

# SeniorVlog

INSPIRING AND EMPOWERING SENIORS  
TO BECOME VLOGGERS AND CONQUER THE INTERNET

 EXELIA  
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**Comparative report  
including social media  
content analysis**

# SENIOR VLOG



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## INTRODUCTION

### THE PROJECT AND ITS RESULTS

Just as for young people the use of the internet is natural and happens on an everyday basis, a substantial percentage of the senior population in EU-27 did not use the internet within the last 3 months of being surveyed (2019). Table 1 below displays numerical information indicating the deviation in internet usage, activities performed, and social media presence for age groups 55-64 and 65-74 y.o.

Table 1. EU-27 information in age gap internet and digital performance

EU-27	65-74	55-64
Not internet usage <sup>1</sup>	43%	21%
Activities for those using internet <sup>2</sup>	65-74	55-64
Sending emails	44%	62%
Seeking health information	34%	47%
Internet banking	31%	46%
Phone/video calls	24%	38%
Social media presence	65-74	17-64
	18%	54%

Although the digital divide between generations is being closed by older people, they are still rather slow to adopt new technologies. This social media gap is even more visible in the case of the Partnership countries (Poland, Italy, Portugal, Cyprus, and Greece) engaged in the SeniorVlog project.

<sup>1</sup> the Community survey on ICT usage, EUROSTAT, 2019

<sup>2</sup> EUROSTAT, 2019

In order to support the move toward an increase in internet and social media active participation by seniors, there is a pressing need for senior citizens to acquire a specific set of skills and digital competencies relevant to social media oversight and especially vlogging preoccupations.

Specific objectives of the SeniorVlog project include:

- ▶ increase knowledge of available senior vlogging initiatives/channels and their saturation in social media in each partner country
- ▶ create an innovative SeniorVlog Training and Mentoring Program with gamification elements focused on building senior vlogging skills and competences and offering tailored support for seniors to quickly adopt and start using new digital skills
- ▶ develop and release a Mentoring Guidebook and recommendations for Senior Vloggers support
- ▶ produce an interactive self-education simplified online training program “Senior Vlogging Guide” to promote pro-active preparation of valuable online content by Seniors and give them tools to do it
- ▶ develop skills and competencies of senior adults’ educators to teach older persons and to support
- ▶ professionally mentor them in proactive social media activities, to encourage and inspire senior vlogging and online content creation
- ▶ increase the prevalence and popularity of senior vloggers in social media by equipping senior Internet users in skills and tools allowing them to smoothly create content and vlog with satisfaction
- ▶ improve life standards and well-being of the end-users
- ▶ elderly citizens using the Internet, by providing them with specific digital skills, helping them understand the modern world and the younger generation, build self-confidence in online community
- ▶ raise awareness about the significance of social media presence for senior citizens of EU
- ▶ upgrade the portfolios of senior adult educators, NGOs and other entities supporting seniors in acquiring ICT skills via the use of innovative SeniorVlog training program

The SeniorVLog project expects to have the following results:

- ▶ An innovative comparative research and report on social media presence of Senior Vloggers Project
- ▶ SeniorVlog Training Program Curriculum
- ▶ Mentoring Guidebook and recommendations for Senior Vloggers support
- ▶ “Senior Vlogging Guide” – online version. An innovative interactive self-study training online for a wider audience

## THE AIM OF THE REPORT

The Comparative Analysis Report aims to look deeper into the nature of Senior Vlogging. More importantly, it attempts to compare this phenomenon among partners’ countries and look into similarities and differences leading to certain conclusions to be used later in multiplier events (April-May 2024).

This report is the outcome of Result 1 and consists of a synthesis of findings from primary and secondary research carried out from all partners during February 2022 - October 2022.

The research has been coordinated by EXELIA (Greece), which has guided the partnership on the development of the current output. Following specific guidelines developed by the Result Coordinator and with the contribution of all partners, the research has been carried out in Poland, Italy, Portugal, Cyprus, Greece.

This Comparative Research Report, therefore, aims to summarize the characteristics of the current situation in the five aforementioned countries, along with possible similarities and differences in relation to social media presence and participation of seniors, training offerings on senior vlogging, workshops’ results, and fundamental characteristics from existing or former research.

In exact, the report presents results regarding:

- ▶ Desktop research: Literature review on the topic of the elderly’s presence in social media



- ▶ Desktop research: Training offerings on how to vlog and available ICT courses to seniors
- ▶ Desktop research: National Country Report with analysis of the current state of play in seniors' and youth social media presence
- ▶ Field research: Findings from workshops with seniors and ICT trainers/professionals carried out in consortium countries

## RESEARCH QUESTIONS

The overarching purpose of R1 research activities is to better understand and retrieve more information on the SeniorVlogging phenomenon in partnership countries, improving intelligence in the field (which is now mostly limited to general Internet usage and social media presence) and providing an informed basis for relevant OER development.

The research sought to respond to the following questions:

- ▶ What is the current rate of Internet use among older adults (above 60)?
- ▶ What is the current rate of social media presence among older adults (above 60)?
- ▶ How popular is vlogging and what are the most popular videos (and category of videos) among older people (above 60)?
- ▶ How popular is vlogging and what are the most popular videos (and category of videos) among younger ages (7-13)?
- ▶ Are there any training offerings available on how to vlog? Are these courses appropriate for seniors? What type of skills do they cover?
- ▶ What are the main areas that seniors should be trained to improve their digital competencies and acquire vlogging skills? What is the optimal training delivery mode/model for older people?

## LIMITATIONS OF RESEARCH

Two main limitations of our research should be kept in mind, in particular when comparing data across national country analysis reports.



On one hand, the study has data or statistical constraints in completing the national country report addressing the state of play in seniors' and youth social media presence in Cyprus and Portugal. Although the collection of raw data for seniors and youth presence in internet usage was reached, senior and youth popular vlogging categories and the lists of popular senior and youth vlogging creators were not addressed. Thus, complete national country analysis reports were collected from Poland, Italy, and Greece. Hence, this report in the above mentioned aspect of categories and creators elaborates on findings from these three countries only.

On the other hand, there was limited access to data for the formulation of lists of popular vlogs per age group in both YouTube and TikTok channels (sections 3.2.2 to 3.3.2 of the structural framework for research R1-T1, Annex I) due to difficulty in distinguishing and/or confirming the authenticity and reliability of the age of the vlogging creators. Thus, partners provided rough estimates based on subjective perceptions and assumptions.

Kindly keep both aspects in mind when considering the data presented in this comparative research report.

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## DESKTOP RESEARCH

According to the structural framework for research (Annex I), 3 data collection methods were employed by all partners within the framework of desktop research in order to:

- a) gain an understanding of the existing research and debates relevant to senior vlogging and seniors' internet engagement to present that knowledge in a written format,
- b) gather evidence on existing training offerings in formal and non-formal education provisions on how to vlog and available ICT courses for seniors,
- c) accumulate statistics and trace trends of social media usage and participation by senior citizens in partners' countries.

## OVERVIEW OF LITERATURE REVIEW

A review of the relevant literature using a narrative approach was undertaken by Cyprus University of Technology to determine if other studies or initiatives on supporting older people with key skills and digital competences exist, that would allow them to be more active on social media.

The following research questions were investigated and answered:

- ▶ Are there other studies/ initiatives supporting older people with digital skills allowing them to be active on social media?
- ▶ Which factors are affecting seniors keeping distance from social media usage?
- ▶ Which are the digital skills and competences that older people have to be active in social media?
- ▶ Which are older people's activities in social media?

More than 40 articles were reviewed and represented powerful information sources for the SeniorVlog partners looking for state-of-the-art evidence to guide their decision-making on exploring seniors' activity and attitudes toward social media.

More precisely, all research questions were addressed and below we bring out the main findings for each question investigated.





Are there other studies/ initiatives supporting older people with digital skills allowing them to be active on social media?

12 articles were identified as they

- ▶ provided an insight into the adoption of touchscreen technology with entertaining video games as a tool that supports the acquisition of digital skills as part of digital literacy for the elderly population *Blažič & Blažič, 2020*
- ▶ tested a social network consisting of multiple applications with linear navigation as a digital literacy method for the elderly in rural areas. *Castilla et al., 2018*
- ▶ presented the barriers and supportive factors that emerged during the implementation in practice of a designed learning intervention. *Rojas, 2021*
- ▶ gathered evidence about the value of a specially designed computer system for older adults, the Personal Reminder Information and Social Management (PRISM) system, which included a software application and a robust support system with training and instructional support. *Czaja et al., 2018*
- ▶ determined if iPad technology improved the lives of older adult participants in a number of ways such as increased knowledge, closer family ties, and a greater connection to society, *Delello & McWhorter, 2017*
- ▶ elaborated on how basic computer skills improved seniors' abilities to connect technologically with friends and family in rural Ontario, *Dunlop et al., 2020*
- ▶ explored strategies for successful use of digital tablets by older adults who lacked previous experience, *Fletcher-Watson et al., 2016*
- ▶ identified experiences of older adults receiving computer and Internet training, *Goodwin, 2013*
- ▶ gave a contribution presenting and validating a guideline checklist merging all the essential requirements to design simple and accessible interfaces for elderly's digital inclusion, *Marcelino et al., 2015*
- ▶ examined whether Internet connectivity, and training in its use for social purposes, can support the well-being of older adults receiving care, *Morton et al., 2018*
- ▶ compared the effectiveness and efficiency of video prompting and text-based instructions on the acquisition of Internet and ICT-related skills for older-adult learners, *Pachis & Zonneveld, 2019*



- ▶ examined a range of factors that may influence discontinued: 1) ICT use, 2) searching for health information, and 3) searching for general information over time among continuing care retirement communities resident, *Rikard et al., 2018*

### Which factors are affecting seniors keeping distance from social media usage?

28 articles were identified as they brought insight into the following factors and challenges:

- ▶ reduced speed of learning,
- ▶ memory difficulties,
- ▶ necessity of special adaptations to training curricula and complexity of training materials,
- ▶ ICT trainers seem to be insulting, promote quick pace of learning, perform judgemental attitudes,
- ▶ false perception of low self-efficacy,
- ▶ lack of trust in online activities,
- ▶ concerns about wanting to keep personal data secure,
- ▶ safety issues and privacy,
- ▶ difficulties in handling technology features or designs,
- ▶ weakness in usability of updates, passwords, wifi, in skills needed to manage devices and apps,
- ▶ self-perception/ stereotype that „old people” and „digital media are two different worlds,
- ▶ perception that social technology is used when other ways of communication are not possible.

### Which are the digital skills and competences that older people have so as to be active in social media?

3 articles were identified as they clarified that



- ▶ older adults who were more cognitively engaged were more frequent users of the internet, but not TV or the radio, *Arthanat, 2021*
- ▶ 50% of the 60-80 year olds used their computers for a wide diversity of tasks: price comparison; seeking information on hobbies/interests and leisure activities; digital photo storage; seeking health related advice; seeking weather information; seeking travel-related information; communicating by email, *Boontasri & Temdee, 2020*
- ▶ training specifically focused on the use of computers as social tools, in addition to ensuring basic skills, *Damodaran et al., 2014*

#### Which are older's people activities in social media?

13 articles were identified as they clarified that seniors

- ▶ strengthen social relationships,
- ▶ enrich social contacts,
- ▶ maintain a more active connection to social familial and community ties through the sharing of information and images,
- ▶ are using them for fun,
- ▶ use apps like g-maps, facebook, paypal, purchasing platforms, email,
- ▶ are informed by online press,
- ▶ comment on social media pages,
- ▶ share photos, videos with friends and family,
- ▶ look at other people's profiles who share the same interests,
- ▶ stay connected and meet people of the same age.



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## OVERVIEW OF TRAINING OFFERINGS

In total, 25 training references on vlogging and ICT learning for adults were collected from all partners. The purpose of exploring training offerings in 5 countries was to identify current trends

### TABLE 2 A Training offerings



#### 01 QUALIFICATIONS

- 8 Certificate of Attendance
- 3 Certificate at National level
- 1 Certificate at EQF 3 level

#### 02 LEGAL STATUS

- 9 Private
- 4 Public
- 4 non applicable



#### 03 TYPE OF LEARNING

- 5 Workshop/ Gamification
- 8 Online
- 4 Informal

#### 04 MODE OF STUDY

- 7 Classroom
- 6 Distance
- 4 Informal



#### 05 DURATION

35 hrs average



#### 06 TARGET AUDIENCE

- 4 for Seniors
- 6 for Aspiring learners
- 4 for Open audience
- 2 for Graduates/ adults



in course supply as regards to innovative processes to vlogging practices and ICT courses (paid or paid, formal or non-formal). Tables 2a and 2b present the consortium's desktop findings displaying specifications per country so as to locate similarities and differences.

More specifically, one can observe in Table 2a that out of 25 training programmes:

- ▶ In terms of **qualification**: 8 provide certificate of attendance, 4 provide certificate at national or EQF level, 1 is on open badge system,
- ▶ In terms of **providers' legal status**: 9 are private, 4 are public and 4 are informal,
- ▶ In terms of **type of learning**: 8 are online, 5 are workshops/ gamification elements and 4 are informal,
- ▶ In terms of **mode of study**: 7 are classroom based, 6 are distance learning and 6 are informal
- ▶ In terms of **hours of teaching**: we estimate a mean of 35 hrs, where information was available (in 7 references)
- ▶ In terms of **target audience**: 6 are addressed to future creators, 4 are directed to seniors and 6 are open to all adults.



# LEARN HOW TO

Table 2b



Table 2b displays data collected for two significant factors of educational provision that partners looked into: **topics/ modules** and **knowledge/skills/competences**. In regard to topics/ modules, apparently, training programmes address fundamentals and introductory subjects relevant to ICT, social media platforms, equipment usage, software programs and operations, techniques of communications etc. Also, such topics are labeled in the form of questions so as to attract learners' attention and have a direct impact on learners' instinctual questioning on what they are eager to learn. No differentiation is distinguished per target audience; meaning that topics/ modules are the same regardless if they are headed to seniors or amateurs/ aspiring creators. An argument that one can give for the above-mentioned note is the novelty of the educational programme and the fact that social media activity and engagement is a newly arrived trend and behaviour in current times of high popularity.



