



CONNECT SENIORS TO THE DIGITAL WORLD

Senior citizens' and multipliers' training needs study – Report on Findings (O1)



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INTRODUCTION

The consequences of the aging population for the welfare state and the economy are some of the most acute problems faced by Europe today: the decline in the working-age population, increased health care costs, and unsustainable pension commitments. And these consequences are exacerbated by the digital gap between younger and older generations increasingly excluding senior citizens from society. In Europe, the average life expectancy is now over 80, and by 2020 around 25% of EU population will be over 65 years old. According to the data from the most recent Eurostat statistics, in EU28 only 51% of senior citizens (65+) use the Internet¹.

However, today there is a lot of potential for elderly people to live independently and to continue to enjoy a high quality of life through the use of information and communication technologies (ICT). Nevertheless, senior citizens are the population group with the highest proportion of people that are not yet online.

In order to contribute to the development of effective training approaches that increase the interest of senior citizens in ICT and encourage them to use digital services, it is necessary to understand the underlying reasons for elderly people's use or non-use of digital media (devices and the Internet). Therefore this study differentiates from the series of surveys already existing regarding this topic such as Eurostat that mostly display the percentage of senior citizens that are online. The objectives of this study are not only to gain current data but also to focus on content-related questions. The aim is to learn more about the specific digital functions senior citizens would like to understand and use in particular with tablet pcs. Furthermore, the study's goal is to find out how confident multipliers are – carers, librarians and other professionals working with senior citizens – in using and facilitating topics regarding the Internet and the use of tablet pcs to the target group.

The research was conducted within the project “Connect Seniors to the Digital World” - an international project for the strategic partnership in the field of adult education in Germany, Lithuania, Romania and Spain, financed by the Erasmus+ Programme of the European Commission.

This report illustrates the needs and perspectives of senior citizens and how tablet pcs can fit in their lives. It shows issues senior citizens would like to deal with, when using tablet computers. The document also presents the training needs of multipliers that are working with senior citizens, as well as organizational capacities of institutions involved in adult learning such as libraries, telecentres, and retirement houses.

¹ Cf. Eurostat (2017): Individuals – internet use, URL: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=isoc_ci_ifp_iu&lang=en (03.05.2017)
According to this data the Internet use of the whole population is 84%.

THE RESEARCH

This document presents the results of the research “Analysis of Beneficiaries’ and Multipliers’ Training Needs” conducted in four European countries: Lithuania, Germany, Spain and Romania.

The three key objectives of this research are:

- to clarify the barriers, current learning interests and expectations on internet use of the senior citizens over 65, especially related to the use of tablet computers;
- to develop an understanding of the learning gaps and needs of multipliers in terms of facilitating the use of Internet and tablet pcs by elderly people.
- to find/detect institutional capacities, including tools/equipment and skills to engage/encourage elderly people to use the internet in particular by tablet pcs.

Three target groups were interviewed:

- Seniors over 65 years;
- Staff and multipliers whose work is closely related with elderly people (employees of libraries, telecentres, social care centres and retirement houses);
- Stakeholders of non-formal education institutions and senior citizens’ organizations.

Results from the research will help to structure the learning concept and curriculum that will be provided for the pilot training “Connect seniors to the digital world”. The training will serve to qualify multipliers to empower elderly people to use tablet computers for their daily purposes and interests.

OVERVIEW OF METHODS USED

Paper based survey of senior citizens

For a survey for senior citizens a questionnaire with mostly closed questions and quantitative answers has been developed (Annex No. 1). It consists of three main sections with nine questions. The first section investigates how familiar the respondent is with tablet computers and the Internet. The following section explores the interests of elderly people in using tablet pcs and the barriers they were facing. The last part includes questions about the sociodemographic background of the respondent.

A printed questionnaire has been disseminated to senior citizens in the four partner countries - Germany, Lithuania, Spain and Romania. In Germany, SDC used its data base of organisations working with senior citizens as well as organisations with which the foundation worked in other projects in the last years to reach out to the senior citizens. These organisations functioning as multipliers were contacted by phone and asked if they would give out paper questionnaires to their target group. In order to reach mostly senior citizens who do not use tablet pcs and the Internet often or who have never used them, organisations were chosen which either do not work in the field of promoting digital competence or promote basic digital skills to senior citizens. In total eight organisations were willing to spread the questionnaires: four organisations that do not operate in the field of promoting digital competences (retirement homes and home caring services) and four organisations and that promote digital competences to beginners. The organisations received between 10 and 50 questionnaires with the request to them back after completion and within two weeks which lead to 80 filled in and usable questionnaires in Germany.

In Spain, CIDET contacted organisations with which they are closely linked through previous projects regarding senior citizens and ICT. CIDET visited these institutions and asked the present senior citizens to fill the questionnaire. Most questionnaires were filled in in libraries or telecentres (known as mediateca) although it required a lot of time, because senior citizens come to these centres only occasionally. In order to reach out to at least 80 senior citizens, CIDET went to adult education centres and universities for the third age. As seniors coming to this centres are really interested in learning and generally active, they filled the questionnaire willingly.

In Romania, EOS has a wide partner network in Romania and is working with many NGOs and libraries which offer services to the elderly. In order to reach the seniors and get them to complete the form, EOS has worked directly with the multipliers who have invited the seniors over to the libraries or elderly meeting centres and have distributed hard copies of the questionnaires. They have also collected them at the end. EOS preferred this method because they made sure that everything is clear and if any of the elderly people needed any help or had any questions, they had means to answer and support. In 3 instances, the facilitators went to visit 6 elderly at home, 4 in permanent care and 11 at an old persons care home.

In Lithuania, VIPT formed a national project team of multipliers from libraries and retirement homes to get the questionnaires answered by senior citizens. VIPT supplied the project team with the questionnaires and they reached out to senior citizens in both rural and urban areas at public libraries and retirement homes. The filled in questionnaires were sent back to VIPT.

The answers of the paper questionnaires were entered into an online form for the analysis. The data gathering process took place in January and February, 2017.

Online survey of multipliers

An online survey was the main tool used to carry out the research on multipliers learning needs related to Internet usage among senior citizens. A set of questions (Annex No. 6) has been developed to gather personal data about the respondents, their organizations and collect data about their:

- experience in working with senior citizens in general and in the field of internet in particular,
- confidence in using tablet computers,
- learning needs for educating senior citizens to use tablets.

Multipliers have been addressed via the networks of the project partners. For example in Lithuania, the Association of Rural Internet Access Points has a database with contacts of adults learning non-formal institutions such as libraries, NGOs, community centres. The data was used to find respondents for the multipliers and stakeholders surveys. In Romania, EOS is coordinating a network of over 70 e-centres across Romania and is working in very close partnership with a wide network of public libraries. This relationship is due to the four years' long Biblionet programme (funded by the Gates Foundation and implemented by IREX in Romania) where EOS delivered the train-the-trainer programme and the ICT training to over 2,200 librarians. In Germany, SDC addressed the multipliers via sending out a newsletter with the link to the online survey to the over 5.000 organisations working with senior citizens including libraries, retirement homes and computer clubs in SDC's data base. In Spain, CIDET proceeded in two waves. Firstly they went into institutions working with senior citizens to interview the multipliers. Secondly they contacted multipliers that have been participants in a previous multiplier event CIDET organized in 2016 by phone.

Interviews with stakeholders

In addition to multipliers stakeholders from adult learning institutions have been interviewed. The stakeholders are decision makers in the institutions working with senior citizens and work on the management level. People were chosen that are responsible for the multipliers as their employees, for the technical equipment and for strategic decisions. This target group was chosen for the survey in order to

understand the structural context in which the project intends to implement tablet training and support for senior citizens.

The structured interview guide included nine open questions (Annex No. 11). Interviews have been conducted via telephone and during face to face meetings with national experts or official representatives of adult learning institutions. These interviews with stakeholders provided data about their estimations, capacities and services for senior citizens in different learning settings.

SENIORS SURVEY RESEARCH

It is important to note that this report assesses the findings from four European countries. The data was provided from Germany, Lithuania, Romania and Spain and analysed together. For some issues, the data is segregated by country to show differences or unique situations. The data by country is provided in the Annexes No.2, No. 3, No. 4, No. 5.

A total of 383 senior citizens older than 65 years old filled out the questionnaire. The number of respondents was high in all four countries surpassed the envisaged number of 80 questionnaires per country (Germany (80), Romania (89), Lithuania (101) and Spain (113)).

Sampling Method and Representativeness

In contrast to existing national and EU surveys on internet users and non-users this research did not aim to gain new representative data. Therefore sampling did not look for a certain share of male and female people in predefined age group etc. Rather, as the objective of the research is to improve educational offerings for senior citizens sampling has been conducted via institutions that offer educational and leisure activities and addressed their clientele. Thus the sample includes also senior citizens who already have taken part in some kind of basic internet course or are visitors of institutions, which offer some kind of training or consultancy on these subjects. It also includes senior citizens that have not yet been in contact with digital media but could participate in new developed training offers in their retirement homes or libraries.

