3 -	-	4 - 4 - 5 - 4 - 4 - 4 - 4 - 3 - 4 -	-
14	Oudere lereende	4 - 3 - 3 - 3 - 5 - 3 - 3 - 3 - 3 -	-	2 - 2 - 5 - 3 - 4 - 4 - 4 - 3 - 2 -	-
15	Oudere lereende	4 - 4 - 4 - 4 - 5 - 4 - 3 - 4 - 4 -	-	3 - 3 - 5 - 4 - 5 - 5 - 5 - 4 - 5 -	-
16	Oudere lereende	4 - 4 - 4 - 4 - 4 - 3 - 3 - 4 - 4 -	-	4 - 4 - 3 - 4 - 4 - 3 - 4 - 3 - 3 -	-

*In the Netherlands the answer to the questionner have been collected through hard copy, and only the quantitative data were digitalized. Comments were translated in English and directly reported in the appropriate annex by the responsible partner.

Annex 5: Raw data from the questionnaire for trainers

ID-DE	Verständlichkeit der der Module										Bitte geben Sie weitere Kommentare und/oder Vorschläge hier an	Zugänglichkeit der Plattform										Bitte geben Sie weitere Kommentare und/oder Vorschläge hier an																			
1	5	-	3	-	2	-	3	-	4	-	2	-	3	-	4	-	3	-	4	-	3	-	4	-	2	-	2	-	2	-	2	-	3	-	3	-	4	-	Für alte menschen ist der aufbau der Seite zu unübersichtlich und alles eng und klein gestaltet. Lieber für jedes Thema eine einzelne Seite. Dort dann thematisch dazu gehörende filme und Bilder, samt erläuterungen und einen Alfi dort als Auswahlmöglichkeit. Der Bereich Pflege-Pflegeeinstufungen samt Film ist dafür ein gutes Beispiel.		
ID-GR	Κατανοησιμότητα του περιεχομένου των ενοτήτων										Παρακαλούμε, γράψτε εδώ οποιοδήποτε επιπλέον σχόλιο ή σύσταση έχετε	Προσβασιμότητα της πλατφόρμας										Παρακαλούμε, γράψτε εδώ οποιοδήποτε επιπλέον σχόλιο ή σύσταση έχετε																			
1	5	-	4	-	4	-	3	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	3	-	3	-	4	-	4	-	4	-	5	-	3	-	4	-	Για κάποιους ηλικιωμένους ίσως είναι λίγο πιο δύσκολη η διαχείριση της πλατφόρμας
ID-IT	Comprensibilità del contenuto dei moduli										Scrivi qui sotto qualsiasi commento o suggerimento sul contenuto dei moduli	Accessibilità della piattaforma										Scrivi qui sotto qualsiasi commento o suggerimento sull'accessibilità dello Spazio di apprendimento																			
1	4	-	4	-	4	-	3	-	4	-	3	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	4	-	-		
2	4	-	3	-	4	-	2	-	4	-	2	-	4	-	4	-	4	-	3	-	5	-	5	-	4	-	1	-	1	-	3	-	1	-	1	-	5	-	-		
3	4	-	4	-	4	-	4	-	3	-	2	-	5	-	4	-	4	-	4	-	5	-	4	-	4	-	4	-	4	-	4	-	4	-	3	-	3	-	5	-	è necessario fare una distinzione nel valutare l'accessibilità della piattaforma: se il target a cui ci rivolgiamo sono adulti dai 60 ai 75 può essere un ottimo strumento per l'apprendimento autonomo. Mentre per la fascia più anziana di popolazione, lo spazio di apprendimento può essere un ottimo strumento di supporto per un corso in persona, ma potrebbe essere poco fruibile da loro indipendentemente (molti hanno solo lo smartphone che usano solo nelle sue funzioni più basilari)