As far as knowledge/skills/ competences is concerned, statements gathered from training references reflect what a learner will know, understand and be able to do upon completion of the learning process. In exact, learning outcomes pinpointed in table 2b we estimate that they correspond to the lower levels of Bloom's taxonomy – knowledge and comprehension-.

<b>KNOW</b>	
the basis in using computer or smart phones	1
understand how technology can improve quality of life	2
use at least 2 social medias (YouTube and TikTok/or Instagram)	3
Basic skills for windows and mobile software	4
<b>LEARN WHAT</b>	
equipment is worth investing in, thanks to which you will not waste money and overpay to create your private studio	1
equipment to record (cameras / lights) and the necessary programs	2
are the rates of YouTubers, what cooperation to choose and which you should definitely avoid	3
things contribute to the success of the channel	4
important things you will find in Analytics	5
ideas to get for films	11
promotion is suitable for our new channel	12

## OVERVIEW OF SOCIAL MEDIA NATIONAL COUNTRY REPORTS

According to guidelines provided at the structural framework for research (R1-T1) (Annex I), all participating countries were expected to fill in a country report based upon secondary research locating national resources and collect raw data relevant to:

- *Internet, YouTube and TikTok share in total population, and in age groups: 7-13 y.o. and 60+ y.o.,*
- *List of 10 Popular categories in YouTube & TikTok channels among senior audience,*
- *List of 10 popular vlogs in YouTube & TikTok channels addressed to seniors & to youth,*
- *List of 10 popular vlogs in YouTube & TikTok channels produced by seniors & to youth.*

Due to limited access to national resources though, Portugal and Cyprus did not manage to provide fully completed country reports. Thus, comparative remarks and conclusions are not representative and the below results focus on three countries: Poland, Greece and partly on Italy.

Thus, this section presents results and comparative notes (where available) regarding:

- *Internet, YouTube and Tik Tok share in total population, 7-13 y.o. and 60+ y.o. for all SeniorVlog countries (Table 3)*
- *List of 10 Popular categories in YouTube vs TikTok channels among senior audience in Poland, Greece and Italy (Infographic 4)*
- *List of 10 popular categories in YouTube accounts by seniors vs youth (Table 6)*
- *List of 10 popular accounts in YouTube vs TikTok channels addressed to seniors in Poland, Greece and Italy, (Table 7)*
- *List of 10 popular accounts in YouTube vs TikTok channels created by seniors in Poland and Greece (Table 8)*

The last two tables are included in the report as annexes for informative reasons only; due to lack of knowledge regarding the contents of the social accounts. No comparisons were applicable.





## Share of internet, YouTube and TikTok use

Table 3. Internet, YouTube and Tik Tok share in total population and age groups 7-13 y.o., 60+ y.o. in all SENIORVLOG countries

	Share of Internet use			Share of YouTube use			Share of TikTok use		
	Total	7-13 y.o.	60+y.o.	total	7-13 y.o.	60+ y.o.	total	7-13 y.o.	60+ y.o.
Poland	84%	<b>98%</b> (16-19 y.o.)	61% (65-74 y.o.)	<b>98%</b>	4% (13-17 y.o.)	<b>58%</b> (65+)	<b>28,6%</b>	25% (10-19 y.o.)	<b>11%</b> (50+)
Italy	81,27%	93% (6-14 y.o.)	50%	67%	19% (6-24 y.o.)	39% (45+)	8%	<b>41%</b> (16-24 y.o.)	5% (35+)
Portugal	85%	-	48% (65-74 y.o.)	84%	<b>27%</b>	-	3 m	18%	-
Cyprus	<b>86%</b>	-	58% (64+)	2,47%	-	-	7%	-	0,6% (55+)
Greece	80%	-	<b>74%</b>	74%	-	18% (55+)	3%	-	90.000

By examining the share of internet use in total population across all participating countries, Poland scores the highest percentages of share in almost all aging groups and social media categories.

In exact, Poland reaches:

- 98% share of internet use for the age group 16-19 y.o.,
- 98% share of YouTube channel for the total population,
- 58% share of YouTube share for the age group 60+ y.o and
- 29% share in TikTok for the total population of the country.

However, Italy holds first place in the share of TikTok use in the youth population (41%). Next, Portugal ranks first in the share of YouTube in youth (27%) and Greece comes first in internet share for the age group of 60+ y.o. (74%). Finally, Cyprus is the first among partners with the highest share of internet use in total population (86%).



## 10 popular categories among senior population-YouTube vs TikTok

The second part of the national country report concerned the documentation of the top 10 categories in YouTube and TikTok channels among senior population. The results shown in following infographics indicate that among the three countries examined:

- Only one category appears in the same ranking position within the same country and in both social media channels: **cooking, Greece**
- Only one category appears in the same ranking position within the same social media channel across two countries: **tutorial, YouTube, Greece-Italy**

*Infographics: 10 popular categories in YouTube vs TikTok channels among senior audience in Poland, Greece and Italy*

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**GREECE**

**VS**

<b>FITNESS &amp; HEALTH</b>	<b>FASHION</b>
<b>COOKING</b>	<b>COOKING</b>
<b>NEWS &amp; POLITICS</b>	<b>MUSIC</b>
<b>SPORTS</b>	<b>PSYCHOLOGY</b>
<b>HOW TO STYLE</b>	<b>TRAVEL</b>
<b>PEOPLE &amp; BLOGS</b>	<b>CRAFTS</b>
<b>RELIGION</b>	<b>COSMETICS</b>
<b>COMEDY</b>	<b>BOOKS</b>
<b>MUSIC &amp; DANCE</b>	<b>SPORTS</b>
<b>TUTORIAL</b>	<b>COMMENTARY</b>








**ITALY**  
**VS**

Category	Italy	TikTok
ASMR	ASMR	#IDIDITMYSELF
Compilation	COMPILATION	#CARBONARA
Educational	EDUCATIONAL	#BEAUTYROUTINE
Entertainment	ENTERTAINMENT	#SPORTAZZURO
Gaming	GAMING	#DUETTACONLAURA
Infotainment	ie INFOTAINMENT	NA
Journalism	JOURNALISM	NA
Reviews	REVIEWS	NA
Travel	TRAVEL	NA
Tutorial	TUTORIAL	NA

If we delve deeper, we could spot that some categories appear more than once. Table 5 below presents

- a) the sub-groups created based upon common characteristics/ categories,
- b) countries in which they are recorded or not and
- c) social media channels where their presence was tracked.

Table 5 Sub categories

Sub-groups	# appereances					
information/news/ infotainment/politics /journalism	5	✓	✓	✓	✓	✓
music & dance	5	✓	✓	✗	✓	✓
cooking	5	✓	✓	✓	✓	✓
fashion/beauty routine lifestyle/ cosmetics	4	✓	✓	✓	✓	✓
travel	3	✓	✓	✓	✓	✓
sports	3	✓	✓	✓	✓	✓
health & fitness	2	✓	✓	✗	✓	✓
religion	2	✓	✓	✗	✓	✓
comedy	2	✓	✓	✗	✓	✓
entertainment	2	✓	✗	✓	✓	✓
tutorial	2	✗	✓	✓	✓	✗

In conclusion, sub-groups of categories with the highest frequency of preference, meaning highest #subscribers, #views, are relevant to **current affairs, music & dance and cooking**, regardless of the social media platforms that the audience chooses to access. In addition, it is evident that all sub-categories are accessible through the social platform of YouTube whereas the sub-groups of health & fitness, religion and tutorial reported lower subscribers and views via the platform of TikTok.

## 10 popular categories in YouTube accounts by seniors vs youth

Apart from comparing seniors' social media presence across countries and social platforms, this report also attempts to define the connection of Senior Vloggers with the Youth in a multigenerational vlogging conversation. For this reason, relevant data collected from Poland and Greece (not reachable from other participating countries), lead us to some indicative and preliminary comments. Further cross-country research on that issue is highly suggested.

Table 6 displays which categories were tracked in YouTube platform with the highest #subscribers and #views among two different age populations: 60+ y.o. and 7-13 y.o.

Table 6.10 popular categories in YouTube accounts by seniors vs youth

<b>SENIOR</b>	<b>YOUTH</b>	<b>SENIOR</b>	<b>YOUTH</b>
<b>Poland</b>		<b>Greece</b>	
Comedy	Game	Health and Fitness	Entertainment
Religion	Lifestyle	Cooking	Gaming
Health & Fitness	Comedy	News and Politics	People and Blogs
Information/News	Prank	Sports	Science
Learning	Music	How to & Style	Comedy
Cooking	Science	People and Blogs	How to
Travel	Review	Religion	Commentary
Music & Dance	Beauty	Comedy	Challenge
DIY	Sport	Music and dance	School Life
Politics	Learning	Science Technology	Crafts

In Poland, senior and youth audiences of YouTube share common preference in categories of **comedy** and **music**, whereas in Greece, **current affairs**, **people and blogs**, **science**, **comedy** are categories allocated in both age populations.

Apparently, there is a dialogue between those two age groups in YouTube, mainly focused on categories mentioned above, even though it is not evident which age group triggers this two-way relationship.



## 10 popular accounts addressed to seniors- YouTube VS TikTok

Table 7.10 popular accounts in YouTube vs TikTok channels addressed to seniors

<b>YouTube</b>	<b>TikTok</b>	<b>YouTube</b>	<b>TikTok</b>
<b>Poland</b>		<b>Greece</b>	
Małgorzata Kospin	igwi.tv	Health Academy	Nataliapietri
Aktywny Senior	katmelcher	Mr.Gnosi2go	Fotiboecherer
Głos Seniora TV	koliberek369	MagiaCookTv	Ilias Psinakis
Dom bez nudy	coolbabciia	Άντε Γειά Official	DimitrisLikotrafitis
Telewizja Pokolenia	taneczny_lech	CuzinaGias συνταγές	Annavissiofficial
Centrum Zdrowego i Aktywnego Seniora, Łódź	malgorzatakospin	Agnes Alice Mariakaki	Lakisgavalasofficial
Telewizja Senior	bibliotekamlodzieszyn	Iosif Papadopoulos	Akadimia_ygeias
Pora na seniora	nataliadeja	Savvas Kalanderides	Vaggelisfousteris
Seniorfit Ula Stanowska gimnastyka dla Seniora	mok_wys_maz	Taste and economy	Agnes.mariakaki
życie i podróże na emeryturze	e_misja	Lousy Apostolopoulou	Stefanoskogias

## 10 popular accounts created by seniors - YouTube VS TikTok

Table 8.10 popular accounts in YouTube vs TikTok channels created by seniors

<b>YouTube</b>	<b>TikTok</b>	<b>YouTube</b>	<b>TikTok</b>	<b>YouTube</b>	<b>TikTok</b>
<b>Poland</b>		<b>Greece</b>		<b>Italy</b>	
BaskaTiVi	waciaborkowska323	MagiaCookTv	Nataliapietri	Pasta Grannies	NA
Tomasz Raczek	kajtenlotos	Άντε Γειά Official	Fotiboecherer	Casa Surace	NA
Dziarski dziadek Antoni Huczyński	dziadek_kozak	Cuzina Gias συνταγές	Ilias Psinakis	Ricette delle nonne	NA
Hiob, the eVAngel (Religion)	extra babcia	Agnes Alice Mariakaki	Annavissiofficial	NA	NA
Bogusława Spryszyńska (Make-up)	koliberek369	Iosif Papadopoulos	Lakisgavalasofficial	NA	NA
ŻYCZENIA POZDROWIENIA EDUKACJA (Kazimierz Surma)	mariuszpujszo	Savvas Kalanderides	Vaggelisfousteris	NA	NA
Kamper 4x4 (Travel)	babcia ela	Taste and economy	Agnes.mariakaki	NA	NA
Dom bez nudy (DIY)	babciadanutka odmichala	Lousy Apostolopoulou	Stefanoskogias	NA	NA
Pan Kazimierz (Comedy)	jola1328	Ilias Psinakis	Takisapamatthaiou	NA	NA
Janusz Górski (Nature, agriculture, interesting facts)	taneczny_lech	Socrates Creations	CuzinaGias	NA	NA





## FIELD RESEARCH

The last stage of SeniorVlog research for the formulation of the Result 1 comparative analysis report involved the implementation of 5 workshops in the SeniorVlog countries. The working sessions were addressed to senior citizens, ICT trainers and/or field professionals aiming at presenting the first findings of the research, consulting the results, and exploring the general sentiment of seniors' presence in social media and the phenomenon of senior vlogging as seen by the participants. A discussion guide was developed in advance, provided in the structural framework for research (Annex I), and each country was responsible for recruiting 12 participants per working session. After the sessions/interviews, each partner completed reporting forms facilitating the elementary content analysis performed at a later phase.

Overall, 85 participants were reached either online or onsite who participated in 8 working sessions and 5 personal interviews in 5 SeniorVlog countries. The agenda was common in all countries and focused on:

- Short presentation of the project
- Presentation of methodology and national country analysis report
- Round table discussion among all participants following discussion guide moderated by 2 partner representatives
- Presentation of the outline of PR2 and concept of PR3

## OVERVIEW OF NATIONAL WORKSHOPS & INTERVIEWS

### **General understanding of seniors' presence in social media and notion of senior vlogging**

Senior participants declared their presence in social media and on the internet. The level of participation and engagement together with the type of activities depends on personality, interests and informal or non-formal experiences a senior possesses. For them no rules or limitations are applicable when navigating into the internet or social media.

At the same time, they feel insecure regarding their digital skills; yet this does not discourage them to try and learn from their failures.

### **Skills**

Off-hand, seniors responded that no skills are required. However, after deeper reconsideration and counter arguments, seniors admitted that digital skills are fundamental prerequisites along with good knowledge of English language. Here, we should highlight that seniors promote personal motivations and will to learn as main “skills” for an active presence in social media that overcome the lack of digital skills.

In addition, seniors mentioned that the following skills are important: familiarity with devices/equipment, communication skills.