RESULTS OF THE SENIORS' SURVEY

Profile of the respondents

More women than men answered the questionnaire. Out of the total number of respondents 61% are female and 37% male. The majority of interviewed people (66%) live in towns and 27% live in rural areas.

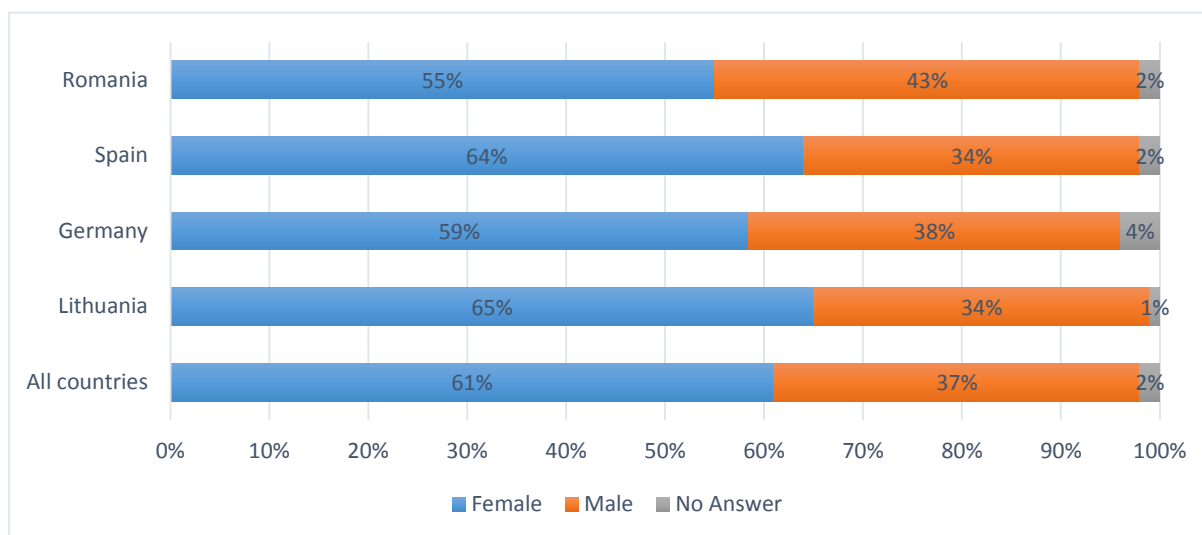


Figure No.1: Gender of respondents² (n=383)
(Romania n=89; Spain n=113; Germany n=80; Lithuania n=101)

Figure No. 2 shows that the highest proportion of respondents is at the age of 65 - 69 (54%). 25% of respondents are at the age of 70 - 74 and 19% are older than 75 years old.

When looking at the data per country, Germany has a more balanced distribution among the age groups and a higher percentage of respondents that are older than 75 years, compared to Spain, Lithuania and Romania, where by far most respondents are between 65 – 69 years old. These results might be due to the way of reaching out to the target group.

² "No Answer" means that respondents simply have not answered this question, i.e. missing values. When calculating shares in percent within a sample frequently missing values are excluded from the n. However in the tables in this report we calculate the percentages from the number of respondents (n). This does not influence the results as the share of missing values is a one-digit number.

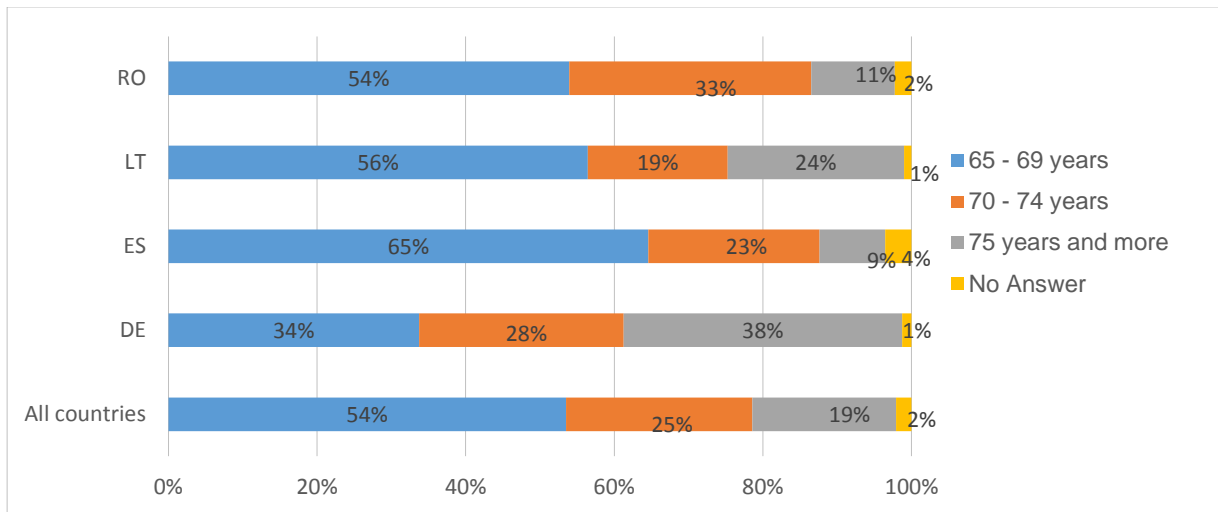


Figure No. 2: Age of respondents (n=383)
(Romania n=89; Spain n=113; Germany n=80; Lithuania n=101)

The education of the respondents varies from less than high school diploma (21%) to university degree (25%)

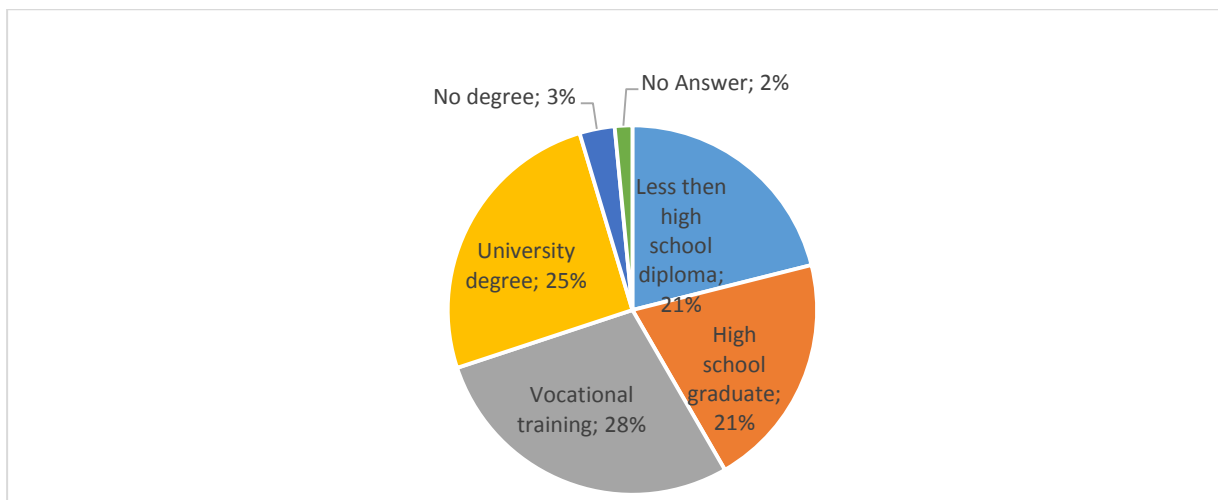


Figure No. 3: Educational background of respondents (n=383)

Digital Devices and the Internet Use

The numbers below show that in the four countries, on average, 42% of older people have used a computer, 28% have used a smartphone and 23% have used a tablet.

More specifically, Spain had the highest percentage of elderly people (65-75+) who have used digital devices like a computer (64%), a tablet (33%) or a smartphone (50%). In Lithuania the numbers related to using such devices as tablets and smartphones (9% and 7%) were significantly lower compared to the other three countries. The percentage of the use of computers is the lowest in Romania, with only 21%.

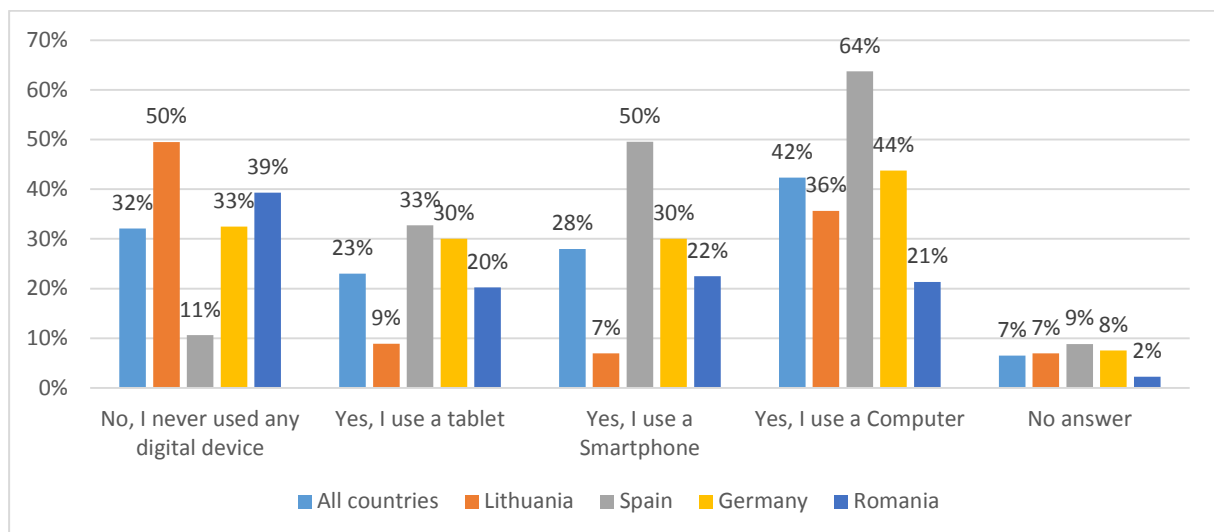


Figure No. 4: Usage of computers and other digital devices (n=383)

When the data is disaggregated by age, figure No. 5 shows that most of the respondents over 75 years old have never used any digital device. This fact must be considered when dealing with this age group, as they have no prior experience related to the Internet and digital devices.