4	4	4	3	4	3	2	4	4	4	I video in inglese non sono fruibili, così come i link a materiale in lingua inglese.	5	5	4	4	4	4	3	3	4	La piattaforma è uno strumento utile. Tuttavia, in termini generali, il suo uso autonomo può riguardare soprattutto la fascia di anziani più giovane. Anziani più vicini agli 80 anni e over 80 potrebbero beneficiare maggiormente di un uso guidato, ad esempio includendone l'uso in momento formativo/workshops di gruppo guidati da un trainer/professionista.
ID-PL	Zrozumiałość treści modułów									Prosimy o wpisanie tutaj wszelkich dodatkowych uwag i/lub sugestii	Dostępność platformy									Prosimy o wpisanie tutaj wszelkich dodatkowych uwag i/lub sugestii
1	5	5	5	4	4	3	5	5	5	-	5	5	4	4	4	5	5	2	5	-
2	4	3	3	4	4	3	3	3	4	-	5	5	4	5	4	5	5	4	4	-
3	5	5	5	5	4	4	5	5	5	The learners were very interested in finding an example from their country. They were fine with the idea of having videos in English with Polish subtitles.	5	5	5	5	4	5	5	2	5	For most of the learners such chatbots were new and they found it less useful and hard to utilize. Accessibility Menu was in English and they could not use it. They also wanted to use the Learning Place in their smartphones but it was not compatible.
4	4	4	4	4	4	3	4	4	4	Nie było pytania dotyczącego długości kursów - łatwiej przyswajalne są te krótsze, powiedzmy do 5,6 modułów. Te, które są dłuższe automatycznie zabierają więcej czasu i mogą być nużące. W kwestii filmów - jeden z nich, z ważnymi informacjami jest zbyt długi, ponad godzinę. Moim zdaniem filmy do ok. 10 minut są OK. Nie udało mi się znaleźć polskiego tłumaczenia, które dla niektórych słuchaczy jest kluczowe. bez niego film jest bezwartościowy (ja sobie poradziłam). Czy autorzy platformy nie znaleźli żadnych danych dotyczących polskich realiów? To dla polskich użytkowników ważne.	5	4	4	4	4	4	5	4	5	Ja nie miałam problemu z rejestracją, ani z poruszaniem się po kursach. Ale wiem, że inne koleżanki zgłaszały takie problemy. Być może wynikało to z niskiej jakości sprzętu lub nieodpowiednimi umiejętnościami informatycznymi. Kiedy rozpoczęłam kurs uzupełniłam wstępną ankietę, po której zaproponowano mi kolejność realizacji poszczególnych kursów. Po realizacji pierwszego miałam nadzieję, że wróce do zaproponowanej listy i będę realizować kolejny kurs. Tym czasem udało mi się jedynie wrócić do pierwotnego obrazu z kursami w kolejności tak jak na samym początku. Jeśli proponuje się spersonalizowaną kolejność realizacji kurs to może ta spersonalizowana lista powinna być gdzieś zapisana? Kolejne uwagi: potrzebne są polskie tłumaczenia poszczególnych kroków typu: mark as completed. Autorzy projektu z pewnością znajdą jeszcze takie miejsca. Pozwalam sobie przesać pocztą mailową załącznik z bardziej szczegółowymi uwagami, w tym poprawkami językowymi. Znalazłam sporo literówek i przejęzyczeń. Ponieważ uważam, że platforma jest ciekawym kompendium informacji na temat polepszenia dobrostanu seniorów w pełnym tego słowa znaczeniu, szkoda, żeby były te uchybienia.

ID-PT	Compreensibilidade dos módulos										Por favor, utilize este espaço para partilhar quaisquer comentários e/ou sugestões adicionais	Acessibilidade da plataforma										Por favor, utilize este espaço para partilhar quaisquer comentários e/ou sugestões adicionais
1	5	5	5	4	4	5	4	5	5	-	Sugestão: Tradução efetiva e integral, para a língua materna. Dúvida: como se atualizam os links referentes a programas de apoio, uma vez que estes vão mudando de ano para ano?	4	5	5	4	4	4	5	5	5	-	Da experiência com os meus grupos, a plataforma funciona otimamente bem para os séniores com um nível académico secundário ou superior. Para os restantes, alguns dos quais com pouco mais do que a 4ª classe, a exploração autónoma não funciona.
ID-NL*	Begrijpelijkheid van de inhoud van modules										Schrijf hier eventuele aanvullende opmerkingen en/of suggesties	Toegankelijkheid van het platform										Schrijf hier eventuele aanvullende opmerkingen en/of suggesties
1	4	3	3	3	3	3	4	3	3	-		4	3	3	4	3	4	5	4	4	-	
2	4	4	4	3	3	3	4	4	4	-		4	3	3	4	4	4	5	4	5	-	
3	4	4	4	4	4	4	5	5	4	-		4	3	3	5	4	4	5	3	5	-	
4	4	3	3	3	2	1	4	3	3	-		4	3	3	5	4	4	4	1	4	-	

*In the Netherlands the answer to the questionnner have been collected through hard copy, and only the quantitative date were digitalized. Comments were translated in English and directly reported in the appropriate annex by the responsible partner.