### **Benefits/ Drawbacks/ Challenges in seniors' presence, activity and engagement in social media and in senior vlogging**

To begin with, seniors mentioned that connectivity is the highest benefit. Other benefits are extroversion, transfer of knowledge and life experiences to new generations, hobby, economic returns etc.

As far as drawbacks and challenges are concerned, seniors brought up, apart from lack of digital skills, arguments focusing mainly on senior vlogging. More precisely, they discussed that memory (recollection) skills are starting to faint causing them difficulties in managing applications. Also, they mentioned that ICT or senior vlogging training courses are not easy to outreach and on top, they cost. Moreover, they expressed their concern about the protection of their personal information and how this is manageable in the vlogging process.



## Training courses

The majority of senior participants didn't know that there are tailor made training programmes for ICT courses and senior vlogging addressed especially to senior citizens. However, those who knew their existence commented that they cost and this is a drawback. On the other hand, in sessions where ICT professionals participated, trainers highlighted that it is challenging and time consuming to train seniors so there is a need to be compassionate, patient, act in full guidance and work in a mentoring mode rather than in a traditional teaching method.

### Quotes:

*« The SeniorVlog course could be named: from independence to professionalism »*

*« Personal information and data are a problem, for example they may do a video and they share personal stuff like their house or information that makes them vulnerable without understanding that.... »*

*« How do we know what is true and what is fake news-after all, it is not marked? »*

*« We need to motivate them through passion, education and just-in-time support, like technical support, network settings, shared drive explanation. Multigenerational support is very welcome here. It just works. »*

*« No one isn't gifted but we train, best perhaps to start with small group teaching »*



*« Through social media we can convey an idea of positive ageing, to shout to the world that old age is not a disease!! »*

ORIGINAL

## RECOMMENDATIONS

Finally, this section attempts to answer research questions and also provides some recommendations so as SeniorVlog educational programme addresses demographics, cultural and behavioral characteristics of senior population in partnership's countries.

### Research Question 1:

What is the current rate of Internet use among older adults (above 60)?

#### **Answer:**

Based upon secondary national data from Poland, Italy, Portugal, Greece and Cyprus, below we quote senior population (60+ y.o.) trend in internet usage, ratios and rates.

Poland	Italy	Portugal	Greece	Cyprus
6:10	5:10	4:10	8:10	6:10
61%	50%	48%	74%	58%

#### **Recommendation:**

It is evident than in all countries almost half of their senior population is using internet which means that there is breeding ground for further growth of digital literacy, empowerment and engagement within this population age structure. For SeniorVlog project in particular, the above conclusion signifies that the project is addressed to a very large audience that has the potential and the interest to get involved in the social media world exploring the assets of vlogging by using the SeniorVlog educational programme so as to be socially inclusive.

### Research Question 2:

How popular is vlogging and what are the most popular videos (and category of videos) among older people (above 60)?

#### **Answer:**

Based upon primary research carried out in social media channels YouTube and TikTok, findings lead to the conclusion that vlogging categories and videos vary due to sociocultural differences, preferences and attitudes. However, in our attempt to unify videos, vloggers and categories the following categories were uncovered at high frequency of preference among partners' counties older population and in both channels: **current affairs, music & dance, cooking, travel, sports/ fitness, fashion/ beauty.**

**Recommendation:**

The SeniorVlog educational programme is encouraged to use as examples the above fields to inspire senior learners' vlogging creation activities and support educational staff and mentors in using such topics as cases studies to highlight successful techniques of vlogging.

**Research Question 3:**

How popular is vlogging and what are the most popular videos (and category of videos) among younger ages (7-13)?

**Answer:**

According to our research findings, Italy holds first place in the share of TikTok use in the youth population (41%), Portugal ranks first in the share of YouTube in youth (27%). In Poland, senior and youth audiences of YouTube share common preference in categories of **comedy** and **music**, whereas in Greece, **current affairs, people and blogs, science, comedy** are categories commonly identified in both age population groups. Yet, should be noted that the categories of **gaming, prank, school life** and **science** seem to be in favour by the young population in comparison to seniors who haven't recorded such topics of videos.

**Recommendation:**

Young and senior vlogging activities and performance are two worlds in parallel that co-exist and address audience of all ages. The SeniorVlog programme could take advantage of this and promote the concept of no age discrimination in vlogging.

**Research Question 4:**

Are there any training offerings available on how to vlog? Are these courses appropriate for seniors? What type of skills do they cover?

**Answer:**

Our desktop research identified 25 training programmes relevant to vlogging in partnership's countries. All of them offer a well-established educational structure of courses designed to address learners' involvement into the social media world satisfying training conditions such as qualifications, mode of study, curriculum structure, learning hours etc. Yet, from our field research and in particular from our workshops, we received the concern that available courses are not all free of charge. Regarding, training offerings appropriateness to the senior population, it was revealed that some of them are designed especially for senior population (Portugal's and Poland's

training courses) focusing on age group's specifications and needs. In terms of skills coverage, existing training programmes correspond to the lower levels of Bloom's taxonomy – knowledge and comprehension- and in exact they focus on digital literacy and less on vis-a-vis support.

**Recommendation:**

The SeniorVlog educational programme could be inspired by the existing courses and further develop areas which will enable senior learners' to get engaged in vlogging while ensuring appealing and delightful participation and increasing their creativity.

**Research Question 5:**

What are the main areas that seniors should be trained to improve their digital competencies and acquire vlogging skills? What is the optimal training delivery mode/model for older people?

**Answer:**

Based upon our workshops' findings and literature review conclusions, we conclude that seniors lack of digital skills relevant to vlogging process; although they are familiar with social media channels. In particular, seniors consider basic digital skills and good knowledge of English language as fundamental areas to work on. Also, seniors mentioned familiarity with devices/equipment, communication skills are important too. Regarding the training delivery method, it was noted that senior learners are expected to receive a special treatment due to physical and mental challenges they meet as aging brings.

**Recommendation:**

The SeniorVlog educational programme is suggested to be built upon three pillars: a) technical skills relevant to vlogging process, b) basic digital competences relevant to IT infrastructure and c) practical skills of producing vlogs in action. Such competences is proposed to be acquired 'au pair' with ICT trainers experienced in teaching senior population. Thus, the method of mentoring is regarded suitable.

# ANNEX I STRUCTURAL FRAMEWORK FOR RESEARCH

## Introduction

Just as for young people the use of the Internet is natural and happens on everyday basis, more than 43% of the EU-27 population aged 65-74 years and over 21% of people aged 55-64 did not use the internet within the last 3 months of being surveyed (the Community survey on ICT usage, EUROSTAT, 2019). Although the digital divide between generations is being closed by older people, they are still rather slow to adopt new technologies. Among the various private time activities done online by older people aged 65-74, the most popular were sending emails (44%), seeking health information (about 34%), Internet banking (about 31%) and phone/video calls (24%). For people aged 55-64 these activities were a bit more prevalent - 62% used emails, 47% searched for health info, 46% did online banking, and 38% called using video (EUROSTAT, 2019).

Older people are generally less likely to use ICT than the population in general. As for the social media presence, while 54% of EU-27 adults (17-64) use it regularly, only about 18% of seniors (65-74) are active in those communication means. This social media gap is even more visible in the case of the Partnership countries engaged in preparing this application. Just looking at Poland, in comparison with Sweden, Denmark and Belgium there are 4 times less old people using social media.

The preliminary research findings suggest that the SeniorVlogging phenomenon yielded a critical mass of background information on the state of play across partnership countries, which justified the need for a full-fledged, structured, research and consecutive detailed reporting on the topic.

The hitherto available data and research focus mostly on general Internet usage among different senior groups (Eurostat) and social media presence in general. Not much is known about the nature of Senior Vlogging as there are not many YouTube channels that share passions, teach skills, and give advice produced by people 60 years old and older. According to The Coming of Age - an American Marketing Agency 50+, seniors are the fastest growing users group on Youtube.

This project aims at improving the lives of elderly people, by better preparing them to fully use the possibilities of Internet and become more visible in social media. Creating the innovative SeniorVlog Training and Mentoring Program will offer a structured approach to equipping senior adult learners and at the same time Internet users with key digital competences and skills allowing them to become Vloggers visible in the Internet community just as senior citizens are more and more visible in our “real world” societies. The aim of the mentoring support will be to create a safe workplace and interpersonal



connections, where the generation gap will have a chance to narrow down thanks to gamification elements, encouragement of intergenerational dialogue.

The program will give the chance to connect different vlogging styles, themes and intergenerational and international vlogging conversations. The innovative SeniorVlog training and mentoring program would help seniors grow and share their passion, knowledge, become more self-confident as providers of content and know-how. The course will also help in a case of quite common situation - lack of a person from the immediate family or environment who would find the time and patience to introduce the senior to the initially complicated virtual world.

The online version of the Senior Vlogging Guide is intended to reach many adult Internet users willing to start Vlogging, with no strict age limits. It includes and activates senior citizens in taking charge of their future, creates and develops flexible learning offers adapted to the learning needs of disadvantaged adults who may be at risk of age-discrimination. The project promotes social inclusion and offers new adult education opportunities, particularly for senior adults with a lower level of digital skills, ICT knowledge and competences and for employees of Partner organizations – now with a chance for a new opportunity and innovative Vlogging mentor/educator role.

The SeniorVlog program will foster the development of social and key competences, offer opportunities for participation in social life and social media. It will provide guidance and motivation strategies for Mentors and Educators as well as the end participants.

The first result of the project comprises tasks that work towards defining the specifications (basis) for the SeniorVlog Training Program Curriculum (O2). This documentation is the structural framework for research activities performed by all partners during first output in order to conclude with a comparative report incl. social media content analysis Senior Vloggers.

This methodology seeks to provide appropriate tools and instructions to streamline data collection activities, and guide SENIORVLOG partners on how to document the current and future state of play of seniors (60+ years of age) and youth (7-13 years of age) presence in social media use as well identifying available training offerings on vlogging addressed to senior learners. In particular, the first project output, Comparative report including social media content analysis is a building block for the second project output (O2), providing the necessary informed basis setting the ground for the development of learning outcomes of SENIORVLOG curriculum. It will deliver step-by-step instructions to partners on how to contribute to gathering and documenting evidence, addressing:

- Data collection methods
- Research activities
- Data collection (quality) criteria
- Research plans and implementation steps



- Information collection and reporting tools
- Search keywords and data sources
- Target groups
- Data collection targets
- Work allocation and timeline

The methodology will also provide guidelines on how to draft a country level analysis report serving as a starting point for discussion with stakeholders and a baseline for drafting the training curriculum; concerning what a learner knows, understands and is able to do upon the completion of learning process, and how to link learning outcomes with teaching & assessment methods and material.

The report is structured as follows. Section 2 lays out the methodological approach and defines research questions. Section 3 details the research plans for each activity and data collection methods. Section 4 presents the action plan and the time plan for the implementation of the first output prescribes research. Section 5 entails guidelines on how to prepare the country analysis report for data collection. Section 6 provides instructions on how to formulate learning outcomes. Finally, section 7 contains all collection tools to be used by partners for each research activity. They are presented as annexes at the end of the document.

## **METHODOLOGICAL APPROACH**

### **Purpose and research questions**

The overarching purpose of O1 research activities is to better understand and retrieve more information on the SeniorVlogging phenomenon in partnership countries and across the EU, improving intelligence in the field (which is now mostly limited to general Internet usage and social media presence) and providing an informed basis for relevant OER development.

The research seeks to respond to the following research questions:

- What is the current rate of Internet use among older adults (above 60)?
- What is the current rate of social media presence among older adults (above 60)?
- How popular is vlogging and what are the most popular videos (and category of videos) among older people (above 60)?
- How popular is vlogging and what are the most popular videos (and category of videos) among younger ages (7-13)?
- Are there any training offerings available on how to vlog? Are these courses appropriate for seniors? What type of skills do they cover?

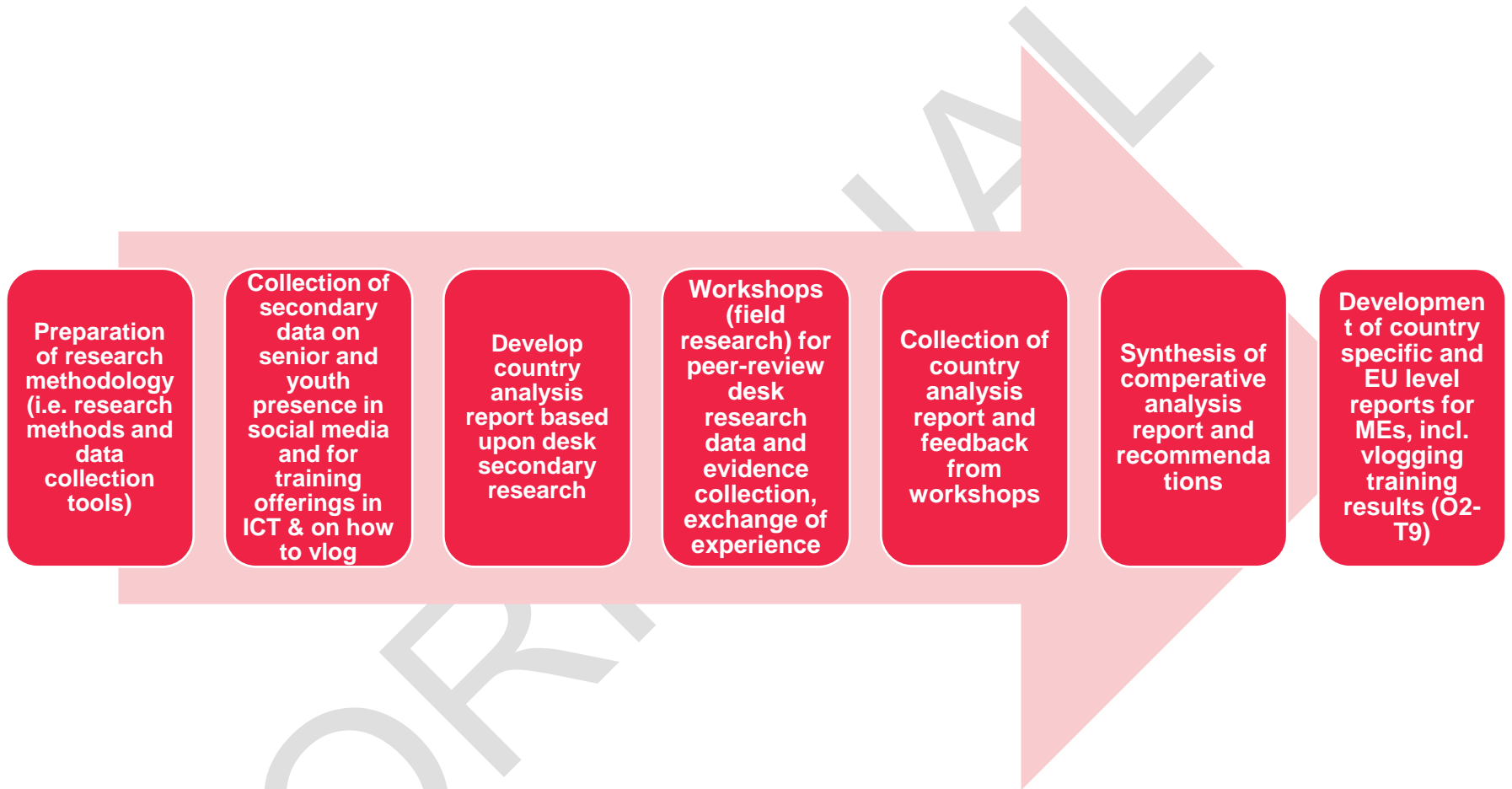
- What are the main areas that seniors should be trained to improve their digital competences and acquire vlogging skills? What is the optimal training delivery mode/model for older people?