In general, these numbers are quite low compared to the population between 25 and 64 years old and their use of mobile devices. In Germany 67% of the population between 25 and 64 use mobile phone or smart phone to access the Internet; in Spain this number is even higher with 75%. In Lithuania and Romania the proportion of people using mobile devices to access the Internet is generally lower, with 41% in Lithuania and 42% in Romania³. But as this survey shows, the proportion of senior citizens (65+) using mobile devices to access the Internet is still much lower compared to younger generations. A very high proportion of elderly people still do not use at all mobile devices such as tablets or smartphones.

³ Cf. Eurostat (2017): Individuals (25 to 64 years old) used a mobile phone (or smart phone) to access the Internet in 2016, URL: <http://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do> (10.05.2017)

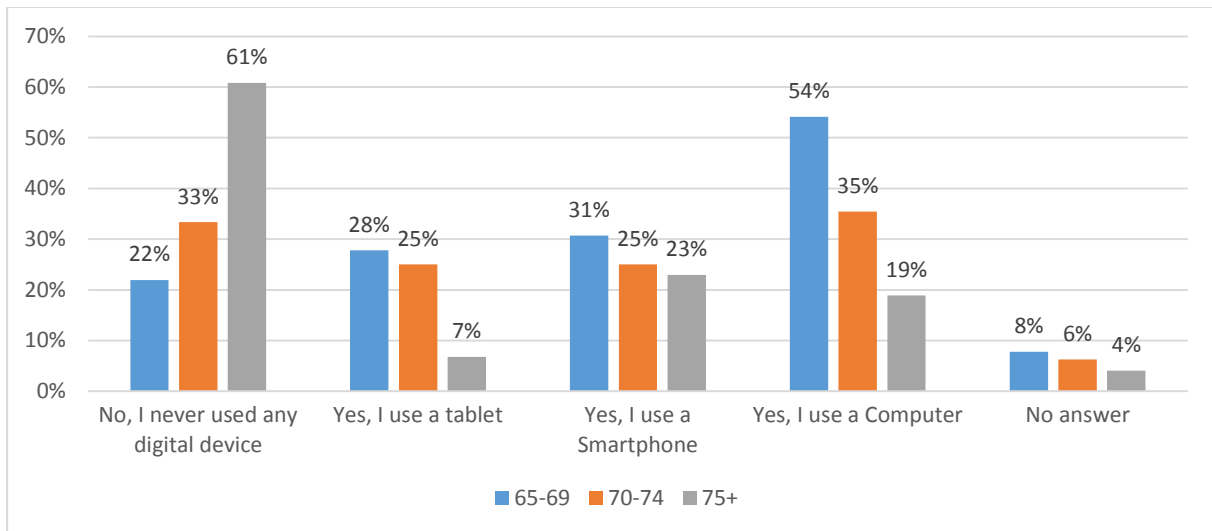


Figure No. 5: Usage of computer and any other digital device by age (n=383; multiple answers were possible)

The majority of respondents (56%) states that a tablet is still more or less an unknown digital device for them and that they do not know how to use it (Figure No. 6). The support and training would encourage senior citizens (including those who already have access and those who still have no access) to increase their interest in technology and usage of a tablet computer and the Internet.

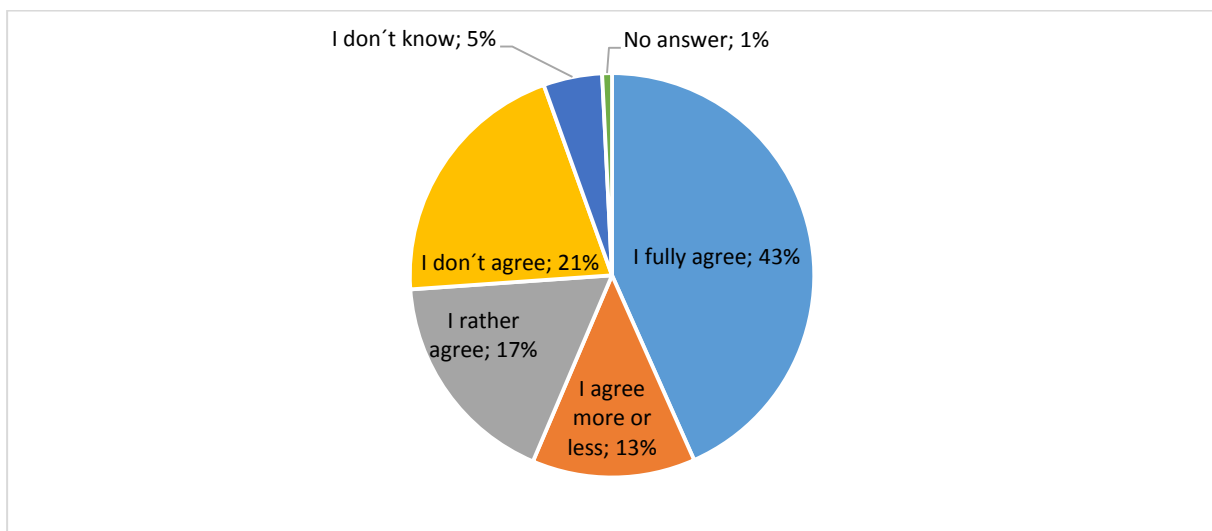


Figure No. 6 I don't know how to use a tablet (n=383)

Barriers for older people in the use of internet and tablet pcs

The survey shows that 49% of the respondents are not afraid to learn something new, interesting and useful at their age (Figure No.7). However, there are still barriers and issues as to why a significantly low number of elderly people do not use the internet. This section analyses the barriers for senior citizens in the use of digital devices and the Internet.

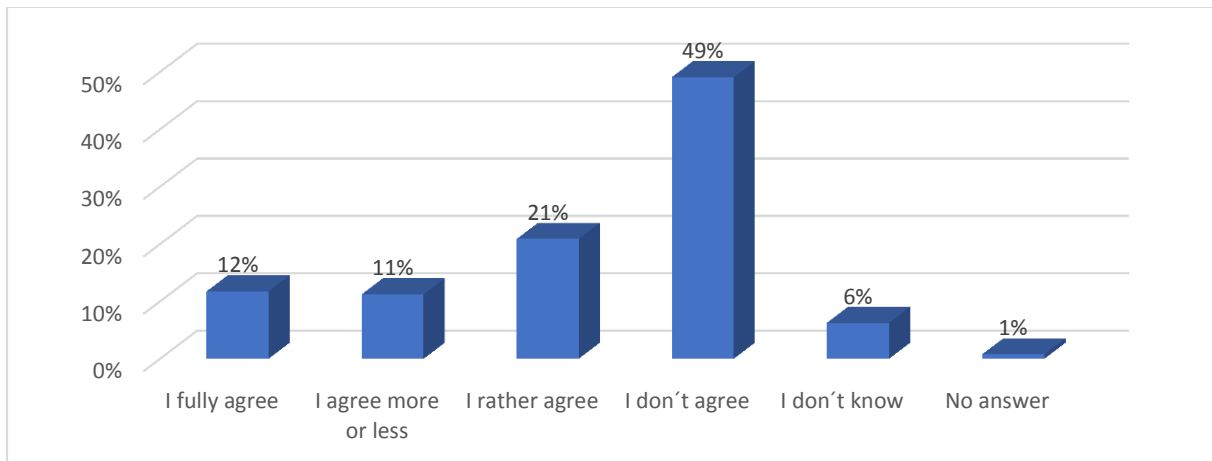


Figure No. 7: I fear about learning something in the late years (n=383)

Figure No. 8 shows some scepticism. One third of the respondents agree that the internet is too confusing for them. Most of them agree fully (23%) or more or less (16%). But more than half of them answer that they do not feel confused while using the internet. The high percentage of answers who do not know might be of those who have never used a computer. In this consideration, the number of elderly people feeling uncomfortable with ICT increases.

