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ANALYSIS OF THE RELATIONSHIPS BETWEEN DIGITAL LITERACY COMPONENTS AMONG OLDER ADULTS IN SOCIAL PROJECTS

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Abstract. *A systematic analysis of the factors determining the effectiveness of social projects to increase the digital literacy of older people was conducted. Barriers and incentives affecting learning outcomes were identified. The interconnections between the social, institutional, technological, and individual components of digital literacy were structured.*
Keywords: *digital literacy; older people; social projects; system analysis; digital inclusion.*

Introduction. Digitalization is transforming modern social and economic processes, increasing the importance of digital skills in everyday life. However, a significant portion of older people face difficulties in using digital services and technologies, which deepens social inequality [1]. A system analysis of social projects for increasing the digital literacy of older people involves a comprehensive assessment of their effectiveness, impact, and sustainability, taking into account the specific needs of the target audience.

The aim of the research is to structure the interrelationships between the social, institutional, technological, and individual components of digital literacy among older people.

Main Body. According to the concept of Professor Yoram Eshet, digital literacy includes photo-visual literacy, reproduction literacy, branching literacy, information literacy, and socio-emotional literacy [2]. This defines digital literacy as a complex set of practical and theoretical skills, social and cultural competencies necessary for effective communication in society and with available state services through the rapid and efficient identification, retrieval, evaluation, integration, and transmission of information in a digital environment.

A system analysis of social projects for increasing the digital literacy of older people allows for the identification of key categories – groups of factors that determine the success of such projects: individual, social, institutional, and technological [3] (Table 1). In this context, successful projects are those in which each group of factors considers the specifics of the other groups. Therefore, the effectiveness of increasing digital literacy, improving the quality of life, and promoting digital inclusion for older people is determined by the level of alignment between these factor groups (Table 2). For example, it is not enough merely to provide access to technology; it is also necessary to consider the individual characteristics, potential psychological barriers, and cultural traditions of older people, which will allow for the effective mobilization of social support and the development of targeted public policy.

Overall, these relationships can be considered as components of an ontological model for the subject domain of social projects aimed at increasing the digital literacy of older people.

Table 1

Categories and factors determining the effectiveness of digital literacy projects

Category	Key Factors
Individual	Age, level of education, current health status (vision, motor skills), psychological barriers (fear of technology, anxiety, low self-esteem), motivation to learn (desire to communicate, independence), previous experience using ICT
Social	Level of support from family, friends, and peers (intergenerational interaction), degree of social isolation, general societal attitude towards old age and learning at this age, inclusiveness of the social environment.
Institutional	State policy in the sphere of digitalization and social protection, level of project funding, availability of training centers, quality and adaptability of educational programs, professional training of teachers/mentors.
Technological	Physical accessibility and cost of devices (smartphones, computers) and the internet, interface usability (UX), reliability of hardware and software, level of cybersecurity and data protection.

Table 2

Interrelationships between categories (positive and negative impact)

Interrelationship	Description of Interrelationship (Example)	Influence
Institutional → Individual	High-quality and adapted training programs reduce the fear of technology and increase confidence in older adults.	Positive
Social → Individual	Active support from family and friends and the presence of digital communication in groups significantly enhance motivation to learn.	Positive
Technological → Social	User-friendly interfaces and reliable devices contribute to the expansion of social inclusion through online communication.	Positive
Individual → Technological	Poor health (vision, motor skills) becomes a barrier to using standard interfaces.	Negative
Institutional → Social	Insufficient funding and the lack of accessible centers limit opportunities for digital inclusion.	Negative

The presence of these individual and cultural characteristics determines significant differences in such projects across various countries and even among specific social groups within a country [4]. This means that the adaptation of global experience in digital literacy acquisition by older people is possible only when considering the cultural specifics not only of Ukrainian society but also of the societies from which such experience is borrowed.

Prospects for further research involve the development of a multi-level model for analyzing the effectiveness of social projects aimed at increasing the digital literacy of older people, taking into account the cultural specifics of different countries. This also includes the testing and

validation of the developed model in the creation of a pilot project for a service to enhance the digital literacy of older adults.

Conclusions.

1. The factors that determine the effectiveness of social projects for digital literacy for older people have been analyzed.

2. The interrelationships between the components of digital literacy for older people have been structured, considering both positive and negative impacts.

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Аналіз взаємозв'язків компонентів цифрової грамотності літніх людей у соціальних проєктах

Анотація. Проведено системний аналіз чинників, що визначають ефективність соціальних проєктів *із підвищення цифрової грамотності людей літнього віку. Визначено бар'єри та стимули, що впливають на навчальні результати. Структуровано взаємозв'язки між соціальними, інституційними, технологічними та індивідуальними компонентами цифрової грамотності.*

Ключові слова: *цифрова грамотність; люди літнього віку; соціальні проєкти; системний аналіз; цифрова інклюзія.*