## Research methodology

Information collection will be a combination of desk and field research.

1. **Desk research:** Desk research will be carried out to collect information on existing use and presence of social media by seniors and youngsters. In addition, existing training offerings for vlogging will be collected, as a means to identify current trends in courses supply as regards innovative processes to vlogging practices and ICT courses (paid or unpaid, formal or non-formal) addressed to senior citizens. This activity will help to define the current level of vlogging among seniors and youngsters. Desk research reporting forms will be used to facilitate the documentation of evidence and the creation of country analysis report.
2. **Field research:** Field research focusing on senior vlogging will be conducted with workshops/working sessions that are due to take place in M6 (June 2022). In particular, 12 representatives from adult education providers, field experts and professionals in ICT, adult education and vlogging experts will participate to peer-review country-analysis reports produced from desk research and, at the same time, collect inputs from professionals and seniors in relation to available ICT educational resources and how to vlog. Findings from the workshops will contribute to the implementation of results 2 and 3 (SENIORVLOG training program curriculum, Mentoring Guidebook and recommendations for Senior Vloggers support). If deemed necessary, personal semi-structured interviews may be carried out to provide insights in case workshops fail.

**FIGURE 1: PROGRESSION OF TASKS LEADING TO THE PRODUCTION OF THE FIRST INTELLECTUAL OUTPUT**



## RESEARCH PLANS

This section provides an overview of the research activities that will be carried out by partners in order to obtain a better image on seniors' presence on social media, with a particular focus on vlogging activities. Detailed instructions will be provided in the forms of detailed research plans for each research activity, specifying also partners' involvement and expected contribution.

Area	Title of research activity	NATIONAL LEVEL	EUROPEAN LEVEL
<b>SENIOR VLOGGING</b>	3.1 Collection of raw data on seniors' presence in social media	<b>ALL PARTNERS</b>	<b>PCG</b>
	3.2. Senior vlogging: Analysis of the current state of play	<b>ALL PARTNERS</b>	<b>ANS</b>
	3.2.1 Popular categories of YouTube channels, TikTok (vlogs) addressed to seniors	<b>ALL PARTNERS</b>	<b>APX</b>
	3.2.2 List with popular vlogs, YouTube channels, TikTok among seniors	<b>ALL PARTNERS</b>	<b>CUT</b>
	3.2.3 List with popular vlogs, YouTube channels, TikTok produced by seniors	<b>ALL PARTNERS</b>	<b>EXELIA</b>
<b>YOUTH VLOGGING</b>	3.3.1 Youth vlogging: Analysis of the current state of play Popular categories of YouTube channels (vlogs), TikTok addressed to children/youth	<b>ALL PARTNERS</b>	<b>PCG</b>
	3.3.2 List with popular vlogs, YouTube channels, TikTok among children/youth	<b>ALL PARTNERS</b>	<b>ANS</b>

Area	Title of research activity	NATIONAL LEVEL	EUROPEAN LEVEL
	3.3.3 List with popular vlogs, YouTube channels, TikTok produced by children/youth	ALL PARTNERS	APX
EDUCATIONAL OFFERINGS	3.4 Identification of existing training (courses, video lectures) for seniors on how to vlog and embark on video content production	ALL PARTNERS	EXELIA
LITERATURE REVIEW	3.5 Identification and review of academic papers on the topic of elderly's presence in social media.	N/A	CUT
WORKSHOPS	3.6 Workshops (collection inputs from professionals and seniors in relation to available ICT educational resources and how to vlog)	ALL PARTNERS	N/A

## Collection of raw data on seniors' presence in social media

<b>Research Method</b>	<b>Desk research</b>
<b>Aim</b>	To gather evidence and trends of social media used by senior citizens
<b>Thematic focus</b>	Use of social media channels by people aged 60+ Internet use by people aged 60+
<b>Research scope/criteria</b>	<ul style="list-style-type: none"> <li>• Social media: Facebook, Twitter, TikTok, Instagram, YouTube (share in % in total and per social media channel if applicable)</li> <li>• Internet use (share in %)</li> <li>• Time series: 2018 onwards (annual statistics)</li> <li>• Senior citizens: 60+ years of age</li> </ul>
<b>Data collection target</b>	1 reference per country, 1 reference for EU-27
<b>Geographical scope</b>	<ul style="list-style-type: none"> <li>• EU-27</li> <li>• National: Poland, Italy, Portugal, Greece, Cyprus</li> </ul>
<b>Data sources</b>	<ul style="list-style-type: none"> <li>• OECD</li> <li>• Eurostat</li> <li>• National Statistical Databases</li> <li>• National published surveys/articles</li> <li>• European and national publications from think tanks bodies</li> </ul>
<b>Instrument</b>	Country analysis reporting template (Annex A)
<b>Work allocation</b>	<ul style="list-style-type: none"> <li>• Evidence on national level: PCG, APX, ANS, CUT, EXELIA</li> <li>• Evidence on EU-wide level: PCG</li> </ul>
<b>Delivery date</b>	30 <sup>nd</sup> April 2022
<b>Deliverable/ Outcome</b>	Completed country analysis reporting template

## Senior Vlogging: Analysis of current state of play

## Popular categories of YouTube channels (vlogs) addressed to seniors

<b>Research Method</b>	<b>Desk research</b>
<b>Aim</b>	Identify the most popular categories of YouTube channels addressed to senior citizens in partnership countries
<b>Thematic focus</b>	Popular categories of YouTube channels addressed to seniors
<b>Research scope and criteria</b>	<p><b>Research object:</b> Popular types categories of YouTube channels  <b>Social media platform:</b> YouTube  <b>Target audience:</b> Senior citizens aged over 60+  <b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• # Uploads</li> <li>• Hours of content</li> <li>• # views</li> <li>• # subscribers</li> <li>• # downloads</li> </ul> <p><b>Categories of YouTube channels (non-exhaustive list):</b></p> <ul style="list-style-type: none"> <li>• Animation</li> <li>• ASMR</li> <li>• Beauty</li> <li>• Comedy</li> <li>• Conspiracy</li> <li>• Cooking</li> <li>• Daily vloggers / Commentary / QA</li> <li>• Design / Art</li> <li>• DIY</li> <li>• Family</li> <li>• Fashion</li> <li>• Gaming</li> <li>• Gardening</li> <li>• Health &amp; Fitness</li> <li>• Learning</li> <li>• Lifestyle</li> <li>• Music &amp; Dance</li> <li>• Pranks / Challenges</li> <li>• Product review</li> <li>• Sports</li> <li>• Tech</li> <li>• Travel</li> <li>• Tutorials</li> <li>• Entertainment</li> </ul> <p><b>Timeframe:</b> within 2021</p>
<b>Data collection target</b>	Top 10 categories per country per criteria
<b>Geographical scope</b>	<ul style="list-style-type: none"> <li>• National: Poland, Italy, Portugal, Greece, Cyprus</li> <li>• EU-wide</li> </ul>
<b>Data sources</b>	<ul style="list-style-type: none"> <li>• Official YouTube statistics</li> </ul>



	<ul style="list-style-type: none"> <li>• Websites that track social media statistics and analytics (e.g., socialblade, socialfilms, statista, hypeauditor, vidooly)</li> <li>• Forums with YouTube statistics (e.g., <a href="https://gr.youtubers.me/">https://gr.youtubers.me/</a>)</li> <li>• Articles discussing the most popular types of YouTube videos</li> <li>• Surveys and reports</li> </ul>
<b>Instrument</b>	Country analysis reporting template (Annex A)
<b>Work allocation</b>	Evidence on national level: Top 10 per country Evidence on EU-wide level: Top 10 in Europe -ANS
<b>Delivery Date</b>	30 <sup>th</sup> April 2022
<b>Deliverable / Outcome</b>	Completed country analysis reporting template

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## List with popular vlogs, YouTube channels among seniors

<b>Research Method</b>	<b>-Desk research</b>
<b>Aim</b>	Create a list with popular vlogs, You Tube channels among senior audience in partnership countries
<b>Thematic focus</b>	Popular vlogs, You Tube channels among senior audience
<b>Research scope/criteria</b>	<p><b>Social media platforms:</b> You Tube</p> <p><b>Target audience:</b> Senior citizens aged over 60</p> <p><b>Criteria for YouTube:</b></p> <ul style="list-style-type: none"> <li>• # of subscribers</li> <li>• #of views</li> <li>• #of uploads</li> <li>• #of downloads</li> </ul> <p><b>Criteria for TikTok:</b></p> <ul style="list-style-type: none"> <li>• Most followed vlogs</li> <li>• #of likes</li> <li>• Engagement rate [(Number of likes + number of comments + number of shares) / number of views] X 100</li> </ul> <p><b>Categories of YouTube channels (non-exhaustive list):</b></p> <ul style="list-style-type: none"> <li>• Animation</li> <li>• ASMR</li> <li>• Beauty</li> <li>• Comedy</li> <li>• Conspiracy</li> <li>• Cooking</li> <li>• Daily vloggers / Commentary / QA</li> <li>• Design / Art</li> <li>• DIY</li> <li>• Family</li> <li>• Fashion</li> <li>• Gaming</li> <li>• Gardening</li> <li>• Health &amp; Fitness</li> <li>• Learning</li> <li>• Lifestyle</li> </ul>

	<ul style="list-style-type: none"> <li>• Music &amp; Dance</li> <li>• Pranks / Challenges</li> <li>• Product review</li> <li>• Sports</li> <li>• Tech</li> <li>• Travel</li> <li>• Tutorials</li> <li>• Entertainment</li> </ul> <p><b>Timeframe:</b> Channels and accounts active in 2021</p>
<b>Geographical scope</b>	National: Poland, Italy, Portugal, Greece, Cyprus EU-wide
<b>Data sources</b>	<ul style="list-style-type: none"> <li>• Forums and websites with social media statistics and analytics (e.g., youtubers.me, socialblade, socialfilms, statista, hypeauditor, vidooly, emarketer)</li> <li>- Most subscribed channels/accounts</li> <li>- Most viewed channels/accounts</li> <li>• Articles/blogs discussing the most popular senior YouTubers and TikTokers</li> </ul>
<b>Instrument</b>	Country analysis reporting template (Annex A)
<b>Work allocation</b>	Evidence on national level: 10 vlogs, YouTube channels per country Evidence on EU-wide level: 10 vlogs, YouTube channels among EU countries by ANX
<b>Delivery Date</b>	30 <sup>th</sup> April 2022
<b>Deliverable / Outcome</b>	Completed country analysis reporting template