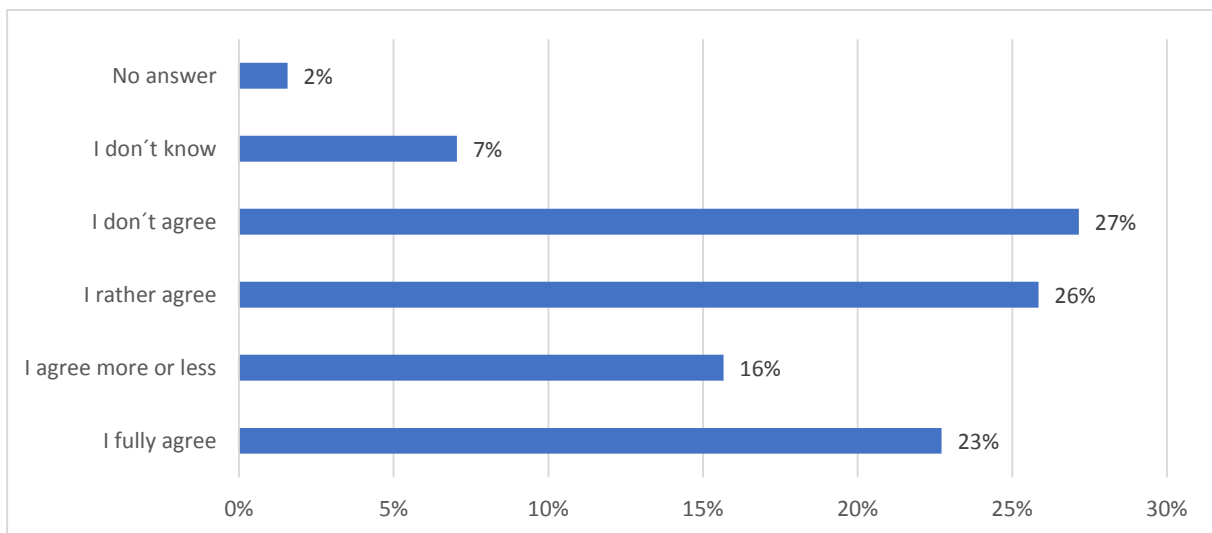


Figure No. 8: Usage of the internet is too confusing for me (n=383)

Many of the respondents agree that they have certain fears and worries. 21% of them fully agree, and 18% agree more or less, that they are afraid to damage or even break a digital device while using it. They most likely also lack confidence, and as a result feel insecure, irritated or even stressed when using the internet technology. However, 33% of the respondents are not afraid to break or damage anything, which suggests that they are already using a device.

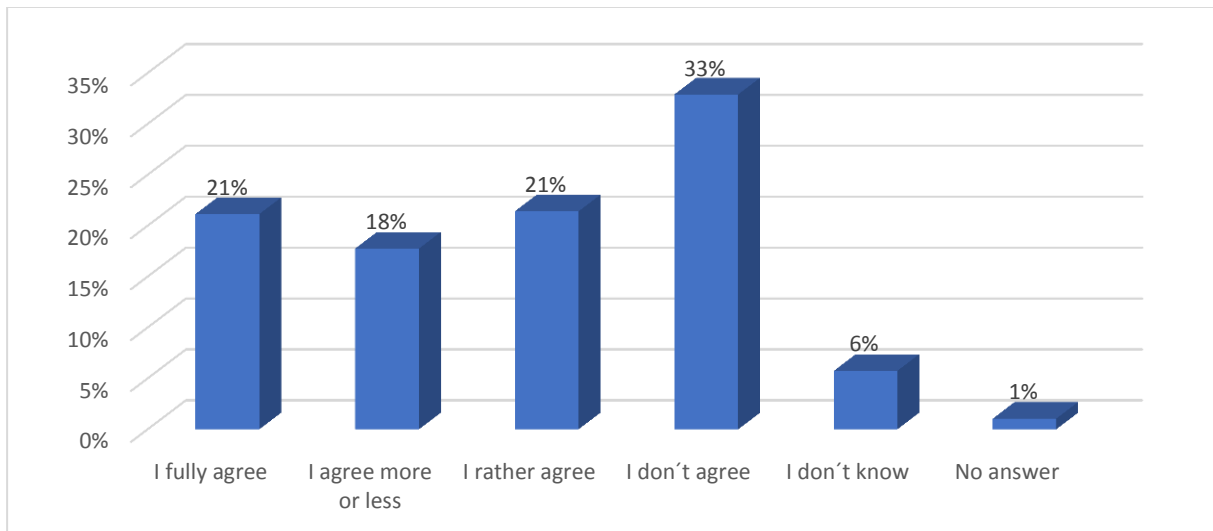


Figure No. 9: I am afraid I can break or bust something (n=383)

Concerns about privacy, online frauds and security become more common as people get older. Figure No. 10 indicates that the respondents are afraid of online threats, data security, viruses and other online frauds.

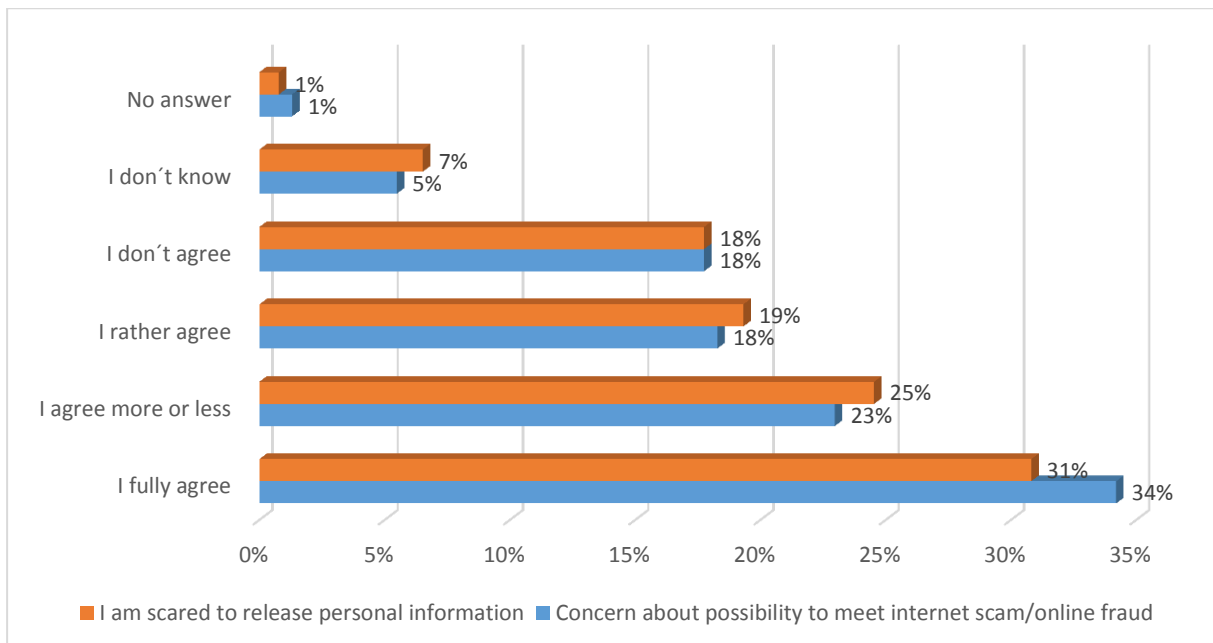


Figure No. 10: Fears (n=383)

With regards to physical disability or age-related limitations (movement, visual and hearing problems), the majority of respondents (60%) replies that physical limitation is not a reason for them to not use digital devices. However, some respondents relate the usage of technology with physical disabilities. For 22% of the respondents, physical limitation is a reason for not using digital devices.

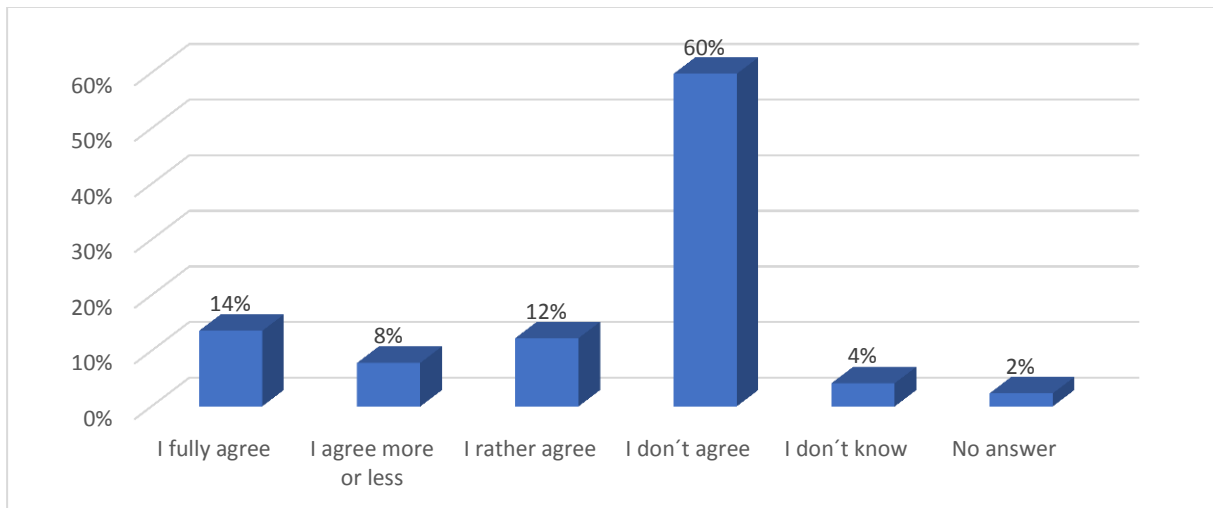


Figure No. 11: Physical disability (I don't see well, joint pain, etc.) (n=383)

Some of the older adults feel that the costs of using ICT tools are high, especially in Lithuania (23%) and Romania (20%). However, the majority of respondents in all four countries replies that they do not agree that using technology is too expensive for them.

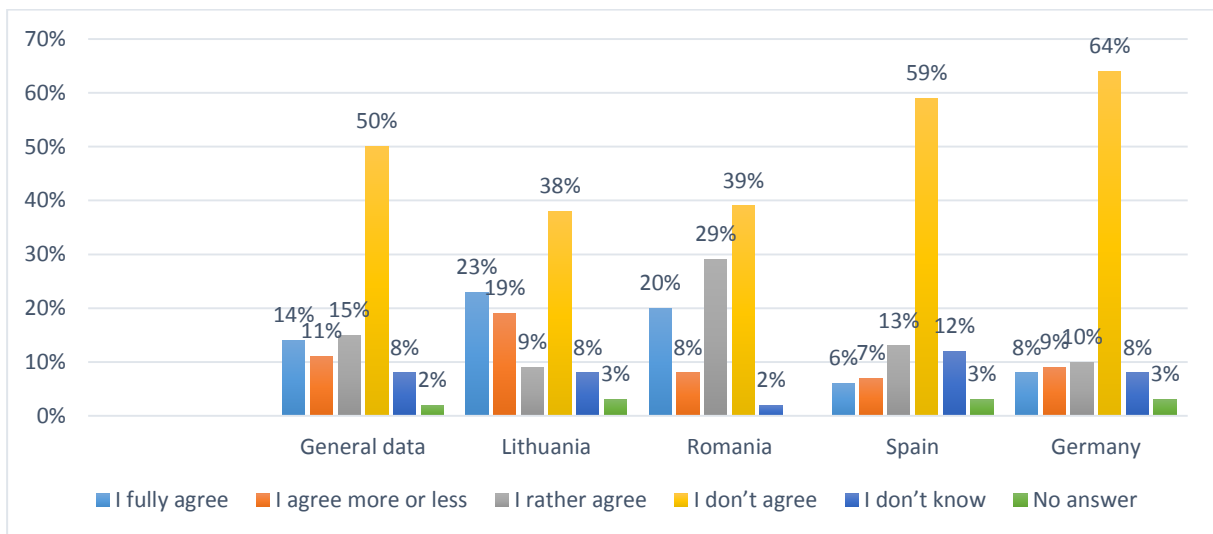


Figure No. 12: It is too expensive and I cannot afford the fees & charges (n=383)
(Romania n=89; Spain n=113; Germany n=80; Lithuania n=101)

Figure No.13 illustrates the importance of demonstrating to the senior citizens the possibilities of the Internet and tablets. The majority of the respondents agrees with the statement that there is a lack of information on the benefits of the Internet and tablets.

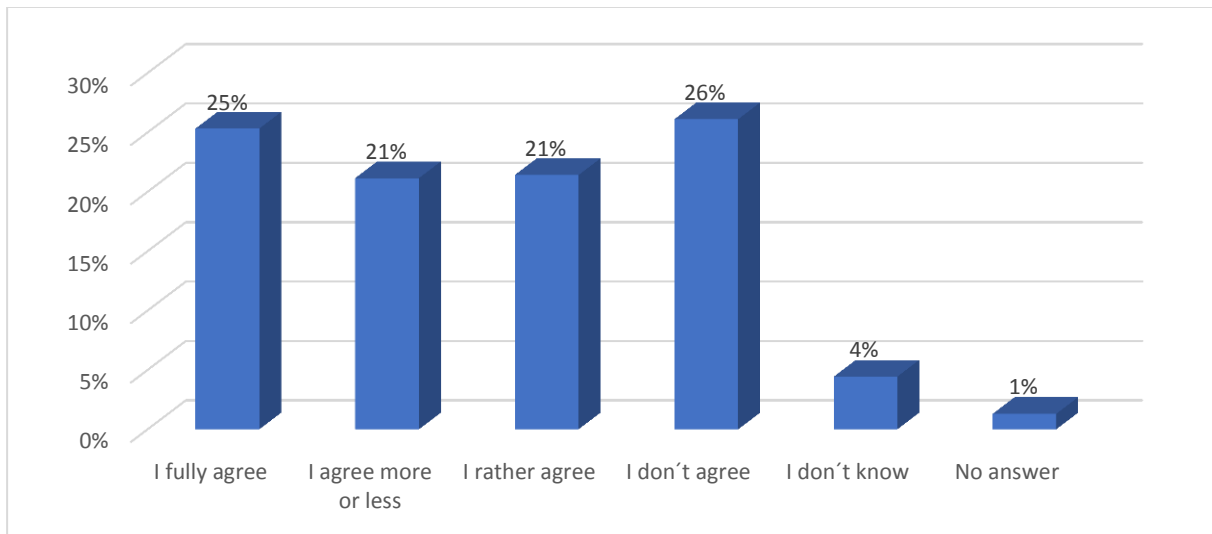


Figure No. 13: I lack information on potential benefits of the Internet and tablets (n=383)

WHAT ARE THE NEEDS OF SENIORS WHILE USING ICT?

Communication needs to strengthen social contacts and social life

The figures below show that senior citizens strongly value their social contacts and social life. Interviewees in all four countries agree that communication with family members and friends through the Internet is an easy way of staying in touch. 70% of them would appreciate to use the Internet and tablets for that purpose. For 54% it is very important to learn how to use email in order to write and receive letters.

With regards to sharing self-created content (text, photos, and videos) respondents split mostly into two groups: 36% would appreciate to learn how to share self-created content, while 33% dislike the suggestion. Disaggregating the data by country, the figures show that respondents in Spain and Romania are more interested than Germans or Lithuanians in sharing self-created content.

On average, 46% of the respondents state that they are not interested in posting messages to chat sites, blogs or forums. However, when the data is disaggregated by country, the replies of the respondents vary widely on this particular topic. In Spain (42%) and Romania (34%) the majority of respondents appreciate posting messages to chat sites, blogs and forums. Meanwhile, only 5% of the respondents in Germany and 15% in Lithuania would like to do the same.

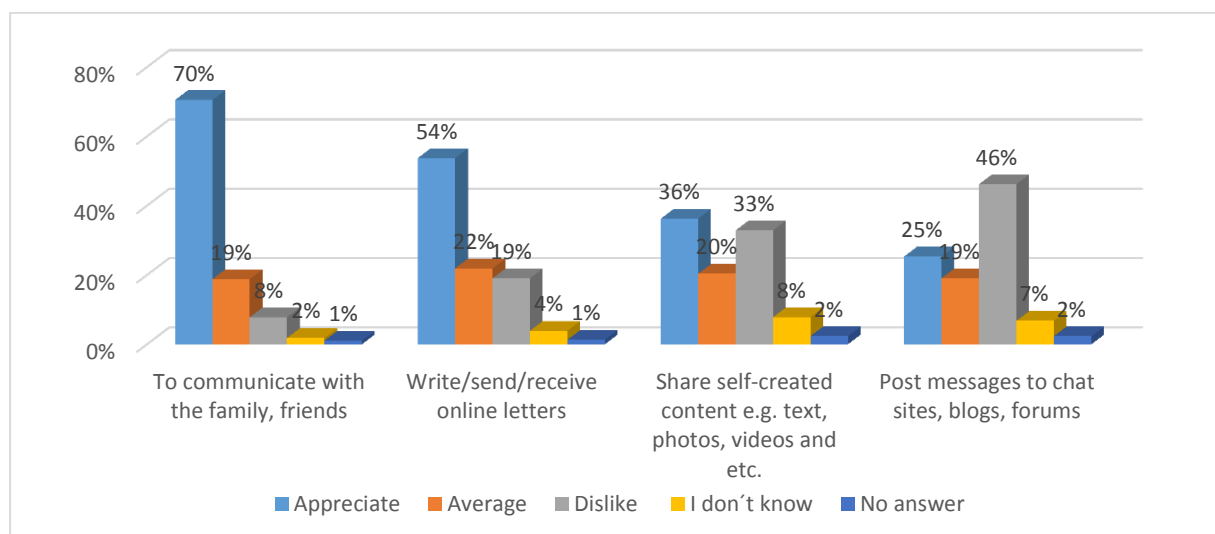


Figure No. 14: Senior citizens' communication needs (n=383)

Search for information

The survey shows that reading news online (64%) and searching for information through search engines (70%), health issues (59%), information about food (52%), are topics that enjoy appreciation by senior citizens.