### List with popular vlogs, YouTube channels produced by seniors

<b>Research Method</b>	<b>Desk research</b>
<b>Aim</b>	Identify the most post popular senior vlogs in partnership countries
<b>Thematic focus</b>	Popular vlogs / YouTube channels produced by seniors
<b>Research scope/criteria</b>	<p><b>Social media platforms:</b> YouTube, TikTok , Facebook</p> <p><b>Target audience:</b> Senior citizens aged over 60</p> <p><b>Criteria for YouTube:</b></p> <ul style="list-style-type: none"> <li>• Number of subscribers</li> <li>• Number of views</li> <li>• Uploads</li> </ul> <p><b>Criteria for TikTok:</b></p> <ul style="list-style-type: none"> <li>• Most followed accounts</li> <li>• Likes</li> <li>• Engagement rate [(Number of likes + number of comments + number of shares) / number of views] X 100</li> </ul> <p><b>Categories of YouTube channels (non-exhaustive list):</b></p> <ul style="list-style-type: none"> <li>• Animation</li> <li>• ASMR</li> <li>• Beauty</li> <li>• Comedy</li> <li>• Conspiracy</li> <li>• Cooking</li> <li>• Daily vloggers / Commentary / QA</li> <li>• Design / Art</li> <li>• DIY</li> <li>• Family</li> <li>• Fashion</li> <li>• Gaming</li> <li>• Health &amp; Fitness</li> <li>• Learning</li> <li>• Lifestyle</li> <li>• Music &amp; Dance</li> <li>• Pranks / Challenges</li> <li>• Product review</li> <li>• Sports</li> <li>• Tech</li> <li>• Travel</li> <li>• Tutorials</li> </ul> <p><b>List with TikTok hashtags by categories (non-exhaustive list):</b></p> <ul style="list-style-type: none"> <li>• Food &amp; Beverage</li> <li>• Sport</li> <li>• Performance Skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Gaming</li> <li>• Fitness &amp; Health</li> <li>• Fashion &amp; Beauty</li> <li>• Dance</li> <li>• Outdoor Activities</li> <li>• Daily Life</li> <li>• Pop Culture</li> <li>• Animation &amp; Fan Culture</li> <li>• Transportation &amp; Vehicle</li> <li>• Science &amp; Education</li> <li>• Professional Life</li> <li>• Family</li> <li>• Oddly Satisfying</li> <li>• Travel</li> <li>• Animal</li> <li>• Celebrity Account</li> <li>• Comedy.</li> </ul> <p><b>Examples of popular YouTube channels produced by seniors:</b></p> <ul style="list-style-type: none"> <li>• Grandma Mary Show (<a href="https://www.youtube.com/channel/UCGufneQsZ5x5E_cG8csp6Lw">https://www.youtube.com/channel/UCGufneQsZ5x5E_cG8csp6Lw</a>)</li> <li>• Kevin and Lill (<a href="https://www.youtube.com/channel/UCia7vg9qdbzqnIK2PtwFqbA">https://www.youtube.com/channel/UCia7vg9qdbzqnIK2PtwFqbA</a>)</li> <li>• Eldergym Fitness for Seniors (<a href="https://www.youtube.com/channel/UCLd9o3reTnn2O2u0elzjiCA">https://www.youtube.com/channel/UCLd9o3reTnn2O2u0elzjiCA</a>)</li> <li>• Cyber-Seniors Corner (<a href="https://www.youtube.com/channel/UCQsJQBM3YhXcmIshFTzu6Yg">https://www.youtube.com/channel/UCQsJQBM3YhXcmIshFTzu6Yg</a>)</li> </ul> <p><b>Examples of senior TikTokers:</b></p> <ul style="list-style-type: none"> <li>• Grandmagreat</li> <li>• TedAndLinda</li> <li>• Grandma's Garden</li> <li>• Grandma_droniak</li> <li>• onlynanss</li> </ul> <p><b>Timeframe:</b> Channels and accounts active in 2021</p>
<b>Geographical scope</b>	<ul style="list-style-type: none"> <li>• National: Poland, Italy, Portugal, Greece, Cyprus</li> <li>• EU-wide</li> </ul>
<b>Data sources</b>	<ul style="list-style-type: none"> <li>• Forums and websites with social media statistics and analytics (e.g., youtubers.me, socialblade, socialfilms, statista, hypeauditor, vidooly, emarketer) <ul style="list-style-type: none"> <li>○ Most subscribed channels/accounts</li> <li>○ Most viewed channels/accounts</li> </ul> </li> <li>• Articles/blogs discussing the most popular senior YouTubers and TikTokers</li> </ul>

<b>Instrument</b>	Country analysis reporting template (Annex A)
<b>Work allocation</b>	Evidence on national level: 10 most popular vloggers per country Evidence on EU-wide level: 10 most popular vloggers in Europe by CUT
<b>Delivery Date</b>	30 <sup>th</sup> April 2022
<b>Deliverable / Outcome</b>	Completed country analysis reporting template

ORIGINAL

## Youth Vlogging: Analysis of current state of play

### Popular categories of YouTube channels (vlogs) addressed to children/youth

<b>Research Method</b>	-Desk research
<b>Aim</b>	Identify the most popular categories of YouTube channels addressed to children/ youth 7 - 13 years of age
<b>Thematic focus</b>	Popular categories of YouTube channels addressed to children/ youth
<b>Research scope/criteria</b>	<p><b>Research object:</b> Popular categories of YouTube channels</p> <p>Social media platform: YouTube</p> <p>Target audience: Youth 7- 13 years of age</p> <p><b>Criteria:</b></p> <p>#Uploads</p> <p>#Hours of content</p> <p>#of views</p> <p>#of subscribers</p> <p><b>Categories of YouTube channels (non-exhaustive list):</b></p> <p>Gymnastics/ Sports</p> <p>Music &amp; Dance</p> <p>Gaming</p> <p>Crafts</p> <p>Cooking</p> <p>Commentary</p> <p>School life</p> <p>Art</p> <p>Product reviews</p> <p>Comedy</p> <p>Interviews</p> <p>Challenge</p> <p>Educational</p> <p>Tech</p> <p><b>Timeframe:</b> within 2021</p>

<b>Data collection target</b>	Top 10 categories in total
<b>Geographical scope</b>	National: Poland, Italy, Portugal, Greece, Cyprus EU-wide
<b>Data Sources</b>	<ul style="list-style-type: none"> <li>• Official YouTube statistics</li> <li>• Websites that track social media statistics and analytics (e.g., socialblade, socialfilms, statista, hypeauditor, vidooly)</li> <li>• Forums with YouTube statistics (e.g., <a href="https://gr.youtubers.me/">https://gr.youtubers.me/</a>)</li> <li>• Articles discussing the most popular types of YouTube videos</li> <li>• Surveys and reports</li> </ul>
<b>Instrument</b>	Country analysis reporting template (Annex A)
<b>Work allocation</b>	Evidence on national level: 10 categories per country Evidence on EU-wide level: 10 categories by EXELIA
<b>Delivery date</b>	30 <sup>th</sup> April 2022
<b>Deliverable / Outcome</b>	Completed country analysis reporting template



## List with popular vlogs, YouTube channels among children/youth

<b>Research Method</b>	<b>-Desk research</b>
<b>Aim</b>	Create a list with popular vlogs, You Tube among youth audience in partnership countries
<b>Thematic focus</b>	Popular vlogs, You Tube channels among youth audience
<b>Research scope/criteria</b>	<p><b>Social media platforms:</b> You Tube, TikTok</p> <p><b>Target audience:</b> Youth individuals 7-13 years of age</p> <p><b>Criteria for YouTube:</b></p> <ul style="list-style-type: none"> <li>• # of subscribers</li> <li>• #of views</li> <li>• #of uploads</li> <li>• #of downloads</li> </ul> <p><b>Criteria for TikTok:</b></p> <ul style="list-style-type: none"> <li>• Most followed vlogs</li> <li>• #of likes</li> <li>• Engagement rate [(Number of likes + number of comments + number of shares) / number of views] X 100</li> </ul> <p><b>Categories of YouTube channels (non-exhaustive list):</b></p> <p>Gymnastics/ Sports</p> <p>Music &amp; Dance</p> <p>Gaming</p> <p>Crafts</p> <p>Cooking</p> <p>Commentary</p> <p>School life</p> <p>Art</p> <p>Product reviews</p> <p>How to</p> <p>Comedy</p> <p>Interviews</p> <p>Challenge</p> <p>Educational</p> <p>Tech</p>

	<p><b>List with TikTok hashtags by categories (non-exhaustive list):</b></p> <p>#youth #love #community #education #motivation #covid #young #instagood #instagram #life #mun #kids #leadership #music #like #art #family #jesus #unitednations #modelunitednations #nonprofit #imun #children #football #follow #un #beauty #fashion #bhfyp</p> <p><b>Timeframe:</b> Channels and accounts active in 2021</p>
<b>Geographical scope</b>	<p>National: Poland, Italy, Portugal, Greece, Cyprus</p> <p>EU-wide</p>
<b>Data sources</b>	<ul style="list-style-type: none"> <li>• Forums and websites with social media statistics and analytics (e.g., youtubers.me, socialblade, socialfilms, statista, hypeauditor, vidooly, emarketer)</li> <li>- Most subscribed channels/accounts</li> <li>- Most viewed channels/accounts</li> <li>• Articles/blogs discussing the most popular young YouTubers and TikTokers</li> </ul>
<b>Instrument</b>	Country analysis reporting template (Annex A)
<b>Work allocation</b>	<p>Evidence on national level: 10 vlogs, YouTube channels per country per partner</p> <p>Evidence on EU-wide level: 10 vlogs, YouTube channels by PCG</p>
<b>Delivery Date</b>	30 <sup>th</sup> April 2022
<b>Deliverable / Outcome</b>	Completed country analysis reporting template

## List with popular vlogs, YouTube channels produced by children/ youth

<b>Research Method</b>	<b>Desk research</b>
<b>Aim</b>	Identify the most post popular youth vlogs in partnership countries
<b>Thematic focus</b>	Popular vlogs / YouTube channels produced by young individuals
<b>Research scope/criteria</b>	<p><b>Social media platforms:</b> YouTube, TikTok</p> <p><b>Target audience:</b> Young individuals aged 7-13 years of age</p> <p><b>Criteria for YouTube:</b></p> <ul style="list-style-type: none"> <li>• # of subscribers</li> <li>• # of views</li> <li>• # of uploads</li> <li>• # of downloads</li> </ul> <p><b>Criteria for TikTok:</b></p> <ul style="list-style-type: none"> <li>• Most followed accounts</li> <li>• Likes</li> <li>• Engagement rate [(Number of likes + number of comments + number of shares) / number of views] X 100</li> </ul> <p><b>Categories of YouTube channels (non-exhaustive list):</b>  Gymnastics/ Sports  Music &amp; Dance  Gaming  Crafts  Cooking  Commentary  School life  Art  Product reviews  Comedy  How to  Interviews  Challenge  Educational  Tech</p> <p><b>List with TikTok hashtags by categories (non-exhaustive list):</b>  #youth #love #community #education #motivation #covid #young #instagood #instagram #life #mun #kids #leadership #music #like #art #family #jesus #unitednations #modelunitednations #nonprofit #imun #children #football #follow #un #beauty #fashion #bhfyp</p> <p><b>Examples of popular YouTube channels produced by youth:</b>  MattyBRaps</p>

	<p>Its JoJo Siwa  Brooklyn and Bailey  Johnny Orlando  Jacob Sartorius  Baby Ariel</p> <p><b>Examples of popular young TikTokers:</b>  Charli d'Amelio, @charlidamelio  Addison Rae Easterling, @addisonre  Avani Gregg, @avani  Bryce Hall, @brycehall  Chase Hudson, @lilhuddy  Zach King, @zachking</p> <p><b>Timeframe:</b> Channels and accounts active in 2021</p>
<b>Geographical scope</b>	<ul style="list-style-type: none"> <li>• National: Poland, Italy, Portugal, Greece, Cyprus</li> <li>• EU-wide</li> </ul>
<b>Data sources</b>	<ul style="list-style-type: none"> <li>• Forums and websites with social media statistics and analytics (e.g., youtubers.me, socialblade, socialfilms, statista, hypeauditor, vidooly, emarketer) <ul style="list-style-type: none"> <li>○ Most subscribed channels/accounts</li> <li>○ Most viewed channels/accounts</li> </ul> </li> <li>• Articles/blogs discussing the most popular senior YouTubers and TikTokers</li> </ul>
<b>Instrument</b>	Country analysis reporting template (Annex A)
<b>Work allocation</b>	Evidence on national level: 10 most popular vloggers per country Evidence on EU-wide level: 10 most popular vloggers in Europe by CUT
<b>Delivery Date</b>	30 <sup>th</sup> April 2022
<b>Deliverable Outcome</b>	/ Completed country analysis reporting template

## Analysis of existing training offering on how to vlog and available ICT courses addressed to seniors

<b>Research Method</b>	<b>-Desk research</b>
<b>Aim</b>	To gather evidence on existing training offerings on how to vlog and available ICT courses for seniors
<b>Thematic focus</b>	Training offerings, how to vlog guidelines, ICT courses for seniors
<b>Research scope and criteria</b>	<p><b>Target audience:</b> individuals interesting in vlogging</p> <p><b>Criteria:</b></p> <p>Type of Learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> HE/VET Program</li> <li><input type="checkbox"/> Online course (e.g. MOOC)</li> <li><input type="checkbox"/> Seminar</li> <li><input type="checkbox"/> Workshop</li> </ul> <p>Delivery Format:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom-based learning</li> <li><input type="checkbox"/> Distance learning</li> <li><input type="checkbox"/> Blended (classroom and distance learning)</li> </ul> <p>Course Orientation: General or Subject-specific.</p> <p>Course Level: Beginner, Intermediate, Expert</p> <p>Type of Qualification Awarded: Professional Diploma, Certificate of Completion, Certificate of Attendance.</p> <p><b>Examples:</b></p> <p><a href="#">How to Become a Popular Vlogger &amp; Make Videos People Love</a></p> <p><a href="#">How to VLOG - Complete Beginners Guide</a></p> <p><a href="#">10 Best Online Vlogging Courses</a></p> <p><b>Timeframe:</b> Dated from 2018</p>
<b>Geographical scope</b>	National: Poland, Italy, Portugal, Greece, Cyprus

	International level
<b>Data sources</b>	Adult education organizations Universities –online courses- Youtube tutorials, online articles
<b>Instrument</b>	Reporting form (Annex B)
<b>Work allocation</b>	Evidence on national level: 10-15 training courses per country, Evidence on international level: 10 training courses –EXELIA
<b>Delivery date</b>	30 <sup>th</sup> April 2022
<b>Deliverable / Outcome</b>	Completed reporting form

## Literature review on the topic of elderly's presence in social media

<b>Research Method</b>	<b>Literature review</b>
<b>Aim</b>	A review of the relevant literature using a narrative approach will be undertaken to determine if other studies or initiatives on supporting older people or other users with key skills and digital competences allowing them more active on social media.
<b>Thematic focus</b>	Elderly presence in social media
<b>Research scope, questions and criteria</b>	<p><b>Research questions:</b></p> <ul style="list-style-type: none"> <li>• Are there other studies/ initiatives supporting older people with digital skills allowing them to be active on social media?</li> <li>• Which factors are affecting seniors keeping distance from social media usage?</li> <li>• Which are the digital skills and competences that older people have so as to be active in social media?</li> <li>• Which are older people activities in social media?</li> </ul> <p><b>Inclusive criteria:</b></p> <p>Adults</p> <p>Social media</p> <p>Interventional initiatives</p> <p>All types of studies</p> <p><b>Exclusion criteria</b></p> <p>Children participants</p> <p><b>Key words examples:</b></p> <p>"social media" OR "older people" OR "digital competences" OR "active older people" OR "electronic training" AND "vlogging training" OR "vlogging skills" OR "digital skills" OR "internet skills" OR "internet competencies"</p> <p><b>Timeframe:</b></p> <p>01.01.2022-01.03.2022</p>
<b>Geographical scope</b>	European and international level