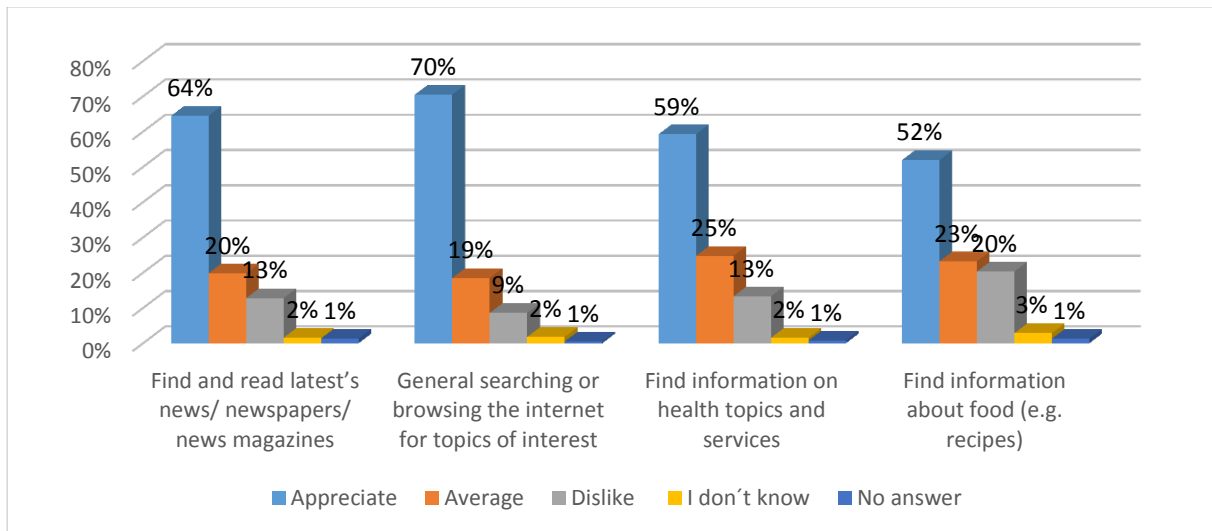


Figure No. 15: Need for information search (n=383)

Need for E-services

Figure No. 16 indicates that 44% of senior citizens are interested in searching for local commercial e-services (such as cinema, concerts and other events), and they are interested in accessing government information and services online (38%). Disaggregating data by country, the figures show that respondents in Spain (71%) and Romania (44%) are more interested in online search of local services than Germans (26%) or Lithuanians (29%).

44% of the respondents indicate that they dislike using online banking services. However, the numbers differ across countries. Online banking attracts 38% of Romanians and 40% Spaniards, while only 19% of Germans and 18% of Lithuanians state they are interested.

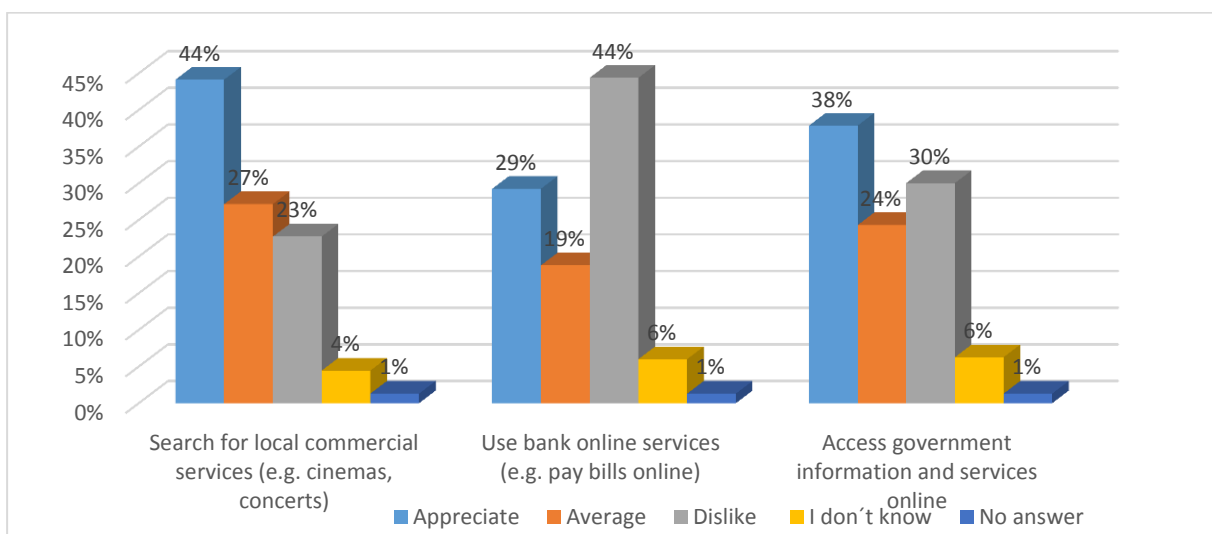


Figure No. 16: Need for e-services (n=383)

E-Commerce

The data shows that e-commerce is not of particular interest for senior citizens. 54% of the respondents are neither interested in selling goods over the Internet (54%), nor in buying services or things online (40%). However, 44% of the interviewees indicate that they are interested in searching for information about goods and services.

Disaggregating the data by country revealed interesting results. Despite the low interest in e-commerce among seniors, 38% of the respondents in Romania and Spain appreciate buying services and goods online. Similar percentages exist for selling goods and services online. In Germany only 15% and in Lithuania only 14% appreciate buying and 5% (GE), 11% (LI) - selling goods and services online.

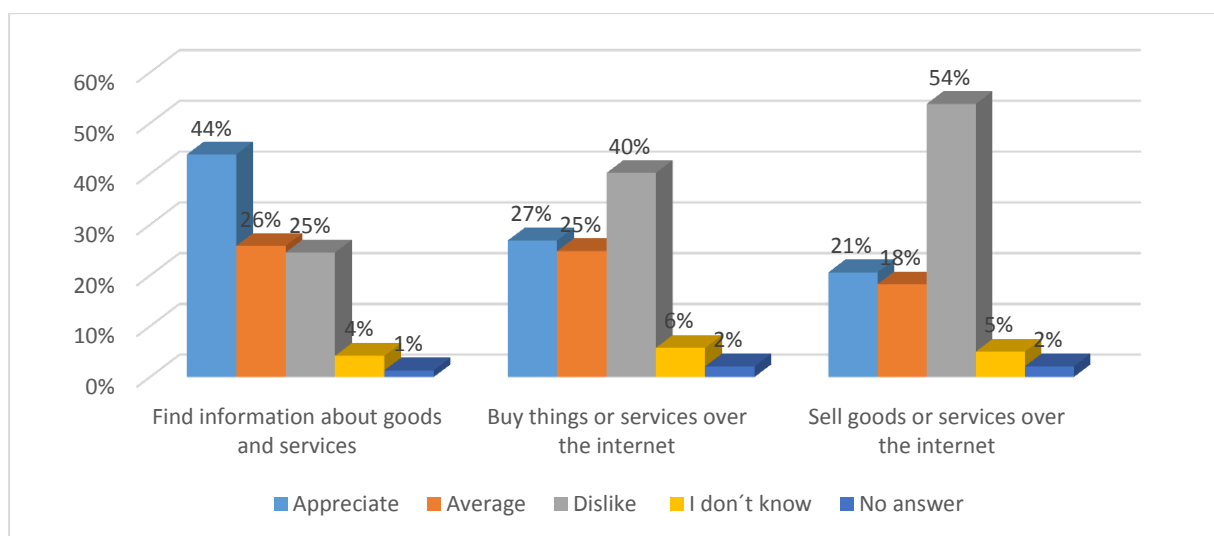


Figure No. 17: E-commerce (n=383)

Leisure Time

41% of respondents in all four countries reply they do not like reading e-books, while 28% would appreciate such an opportunity. Romanians (38%) and Spaniards (42%) are much more interested in reading books online compared to Germans (16%) and Lithuanians (14%).

64% of the respondents reply that they don't like the idea of finding a partner online or dating online in all four countries. In Germany, there are no respondents that express interest in this matter.

Roughly half of the respondents are interested in watching movies and images online (51%). 69% of those surveyed in Spain and 58% in Romania are more enthusiastic about watching movies and images online than those in Lithuania (32%) and Germany (41%).

45% of the respondents state that listening to music and web radio is also an interesting way of spending their leisure time. Spaniards (67%) and Romanians (54%) again are more enthusiastic than Lithuanians (30%) and Germans (23%).

Numbers related to playing online games are rather interesting. 32% of the respondents state they would appreciate playing online games. 39% suggested they dislike such an activity. A rather high percentage of respondents in Romania (57%) express interest in playing games online.

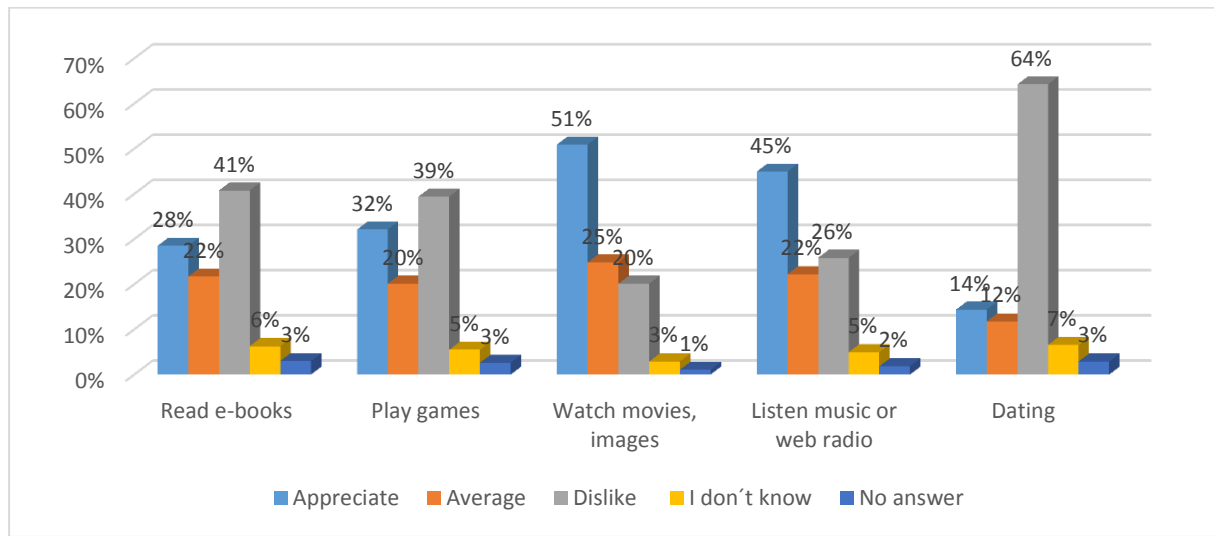


Figure No. 18: Leisure time (n=383)

Traveling

50% of the respondents are interested in finding transport schedules and tickets and 55% in getting online maps and directions online. Information about transport tickets, schedules, and travel maps is viewed as useful among most of the senior citizens in all four countries.

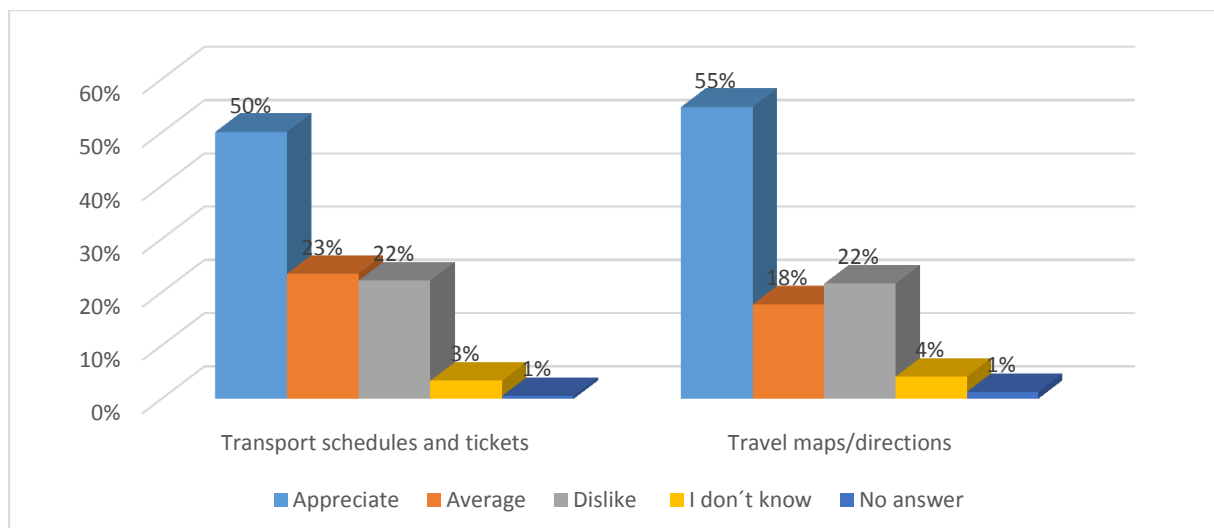


Figure No. 19: Traveling (n=383)

Learning to Use Tablets and the Internet

Figure No. 20 below shows that the surveyed senior citizens are interested in learning to use tablets and the Internet in small groups with similar aged people (30%), individually with trainer support (21%), or in a slower paced, low intensity training (19%). For 13% it is important to get clear visual instructions. The less popular learning methods are video and audio instructions.

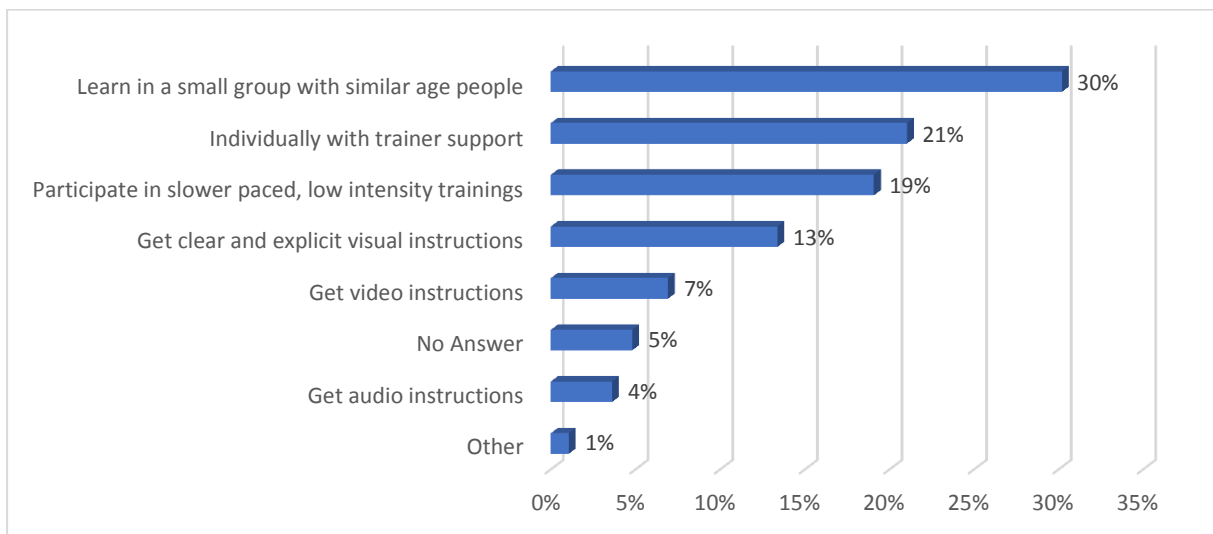


Figure No. 20: How you would like to learn to use tablet and the Internet (n=383)

KEY FINDINGS AND RECOMMENDATIONS

- The survey shows that 42% of our respondents have used a computer, 28% have used a smartphone and 23% a tablet. Still, a very high proportion of elderly people do not use technology, especially mobile devices such as tablets or smartphones. Development of training curricula to educate seniors to use the tablets is an important way to digital inclusion in Europe.
- The data indicates that female senior citizens from age 65 to 69, who live in urban areas and who have different educational backgrounds, would be the primary potential users of such trainings;
- Fortunately, 49 % of the respondents show a very positive attitude towards learning (49%), while 44% have a medium or high fear about learning something new. Revealed barriers are related to online security and privacy issues, the fear to break or damage something and a lack of confidence while using digital devices and the Internet. To overcome these barriers, an appropriate training concept should be designed in a way to change attitudes, by showing the possibilities of how to benefit from ICT in a practical way and increase confidence in mastering usage of the internet and tablet pc.
- When supporting senior citizens in the use of tablet pcs, special attention should be paid to concerns about privacy, online fraud, the wider issue of security, as well as how to avoid online threats like viruses;
- The survey reveals that older adults are increasingly interested and involved in using new technology such as tablets and smartphones for access to the internet. However, a significant high number of respondents are still not aware of the possibilities of mobile devices (67% lack information on potential benefits, and 56% state that a tablet is still a more or less unknown digital device). The training programme should be focused on addressing the needs of senior citizens (with or without access) and demonstrating the full potential of tablet computers and the Internet;
- The training content must be tailored to specific needs of the seniors' daily lives, covering a range of topics indicated by the seniors as interesting and useful: communication with family members and friends (70%), to write/send/receive letters (54%), watching movies and seeing photos (76%), listening to music or radio (67%); reading news online (64%) and searching for information through search engines (70%), health issues (59%), information about food (52%) and travelling (50%);
- There is a demand on topics such as online dating, the creation of one's own content, playing online games, local commercial services, online banking, buying and selling goods online. Since these differ across the countries, it is very important to pay attention to the local contexts while developing the curriculum;
- Learning in a small group is the most preferred learning method for senior citizens (30%) followed by individual support by trainers (21%). Video

instruction (7%) and audio instructions (4%) were rated much lower. Face-to-face contact, support from the trainer and socialising with other learners seems to be a positively viewed learning method.

MULTIPLIERS SURVEY RESEARCH

Overview

Multipliers are a very important target group of the project and will be trained in the piloting period. The success of the project and the empowerment of senior citizens in using tablets will depend on the quality of the pilot trainings. The content of the curriculum will lead especially the multipliers to more confidence in communicating ICT-knowledge and competences to their target group.