<b>Data sources</b>	<p>Online journals, published articles, academic work, fora minutes, European official documentation, Erasmus+ projects outcomes</p> <p>Examples:</p> <p>PubMed, CINAHL, PsycINFO, Cochrane, ENSCO</p> <ul style="list-style-type: none"> <li>• <a href="#">PUBMED</a></li> <li>• <a href="#">EBSCO</a></li> <li>• <a href="#">COCHRANE</a></li> <li>• <a href="#">PSYCINFO</a></li> <li>• <a href="#">ENSCO</a></li> <li>• <a href="#">SAGEPUB</a></li> <li>• <a href="#">SCIENCEDIRECT</a></li> <li>• <a href="#">europa</a></li> <li>• <a href="#">ELSEVIER</a></li> <li>• <a href="#">Journal of Social Media for Learning</a></li> <li>• <a href="#">Journal of aging and health</a></li> <li>• <a href="#">RESEARCHNET</a></li> <li>• </li> </ul>
<b>Instrument</b>	Reporting form (Annex C )
<b>Work allocation</b>	CUT
<b>Delivery date</b>	30 <sup>th</sup> April 2022
<b>Deliverable / Outcome</b>	Completed reporting form

## Workshops with field experts and senior vloggers



<b>Research Method</b>	<b>Field research through working sessions</b>
<b>Aims</b>	<ol style="list-style-type: none"> <li>1. Collect inputs from professionals and seniors in relation to the educational resources that the partnership intends to implement as project result PR2 and PR3.</li> <li>2. peer-review desktop research outcomes on national level and literature review outcomes on European level</li> </ol>
<b>Participants</b>	<p>These may be drawn from:</p> <ul style="list-style-type: none"> <li>• Professionals from public institutions,</li> <li>• administrators responsible for senior citizens issues and support,</li> <li>• adult educators,</li> <li>• Associated Partners' representatives,</li> <li>• members of regional senior associations,</li> <li>• ICT educators in NGOs,</li> <li>• senior activity centres or other education institutions working with seniors</li> </ul> <p>Number of participants:12</p> <p>Moderator and observant from partner's organization</p>
<b>Instrument</b>	<p>Discussion guide (Annex D )</p> <p>Collection feedback form (Annex D )</p>
<b>Duration of workshop</b>	3 hrs
<b>Implementation mode</b>	<ul style="list-style-type: none"> <li>• onsite or</li> <li>• online or</li> <li>• 1-1 interviews if the above fail</li> </ul>
<b>Delivery date</b>	29 <sup>th</sup> July 2022
<b>Work allocation</b>	Poland, Portugal, Italy, Greece, Cyprus
<b>Deliverable / Outcome</b>	Completed feedback form in EN

## TIME-PLAN FOR RESULT 1

CHART OF IMPLEMENTATION FOR OUTPUT 1 (O1)								
	Partners /Months	FEB 2022	MARCH 2022	APRIL 2022	MAY 22	JUNE 2022	JULY 2022	SEPT 2022
<b>R1: Comparative report including social media content analysis</b>								
Preparation of structural framework for research and data collection tools	<b>EXELIA</b>							
Translations of data collection tools into national language (if needed)	<b>All partners</b>							
Desk research on existing training provision on how to vlog and relevant ICT courses	<b>All partners</b>							
Desk research on data collection on senior and youth presence in social media at national and EU-level	<b>All partners</b>							
Preparation of country-specific analysis reports incl.	<b>All partners</b>							
National workshops re peer-view and exchange of experience	<b>All partners</b>							
Conduction of interviews (if needed)	<b>All partners</b>							
Synthesis of comparative analysis report	<b>EXELIA</b>							

Translation of comparative analysis report	<b>All partners</b>								
Synthesis of country specific and EU-level recommendation report for MEs	<b>EXELIA</b>								MARCH 2024

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## GUIDELINES ON HOW TO PREPARE COUNTRY-ANALYSIS REPORTS

This section contains guidelines on how to prepare country analysis report for the first output of the SENIORVLOG project. It explains and gives specific guidance for each step of report's drafting according to research framework's plans as outlined in the current document (chapter 3).

The guidelines (section 5) and the research plans (section 3) constitute the main reference pillars for the development of a) comparative country analysis report, prepared by EXELIA (M7, July 2022) and for b) final synthesis of country-specific and EU –level recommendations report to be presented in the project's multiplier events (M27-M28, March-April 2024).

All partners are expected to fill-in a country analysis report (see Annex A) according to the guidelines described below. Also, partners who have been assigned to perform additional EU-level data collection, are expected to fill-in the corresponding template for EU-level (Annex A) as well.

The Guidelines are structured in the form of steps and aim at facilitating partners to complete the country analysis reports (Annex A):

### *Country analysis report guidelines*

Step 1:

After partners have collected data from the following desktop research plans:

- ✚ 3.1 raw data on seniors' presence in social media,
- ✚ 3.2.1. Popular categories of YouTube channels addressed to seniors,
- ✚ 3.2.2 List with popular vlogs, YouTube channels among seniors,
- ✚ 3.2.3 List with popular vlogs, YouTube channels produced by seniors,
- ✚ 3.3.1 Popular categories of YouTube channels addressed to children/youth,
- ✚ 3.3.2 List with popular vlogs, YouTube channels among children/youth,
- ✚ 3.3.3 List with popular vlogs, YouTube channels produced by children/youth,
- ✚ 3.4 Identification of existing training (courses, video lectures) for seniors on how to vlog and embark on video content production

Are requested to proceed with the completion with the country analysis report template (Annex A) in the following sequence.

Step 2:

**Country digital profile:** Outlines country's general demographic information regarding digital use.

Insert quantitative information into “**country digital profile**” section regarding:

- **Box population:** a) total population in number, b) population share for 7-13 years of age, c) population share for 60+ years of age

- **Box share of internet use** for: a)total population, b)7-13 years of age group, c) 60+ years of age group
- **Box share of YouTube use** for: a)total population, b)7-13 years of age group, c) 60+ years of age group
- **Box share of TikTok use** for: a)total population, b)7-13 years of age group, c) 60+ years of age group

Step 3:

**Senior Vlogging:** Outlines country's senior vlogging information regarding presence and performance in YouTube and TikTok.

Insert quantitative information into “**Senior Vlogging**” section coming from research plans 3.2.1., 3.2.2., 3.2.3.:

- **Box Youtube Categories:** Insert a) the names of top 10 popular categories addressed to seniors according to criteria satisfied, b)# of subscribers, # of views, # of uploads, # of downloads for each category.
- **Box Youtube TOP 10@seniors:** Insert a)the list with top 10 popular vlogs among seniors according to criteria satisfied, b)# of subscribers, # of views, # of uploads, # of downloads for each vlog.
- **Box Youtube TOP 10byseniors:** Insert a) the list with top 10 popular vlogs produced by seniors according to criteria satisfied, b)# of subscribers, # of views, # of uploads, # of downloads for each vlog.
- **Box TikTok Categories:** Insert a) the names of top 10 popular categories addressed to seniors according to criteria satisfied, b) # of followers, # of likes, and #engagement rate for each category.
- **Box TikTok TOP 10@seniors:** Insert a)the list with top 10 popular vlogs among seniors according to criteria satisfied, b) # of followers, # of likes, # engagement rate for each vlog.
- **Box TikTok TOP 10byseniors:** Insert a) the list with top 10 popular vlogs produced by seniors according to criteria satisfied, b) # of followers, # of likes, and #engagement rate for each vlog.

Step 3:

**Youth Vlogging:** Outlines country's youth vlogging information regarding presence and performance in YouTube and TikTok.

Insert quantitative information into “**Youth Vlogging**” section coming from research plans 3.3.1., 3.3.2., 3.3.3.:

- **Box Youtube Categories:** Insert a) the names of top 10 popular categories addressed to youth according to criteria satisfied, b)# of subscribers, # of views, # of uploads, # of downloads for each category.

- **Box Youtube TOP 10@youth:** Insert a) the list with top 10 popular vlogs among young people according to criteria satisfied, b) # of subscribers, # of views, # of uploads, # of downloads for each vlog.
- **Box Youtube TOP 10byyouth:** Insert a) the list with top 10 popular vlogs produced by young people according to criteria satisfied, b) # of subscribers, # of views, # of uploads, # of downloads for each vlog.
- **Box TikTok Categories:** Insert a) the names of top 10 popular categories addressed to young people according to criteria satisfied, b) # of followers, # of likes, and #engagement rate for each category.
- **Box TikTok TOP 10@youth:** Insert a) the list with top 10 popular vlogs among young people according to criteria satisfied, b) # of followers, # of likes, # engagement rate for each vlog.
- **Box TikTok TOP 10byyouth:** Insert a) the list with top 10 popular vlogs produced by young people according to criteria satisfied, b) # of followers, # of likes, and #engagement rate for each vlog.

Completed country analysis reports are due to be completed and delivered by all partners to EXELIA by end of April 2022 in order to compose the comparative analysis report. Further to this, it is foreseen to be reviewed prior to the workshop scheduled in M6, June 2022.

## **LABORATING THE SENIORVLOG LEARNING OUTCOMES**

### **Learning outcomes based on the European Qualifications Framework**

The **European Qualification Framework (EQF)** is the common European reference framework, which connects countries' qualifications systems increasing the transparency of qualifications throughout Europe. It acts as a translation device to make national qualifications more readable and comparable across Europe, aiming to promote workers' and learners' mobility between countries and facilitate their lifelong learning.

In particular, the EQF relates different countries' national qualifications systems and frameworks together around a common European reference – its eight reference levels based on “**learning outcomes**” (defined in terms of knowledge, skills and competences). This approach shifts the emphasis from input (type and duration of learning experience) to actual learning i.e. to what a person is able to do upon the completion of a learning process. By shifting the focus to learning outcomes, the EQF manages to:

- Match the needs of the labour market with education and training offerings;
- Facilitate the transfer and use of qualifications across different countries and education and training systems;
- Enable the validation of non-formal and informal education;
- Transfer units of learning outcome, based on a credit system (ECVET).

The development of national qualifications frameworks with descriptors based on learning outcomes is a step towards making qualifications and levels of learning explicit for all users. According to the EQF, “*learning outcome*” is defined as a statement of what a learner knows, understands and is able to do upon the completion of a learning process. Furthermore, learning outcomes are used as a basis for credit transfer and accumulation (ECVET) and are specified in three categories dimensions (descriptors) – as knowledge, skills and competence, which can be described as follows:

- **Knowledge:** The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study. According to the EQF, knowledge is described as theoretical and/or factual.
- **Skill:** The ability to apply knowledge and use know-how to accomplish tasks and resolve problems. According to the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical skills (involving manual dexterity and the use of methods, material tools and instruments).
- **Competence:** The proven ability to use knowledge, skills and attitudes, in work in study situations and in professional and personal development. According to the EQF, competence is described in terms of responsibility and autonomy.
  - o Practical instructions on how to formulate the GRINSCO learning outcomes

The following instructions are intended to support project partners in applying the learning outcomes-oriented EQF - ECVET approach for the design of the SENIORVLOG curriculum. The DigComp 2.0: The Digital Competence Framework for Citizens<sup>3</sup> is a reference framework for digital skills that can be used as a reference for the development of the SENIORVLOG learning outcomes.

*What are the key characteristics of learning outcomes?*

When formulating learning outcomes, a number of important aspects should be considered to ensure that the developed learning outcomes are understandable and consistent with the EQF standards.

1. Learning outcomes should refer to qualifications, not to individual learners' specific development of skills and competence. This is because learning achievements may vary from learner to learner

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<sup>3</sup> <https://publications.jrc.ec.europa.eu/repository/handle/JRC101254>

considering the different levels of progress and skill development. Consequently, when learning outcomes are to be described, they should refer on the learning achievements of an average learner.

2. Learning outcomes should be student-centred. Learning outcomes need to be described in such a way that their focus is on the onus of the learner and not on the teacher or the objectives that the curriculum needs to achieve.
3. All learning outcomes should be externally verifiable and measurable. They should be formulated in such a way that an evaluation process can be employed to determine whether the learner has actually achieved the learning outcomes. Moreover, orienting learning outcomes towards occupational activities and tasks makes it easier to determine assessment criteria.
4. Learning outcomes should refer to what the student knows and is able to do at the end of the learning process. In other words, learning outcomes should not describe the learning path or activity but the outcome following the completion of a learning process.
5. The type of learning methods and processes used to accomplish specific learning outcomes are not relevant with the description of learning outcomes.
6. There should be as many learning outcomes as needed to clearly reflect what students will learn from the course.
7. Each learning outcome statement should have a single primary purpose rather than a dual or compound purpose. A dual outcome may be problematic if a student demonstrates achievement in one area but not in another. In such a case, it is better to formulate two distinct learning outcomes.

*How are good learning outcomes formulated?*

- **Use active, clearly comprehensible verbs:** It should be ensured that active verbs (e.g. “explain”, “develop”, “select”, “analyse”) will be used in the formulation of learning outcomes. Such verbs should describe measurable and observable actions and tasks and can be supplemented and combined with sector specific verbs. Ambiguous verbs such as “to be familiar with” should be avoided. Table 1 provides a list of active verbs that can be used for the descriptors of knowledge, skills and competence.
- **Specify and contextualise the active verb:** Learning outcomes should be specified and contextualized in terms of what the knowledge and ability refer to. The formulation of learning outcomes should consist of a verb and the related object as well as an additional sentence describing the context.
- **Avoid vague and indefinite formulation:** Learning outcomes should be neither too general that they become indistinct nor too concrete so that modules becoming inflexible. Simple and unambiguous terminology that is easily comprehensible to learners should be used. Academic jargon should be avoided. Last, learning outcomes should not contain evaluating words such as “good”, “simple”, “efficient”, “successful” etc.



- **Set minimum requirements** for achieving learning outcomes: Learning outcomes should comprehensibly describe the minimum demands for achieving/validating a unit of learning outcomes, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.

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**Table 1: List of active verbs**

List of active verbs	
<b>Knowledge</b>	Arrange, define, describe, duplicate, identify, label, list, name, match, memorise, outline, order, select, determine, present, have knowledge of, gather, classify, explain, write, recognise, measure, emphasise, repeat, report, know, state, reproduce, recall, relate, recognize, etc.
<b>Skills</b>	Draft, infer, analyse, alter, apply, argue, assemble, itemise, split, demonstrate, express, choose, influence, substantiate, provide examples, name, report, describe, designate, judge, assess, present, diagnose, discuss, illustrate by example, conduct, classify, categorise, assign, discover, design, develop, elucidate, recognise, explain, calculate, compile, expand, tell, manufacture, evaluate, produce, find, conclude, formulate, contrast, devise, generate, question, indicate, identify, illustrate, integrate, interpret, clarify, criticise, teach, praise, solve, modify, rearrange, recreate, rewrite, use, arrange, organise, plan, practice, justify, regulate, represent, collect, create, appreciate, deduce, write, refer to, structure, synthesise, divide, separate, test, translate, shape, rephrase, outline, paraphrase, differentiate, investigate, subdivide, transform, visualise, connect, compare, verify, defend, utilise, predict, prepare, display, project, suggest, select, appraise, show, summarise, etc.
<b>Competence</b>	Lead a team, instruct trainees, act independently, monitor work processes, assume responsibility, etc.

*How should the learning outcomes and units be described in SENIORVLOG?*

To ensure compatibility with EQF standards, the SENIORVLOG learning outcomes should be described **“holistically”** in the context of a coherent description as a matrix, subdivided into individual elements of knowledge, skills and competence. This description mode is clearly structured as regards the subsequent assessment of learning outcomes and enables the comparison with the respective national curricula. The title of the unit of learning outcomes should be clear and comprehensible and reflects the content of the unit. The following table 2 gives an example of how learning outcomes should be described following the above instructions.

**Table 2: SENIORVLOG learning outcome mode of description (Example)**

UNIT OF LEARNING OUTCOMES (i.e. LEARNING UNIT)	APPLICATION DESIGN		
<b>EQF LEVEL 4</b>	<b>EXPECTED LEARNING OUTCOMES</b>		
	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
	Knows / Aware of: <ul style="list-style-type: none"> <li>- Requirements modelling and need analysis techniques</li> <li>- Metrics related to application development</li> <li>- User interface design principles</li> <li>- Existing applications and related architecture</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Identify customers, users and stakeholders</li> <li>- Collect, formalise and validate functional and non-functional requirements</li> <li>- Evaluate the use of prototypes to support requirements validation</li> </ul>	Be able to: <ul style="list-style-type: none"> <li>- Account for own and others actions in ensuring that the application is correctly integrated within a complex environment and complies with user/customer needs</li> </ul>

## DATA COLLECTION INSTRUMENTS

### Annex A: Country analysis report –National and EU level

*\*For EU level only replace title “Country profile (name of the country)” with “Europe”*

Country profile (name of the country)					
2021	Total population	7-13 years of age		60+ years of age	
Share of internet use	%	%		%	
Share of YouTube use	%	%		%	
Share of TikTok use	%	%		%	
Senior vlogging					
YouTube	Most popular categories	#subscribers	#views	#uploads	#downloads
	1.				
	2.				
	3.				

	4.				
	5.				
	6.				
	7.				
	8.				
	9.				
	10.				
<b>YouTube</b>	<b>TOP 10@seniors</b>	<b>#subscribers</b>	<b>#views</b>	<b>#uploads</b>	<b>#downloads</b>
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				

	7.				
	8.				
	9.				
	10.				
<b>YouTube</b>	<b>TOP 10byseniors</b>	<b>#subscribers</b>	<b>#views</b>	<b>#uploads</b>	<b>#downloads</b>
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				
	9.				

	10.			
TikTok	Most popular categories	# Most followed accounts	#likes	Engagement rate
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			

TikTok	TOP 10@seniors	# Most followed accounts	#likes	Engagement rate
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
TikTok	TOP 10byseniors	# Most followed accounts	#likes	Engagement rate



1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
<b>Youth vlogging</b>					
<b>YouTube</b>	<b>Most popular categories</b>	<b>#subscribers</b>	<b>#views</b>	<b>#uploads</b>	<b>#downloads</b>
	1.				

	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				
	9.				
	10.				

YouTube	TOP 10@youth	#subscribers	#views	#uploads	#downloads
	1.				
	2.				
	3.				

	4.				
	5.				
	6.				
	7.				
	8.				
	9.				
	10.				
YouTube	<b>TOP 10byyoung</b>	#subscribers	#views	#uploads	#downloads
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				

	7.				
	8.				
	9.				
	10.				

TikTok	Most popular categories	# Most followed accounts	#likes	Engagement rate
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			

	8.			
	9.			
	10.			
<b>TikTok</b>	<b>TOP 10@youth</b>	<b># Most followed accounts</b>	<b>#likes</b>	<b>Engagement rate</b>
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			

	10.			
TikTok	<b>TOP 10byyoung</b>	# Most followed accounts	#likes	Engagement rate
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			

## Annex B: Analysis of existing training offerings on how to vlog

Course title:	
Qualification / Accreditation / Certificate	
Institution / Provider	
Provider's legal status	<input type="checkbox"/> Public <input type="checkbox"/> Private
Country	
Type of learning	<input type="checkbox"/> Higher Education <input type="checkbox"/> Vocational and Education Training (VET) <input type="checkbox"/> Online course (e.g. MOOC) <input type="checkbox"/> Seminar <input type="checkbox"/> Workshop <input type="checkbox"/> Other (please specify)
Mode of study (check all that apply, e.g. in case of blended learning)	<input type="checkbox"/> Classroom-based learning <input type="checkbox"/> Distance learning <input type="checkbox"/> Blended (classroom and distance learning) <input type="checkbox"/> Combined (classroom-based and apprenticeship) <input type="checkbox"/> Work-based learning <input type="checkbox"/> Other (please specify)
Duration	
Scope of course	
Target audience	
Core Modules / Topics addressed	(please fill in all information available)

Knowledge/skills/competences (to be) obtained upon the completion of training	(please fill in all information available)
Source	(link)

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## Annex C: Literature review reporting form example

<b>Author/ Year</b>	<b>Study purpose</b>	<b>Methods</b>	<b>Findings</b>
<b>Campbell et al 2017 (28)</b>	To better understand the impact that financial barriers have on patients with diabetes and the strategies that they use to cope with them.	<p><b>Population:</b></p> <p>24 patients (10 men and 14 women) including 10 who used insulin</p> <p>Mean age men= 59,1 Mean age women=56,5</p> <p><b>Methods:</b></p> <p>Secondary analysis of 24 interviews of patients with diabetes and perceived financial barriers</p> <p>Semi-structured interviews were undertaken either face-to-face or by telephone.</p> <p>Data analysis was performed using inductive thematic analysis.</p> <p><b>Measures:</b></p> <p>Qualitative data: Personal interviews exploring the following domains:</p> <ol style="list-style-type: none"> <li>1. Experience of living with diabetes</li> <li>2. Experience of having</li> <li>3. Financial barriers</li> <li>4. Perceived reasons for financial barriers</li> <li>5. Perceived consequences of financial barriers</li> <li>6. Mechanisms for overcoming financial barriers</li> </ol>	<p>The predominant aspects of care to which participants described financial barriers were medications, diabetes supplies, and healthy food.</p> <p>Participants described that HPs had the potential to either play an important supporting role; or alternatively, that they could also worsen the impacts of financial barriers.</p>

<p><b>Taylor et al 2017 (29)</b></p>	<p>To document in people with DM attitudes and beliefs that may result in psychological insulin resistance.</p>	<p><b>Population:</b> 117 patients Women= 80 Mean age=66 years</p> <p><b>Methods:</b> Quantitative through an interview administrated questionnaire. Telephone interviews</p> <p><b>Measures:</b> Attitudes and beliefs towards insulin (ITAS questionnaire)</p>	<p><b>Negative perceptions about insulin use</b></p> <ol style="list-style-type: none"> <li>1. Meant a worsening of diabetes (68%),</li> <li>2. Would worry family (63%)</li> <li>3. Feared self-injection (58%)</li> <li>4. Meant a failure in self-management (57%) Injections were painful (54%)</li> <li>5. Would be seen as being sicker (46%)</li> <li>6. Increased hypoglycemia risk (38%)</li> <li>7. Required effort (34%)</li> <li>8. Causes weight gain (27%)</li> <li>9. Causes a deterioration in health (14%)</li> <li>10. Would have to give up enjoyable activities (10%).</li> </ol> <p><b>Positive perceptions</b></p> <ul style="list-style-type: none"> <li>• Helps good glycemic control (78%)</li> <li>• Would prevent complications (61%)</li> <li>• Improves health (58%).</li> </ul> <p>Patients using insulin had fewer negative perceptions than those not on insulin.</p>
<p><b>Taylor et al 2016 (30)</b></p>	<p>To explore self-reported knowledge and attitudes to insulin treatment among a group of adults with poorly controlled diabetes.</p>	<p><b>Population:</b> 29 patients Women= 14</p> <p><b>Methods:</b> Quantitative study Cross sectional study.</p> <p><b>Measures:</b> Insulin Treatment Appraisal Scale (ITAS) and Barriers to Insulin Treatment Questionnaire (BITQ) scores related to knowledge and attitudes to insulin treatment, clinical and demographic measures.</p>	<p>Perceived barriers are higher among older patients with fewer years of formal education.</p> <p>Low score in “knowledge’ items in the ITAS</p>

<p><b>Victor Spain et al 2016 (14)</b></p>	<p>To explore the barriers that adult Americans experience when taking injectable medications for type 2 diabetes, from the time of filling the initial prescription through the decision to discontinue the medication.</p>	<p><b>Population:</b> 1190 patients Women= 986</p> <p><b>Methods:</b> Quantitative using self-administrated questionnaire developed for the survey and DES Internet-based survey.</p> <p><b>Measures:</b> Patients were asked: 1.If they filled the medication of interest when first prescribed, time until filling the prescription and if filled, how long until they started taking it. 2.About their reactions to being prescribed an injectable 3. For those initiating the medication of interest, if they discontinued using it 4.For those discontinuing the medication of interest, the reasons for discontinuing use and the decision-making process for discontinuation 5. If still taking the medication of interest, what barriers (if any) to taking it they experienced</p>	<p>Among patients who delayed filling their prescription by more than one week, cost was a common reason for delay.</p> <p>The most commonly reported barrier to maintaining injectable medication was injection concerns (42%) such as aversion to needles, pain or needle size.</p> <p>Lack of perceived need was the most common reason for discontinuation for basal (47%) and prandial/premixed (44%) insulin.</p> <p>For liraglutide, the most common reason for discontinuation was experiencing an adverse event (33%), for exenatide once weekly, it was injection concerns such as aversion to needles, pain, or needle size. (38%).</p>
<p><b>Peyrot et al 2010 (37)</b></p>	<p>To access factors associated with patient frequency of intentionally skipping insulin injections.</p>	<p><b>Population:</b> 502 patients Women=226 Mean age=55 years</p> <p><b>Methods:</b> Quantitative study</p>	<p>Patients who are not managing their diabetes are significantly more likely to see insulin therapy as potentially beneficial.</p> <p>Most nurses and general practitioners delay insulin therapy until absolutely necessary, but specialists and opinion leaders are less likely to do so.</p> <p>Delay of insulin therapy is significantly less likely when physicians and nurses see their patients as more adherent to medication or</p>

		<p>Internet survey with a questionnaire developed for the particular survey.</p> <p><b>Measures:</b></p> <p>Disease type, duration, complications and treatment.</p> <p>Perceived burden of insulin injections.</p> <p>The experience of injections.</p> <p>Negative affect toward insulin injections.</p> <p>Frequency of skipping insulin injections.</p>	<p>appointment regimens, view insulin as more efficacious, and when they are less likely to delay oral diabetes medications.</p>
<p><b>Mollem a et al 2001 (42)</b></p>	<p>To define clinically relevant cut-off points for severe fear of self-injecting and self-treated phobia in insulin-treated patients with diabetes and to estimate the magnitude of these phobias in our research population.</p>	<p><b>Population:</b></p> <p>24 insulin-treated adult diabetic patients</p> <p>Women= 17</p> <p>Mean age= mean age 44.5</p> <p><b>Methods:</b></p> <p>Quantitative study</p> <p>Cross-sectional survey</p> <p>Purposive sample</p> <p>(high-scorers on FSI and/or FST)</p> <p><b>Measures:</b></p> <p>Relevance of fear of self-injecting (FSI) and self-testing (FST) (phobia) in insulin-treated patients with diabetes.</p> <p>D-FISQ and BAT questionnaires</p>	<p>Severe FSI and FST, characterized by emotional distress and avoidance behavior, seems to occur in a small group of insulin-treated patients with diabetes.</p>
<p><b>LAI= long-acting injectable, ITAS=Insulin Treatment Appraisal Scale, BITQ=Barriers to Insulin Treatment Questionnaire, DES=diabetes empowerment scale, DM=Diabetes mellitus, HPs= Health professionals, HADS= Hospital Anxiety and depression scale, D-FISQ=Diabetes Fear of Injecting and Self-testing Questionnaire, BAT= Behavioral avoidance test.</b></p>			

## Annex D : Workshop/ interview tools

### 7.4.1 Identity form for interviewee

Date of interview	
Place of interview	
Duration of interview	
Name of the interviewer	
Description of the interviewee	Position/Expertise: Organisation: Age: Gender: Years of experience:

### 7.4.2 Identity form for participants in workshop

Partner name	
Date of workshop	
Implementation mode of workshop	
Duration of workshop	
Number of participants in workshop	
Name of the moderator and observant	
Description of the participants	<p>P1:</p> <p>Position/Expertise:</p> <p>Organisation:</p> <p>Age:</p> <p>Gender:</p> <p>Years of experience:</p> <p>P2:</p> <p>Position/Expertise:</p> <p>Organisation:</p> <p>Age:</p> <p>Gender:</p> <p>Years of experience:</p> <p>P3:</p>

	Position/Expertise:
	Organisation:
	Age:
	Gender:
	Years of experience:
	Pn:
	Position/Expertise:
	Organisation:
	Age:
	Gender:
Years of experience:	

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### 7.4.3 Workshops' discussion guide

A. Welcome

B. Introduce participants to SENIORVLOG's purpose and describe practicalities of the workshop (ie. Personal data protection policies, ethics and confidentiality between researcher and participant)

C. Introduce yourself and observant

1. What is your understanding of seniors' presence in social media today?

2. Which skills do seniors possess in order to be active in social media?

3. Which skills are necessary so that seniors can more actively engage in social media?

4. Which are the benefits and drawbacks of seniors' presence in social media?

5. What challenges do seniors face today in attempting to be active in social media?

6. Which are current trainings opportunities available to seniors to enhance their engagement in social media?

6. What would you change on existing training offerings? Are all the necessary skills for vlogging are covered by the existing training provision in all its forms?

7. How do you encourage seniors to become more engaged into vlogging and social media?

D. Summary/ recap

E. Thank you



#### 7.4.4 Workshops summary report form

<b>Date:</b>		<b>Partner name:</b>	<b>No. Of participants:</b>
<b>Duration:</b>	<b>Delivery mode:</b>		<b>Moderator:</b>
<b>Question 1: What is your understanding of seniors' presence in social media today?</b>			
<b>Issues related to senior presence into social media</b>			
<b>Indicative quotes to illustrate</b>			
<b>Any disagreements</b>			
<b>Other significant notes / issues</b>			
<b>Question 2: Which skills do seniors possess in order to be active in social media?</b>			
<b>Skills that seniors possess</b>			

<b>Indicative quotes to illustrate</b>	
<b>Any disagreements</b>	
<b>Other significant notes / issues</b>	

***Question 3: Which skills are necessary so that seniors can more actively engage in social media ?***

<b>Skills that seniors are necessary to have</b>	
<b>Indicative quotes to illustrate</b>	
<b>Any disagreements</b>	

<b>Other significant notes / issues</b>	
<b>Question 4: Which are the benefits and drawbacks of seniors' presence in social media?</b>	
<b>Benefits</b>	
<b>Drawbacks</b>	
<b>Indicative quotes to illustrate</b>	
<b>Any disagreements</b>	
<b>Other significant notes / issues</b>	

**Question 5: What challenges do seniors face today in attempting to be active in social media?**

<p><b>Primary challenges</b></p>	
<p><b>Secondary challenges</b></p>	
<p><b>Indicative quotes to illustrate</b></p>	
<p><b>Any disagreements</b></p>	
<p><b>Other significant notes / issues</b></p>	

**Question 6: Which are current trainings opportunities available to seniors to enhance their engagement in social media?**

<p><b>List of training oppurtunities</b></p>	
<p><b>Availability comments</b></p>	

<b>Engagement comments</b>	
<b>Indicative quotes to illustrate</b>	
<b>Any disagreements</b>	
<p><b><i>Question 7: What would you change on existing training offerings? Are all the necessary skills for vlogging are covered by the existing training provision in all ist forms?</i></b></p>	
<b>Suggestions for changes</b>	
<p><b>Coverage of skills in training provision –Full, medium, indicative, low.</b></p>	
<b>Indicative quotes to illustrate</b>	
<b>Any disagreements</b>	

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## ANNEX II TRAINING OFFERINGS PER COUNTRY AND CATEGORIES

	Country	Qualification	Legal status	Type of Learning	Mode of study	Duration	Target audience
1	PL	Certificate of attendance	Private	Workshop	Classroom	16HRS	Professionals
2		Certificate of attendance	Private	Online	Distance	16 episodes	Aspiring
3		Certificate of attendance	Private	Online	Distance	9 episodes	Aspiring
4		Certificate of attendance	Private	Online	Distance	9 episodes	Aspiring
6	PT	Certificate of attendance	Public	Workshop/ Gamification	Classroom	12 hrs	Seniors
7		Certificate of attendance	Public	Workshop	Classroom	12 hrs	Seniors
12	IT	Certificate at national level	Private	Online	Classroom	100 hrs	Graduates/ 2ndary education
13		EQF 3 Certificate	Private	Online	Classroom	50 hrs	Aspiring
14		Certificate at national level	Private	Online (the course is not available at the moment)	DISTANCE	15 classes	Aspiring
18	GR	Certificate of attendance	Public	Online	Classroom & Distance	NA	18-28 YO

19			NA	Informal (Article)	Informal	NA	Open
20			NA	Informal (Article)	Informal	NA	Open
21			NA	Informal (YouTube VIDEO)	Informal	NA	Open
22			NA	Informal (ARTICLE)	Informal	NA	Open
23		Certificate of attendance	Private	Online	Distance	2HRS	Aspiring
24	CY	Open budges system	Private	Gamification	Distance		Seniors
25		Certificate of attendance	Public	Workshop	Classroom	54 hrs	Seniors



## ANNEX III TRAINING OFFERINGS PER COUNTRY AND SPECIFICATIONS

		Topics/ Modules	Knowledge/Skills/competences
1	PL	<ul style="list-style-type: none"> <li>• YouTube channel management</li> <li>• How to record a vlog, tutorial, interview, product presentation, questions and answers?</li> </ul>	<ul style="list-style-type: none"> <li>• It creates interesting and high-quality video content that informs customers and potential customers about its services.</li> <li>• Effectively publishes video content on the YouTube platform</li> <li>• Implements SEO requirements that allow to increase the visibility of published movies on the Internet</li> <li>• It uses the company's YouTube channel to effectively sell its products / services and maintain personal and business relationships with customers.</li> </ul>
2		<ul style="list-style-type: none"> <li>• Business and YouTube</li> <li>• Basics of YT</li> <li>• Channel optimization</li> <li>• Film production</li> <li>• Monetization</li> <li>• Interact with your audience</li> <li>• Recording equipment</li> <li>• Camera operator</li> <li>• Montage</li> </ul>	<ul style="list-style-type: none"> <li>• set up your own YT channel and how to make money on it</li> <li>• learn how YT algorithms work and what videos to publish for YT to promote them</li> <li>• learn how to run YT to gain popularity and a rapidly growing channel</li> <li>• learn how monetization works and how to earn up to 300% more on your videos learn the secrets of the whole business of the Crew</li> <li>• what equipment to record (cameras / lights) and the necessary programs,</li> <li>• learn what equipment is worth investing in, thanks to which you will not waste money and overpay to create your private studio.</li> <li>• What are the rates of YouTubers, what cooperation to choose and which you should definitely avoid</li> <li>• learn where to get ideas for films, how to do research</li> <li>• know the way to the top of each team member.</li> <li>• how to avoid image mistakes and how to run your social media.</li> <li>• see what the work and life of YouTuber really looks like from the backstage.</li> </ul>
3		<ul style="list-style-type: none"> <li>• From zero to YouTuber</li> <li>• YouTube As Your Business</li> <li>• How YouTube Works</li> <li>• YouTube algorithm and what we know about it</li> <li>• Tools for YouTuber</li> <li>• Work on the canal</li> <li>• 0 Subscribers and 0 Views - Let's Get Started</li> <li>• Analytics</li> <li>• Are you developing and what next?</li> </ul>	<ul style="list-style-type: none"> <li>• how to open an account on YouTube and AdSense</li> <li>• Optimize your new feed</li> <li>• How to get started with 0 subscriptions and 0 views</li> <li>• How to record videos and edit them</li> <li>• What things contribute to the success of the channel</li> <li>• How to create clickable thumbnails</li> <li>• How to increase your ad revenue threefold</li> <li>• How to have more subscribers</li> <li>• How to never burn out and stay motivated</li> <li>• What important things you will find in Analytics</li> <li>• Where to start promoting our new channel</li> </ul>

4		<ul style="list-style-type: none"> <li>Start doing!</li> <li>Earn money!</li> <li>Optimize and earn more</li> <li>Establish cooperation with brands</li> <li>Learn to perform in front of the camera</li> <li>Choose the equipment that suits your needs</li> </ul>	<ul style="list-style-type: none"> <li>You will create your own channel and configure it to start earning money for you</li> <li>how to make money on YouTube</li> <li>optimize and position your videos, thereby increasing your advertising profits</li> <li>You will skillfully gain viewers and encourage them to subscribe</li> <li>how to prepare a channel advertising brief and establish cooperation with brands</li> <li>You will get information on what equipment will be right for you and how to behave in front of the camera</li> </ul>
6	PT	<p>Introduction of digital skills (essential steps)</p> <p>Social media and platforms, how to use it</p> <p>Vlogging and communication strategies to be a good vlogger/practice</p>	<ul style="list-style-type: none"> <li>Know the basis in using computer or smart phones; understand how technology can improve quality of life;</li> <li>know to use at least 2 social medias (YouTube and TikTok/or Instagram);</li> <li>select them they can publish about in their social media;</li> <li>Try to make posts and videos and have feedback, students will produce a content, and with the feedback, the expert will demonstrate some strategies about vlogging</li> </ul>
7		NA	<ul style="list-style-type: none"> <li>Know the basis in using computer or smart phones; understand how technology can improve quality of life;</li> <li>know to use at least 2 social medias (YouTube and TikTok/or instagram);</li> <li>select them they can publish about in their social media;</li> <li>try to make posts and videos and have feedback, students will produce a content, and with the feedback, the expert will demonstrate some strategies about vlogging</li> </ul>
12	IT	<ul style="list-style-type: none"> <li>Module 1: Introduction to the Course, Types of Blogs, Legal Aspects and Privacy</li> <li>Module 2: Filming, Marketing and Digital Communication</li> <li>Module 3: Testimonials and Case History</li> <li>Module 4: Video Editing</li> <li>Module 5: Conclusion of the Course and Certification of Competences</li> </ul>	NA
13		<ul style="list-style-type: none"> <li>Production of a Vlog</li> <li>Communication Strategy and Format</li> </ul>	NA

		<ul style="list-style-type: none"> <li>• Marketing and Communication</li> <li>• English language</li> <li>• Coaching</li> <li>• Techniques of communication</li> <li>• Visual Image</li> </ul>	
14		<ul style="list-style-type: none"> <li>• U1: Introduction</li> <li>• U2: Getting Started</li> <li>• U3: Let's do it!</li> <li>• U4: Edit vlog</li> </ul> <p>First edition 1 First Edition 2 Music and sound effects selection 1 Selection of music and sound effects 2 Texts and overprints 1 Texts and overprints 2 Upload video to YouTube</p> <ul style="list-style-type: none"> <li>• Final Project</li> <li>• Create YouTube vlog</li> </ul>	NA
18	GR	<ul style="list-style-type: none"> <li>• What are the rules of photo reporting and how is it done with a mobile phone?</li> <li>• How do you do video reporting with your mobile phone and what does video and audio editing involve?</li> </ul>	<ul style="list-style-type: none"> <li>• to learn the subject and the process of reporting</li> <li>• to learn the subject of the work, the particular point of view and the techniques of the photo / video reporter</li> <li>• learn the prerequisites of a successful street interview</li> </ul>
19		<ul style="list-style-type: none"> <li>• What are vlogs?</li> <li>• How to start your vlogging channel?</li> <li>• Preparing the first vlog!</li> <li>• And now vlogging equipment!</li> <li>• Get inspired by the biggest channels!</li> <li>• Canon Vlogging Tutorial</li> </ul>	NA
20		<ul style="list-style-type: none"> <li>• What is vlogging?</li> <li>• The benefits of vlogging</li> </ul>	NA

	<ul style="list-style-type: none"> <li>• Celebrity and income</li> <li>• Larger audience</li> <li>• Greater engagement</li> <li>• Attract more traffic to your blog</li> <li>• Promote your membership blog, sell products and more ...</li> <li>• How to take your first steps as a vlogger</li> <li>• You need a theme</li> <li>• Video recording</li> <li>• Video editing</li> <li>• How to make money from YouTube videos</li> <li>• Create a YouTube Channel</li> <li>• Do not forget SEO!</li> <li>• Use YouTube Cards</li> <li>• How to display your vlog on your WordPress blog</li> </ul>	
21	<ul style="list-style-type: none"> <li>• Aim!</li> <li>• The Subject!</li> <li>• Do your talent... vlog!</li> <li>• Who is your audience?</li> <li>• Your voice is your stigma!</li> <li>• Coherence and consistency!</li> <li>• Decent equipment for better quality!</li> <li>• 8.Smart editing!</li> <li>• The first 10 seconds make the difference!</li> <li>• Ask for their participation</li> </ul>	NA
22	<ul style="list-style-type: none"> <li>• When choosing a kit, look for the balance between engine size and sensor size</li> <li>• Use a wide-angle lens</li> <li>• Decide the resolution and frame rate to use</li> <li>• Keep your plans steady and focused</li> </ul>	NA

		<ul style="list-style-type: none"> <li>Use the panoramic shift carefully</li> <li>Connect an external microphone for better sound quality</li> <li>Use Wi-Fi for notification</li> </ul>	
23		<ul style="list-style-type: none"> <li>How to set your profile account properly?</li> <li>Make TikTok algorithm to work for you</li> <li>How to not run out of topics and subjects</li> <li>Music for your videos to become</li> <li>How to get thousands likes and comments</li> <li>Launch your videos with right hashtags</li> <li>How to read and take advantage your analytics</li> <li>How to get money and approach sponsors</li> <li>The gold recipe of viral videos</li> <li>Outro</li> </ul>	NA
24	CY	<ul style="list-style-type: none"> <li>Essential data literacy and basic use of digital devices</li> <li>Digital content creation</li> <li>Communication and collaboration</li> <li>Digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>start a computer and smartphones as well as identify start-up problems,</li> <li>create an account, use email and social media,</li> <li>use simple electronic documents, convert and secure them and</li> <li>create and use a trusted profile.</li> </ul>
25		NA	<ul style="list-style-type: none"> <li>Basic skills for windows and mobile software</li> </ul>