An online survey was the main tool used to carry out the research of multipliers' learning needs in the area of promoting technology and internet usage to senior citizens. A set of questions (Annex No. 6) was agreed by the project team, and an English version of the survey was created. This was then translated by the relevant project partners into German, Lithuanian, Spanish and Romanian.

The survey was conducted from January 1st to 31st of 2017 in the four project partner countries: Germany, Lithuania, Spain and Romania. Invitations to participate were disseminated by project partners in their countries via email lists sent to the target audiences: staff members of libraries, telecentres, social care centres, retirement houses and other institutions.

The research guidelines called for a minimum sample of 160 multipliers (40 in each country). In total, 335 respondents completed the survey.

The survey aimed at gathering the specific information about the respondents and their organizations in order to assess:

- Experience in working with senior citizens in general and in the field of ICT in particular;
- Confidence in using tablet computer and training senior citizens;
- Understanding of senior citizens' needs in the context of learning to use tablets.

RESULTS OF THE MULTIPLIERS SURVEY

Demographic and personal data

The survey gathered demographic and personal data from the respondents in order to better understand their profiles and characteristics.

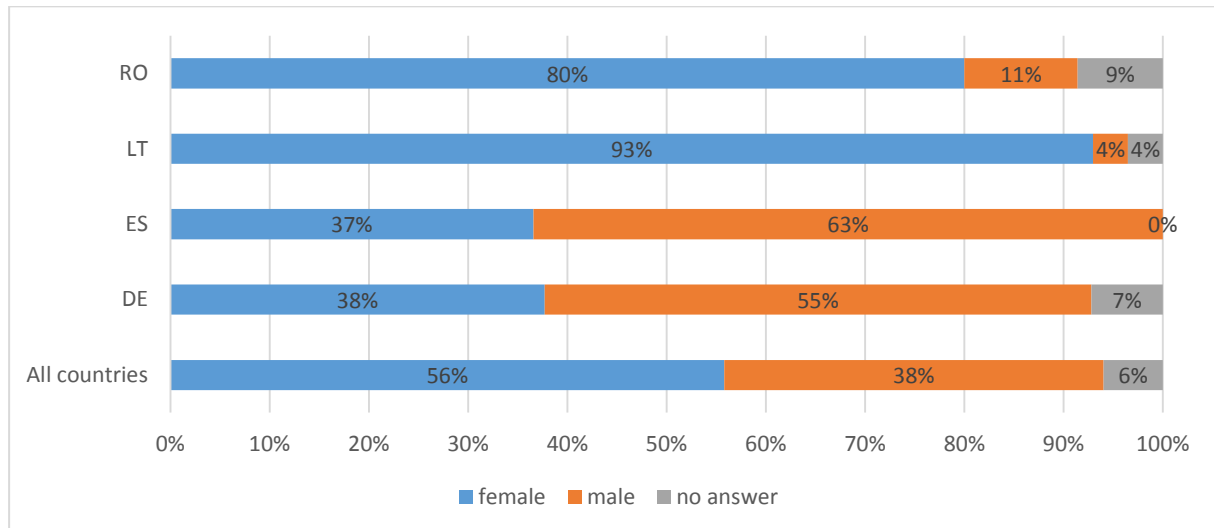


Figure No. 21: Respondents by gender (n=335)
(Romania n=70; Lithuania n=57; Spain n=41; Germany n=167)

The data reveals that 56% of the multipliers are women and 38% are men. A high ratio of female respondents can be noted in Romania (80%) and in Lithuania (93%).

The majority of respondents (76%) are between 41 and 50 years old or older than 61 (Figure No. 22). Spanish respondents are on average younger. They are between 21 to 50 years old (78%). In Lithuania (77%) and in Romania (66%) the age group of 41 to 60 year olds is the most common. German respondents are the oldest - 62% are older than 61 years old.

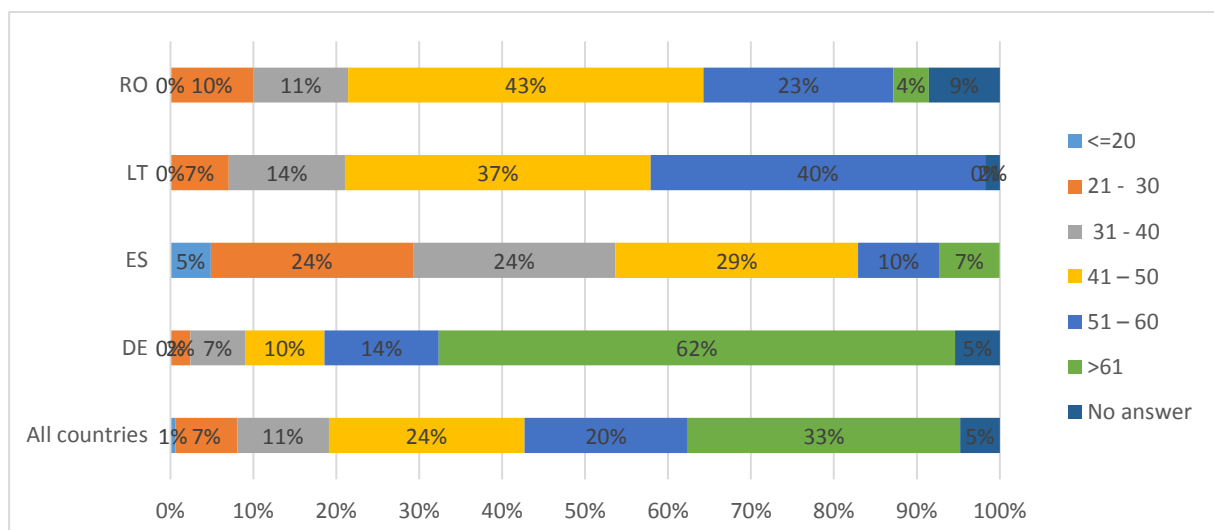


Figure No. 22: Respondents by age (n=335)
 (Romania n=70; Lithuania n=57; Spain n=41; Germany n=167)

Figure No. 23 shows organisational affiliations of the respondents. A large proportion of participants are employed at libraries (29%) and social institutions (21%). 10% of respondents indicated that they work at a telecentres, while 9% work at senior care centres. There are a number (23%) of participants from other types of organizations (various associations, municipality institutions, computer clubs, adult training centres and others). One third of the multipliers in Spain (33%) and Germany (29%) works at social institutions. A great number of respondents in Lithuania (78%) and in Romania (66%) work at libraries (see annexes No. 7 – 10).

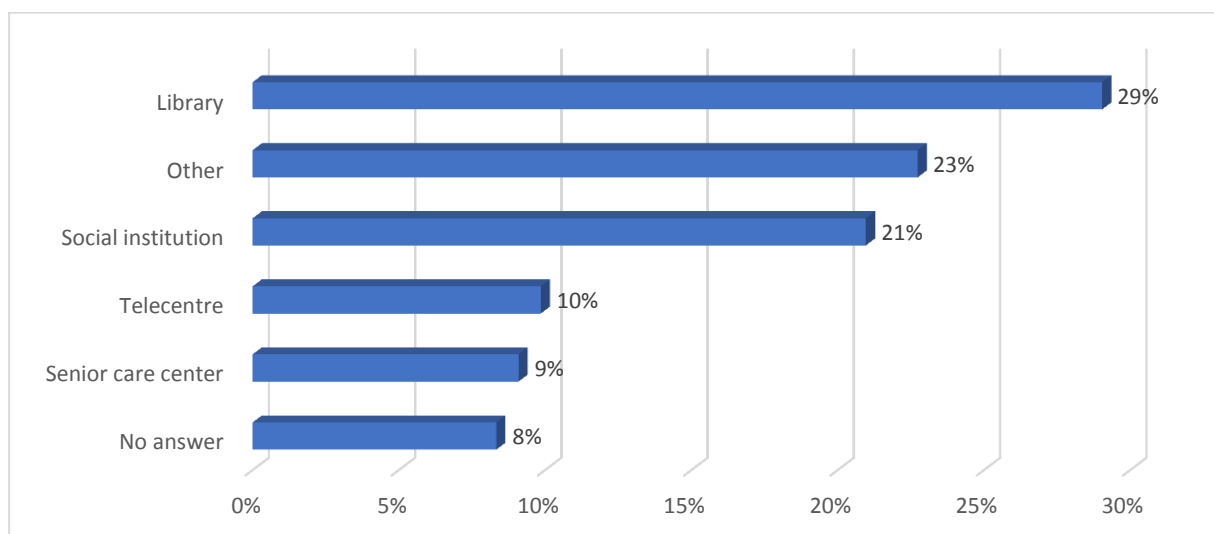


Figure No. 23: Types of organizations (n=335)

Overall, about two thirds (58%) of the multipliers have a university degree (see figure No. 24), while a considerable number of respondents (19%) state that they have vocational education. 14% indicate, that they finished high school. Only a small percentage of respondents (4%) have less than high school education. The potential learners have the necessary learning skills and competences, but it is necessary to consider that some of the multipliers could need support.

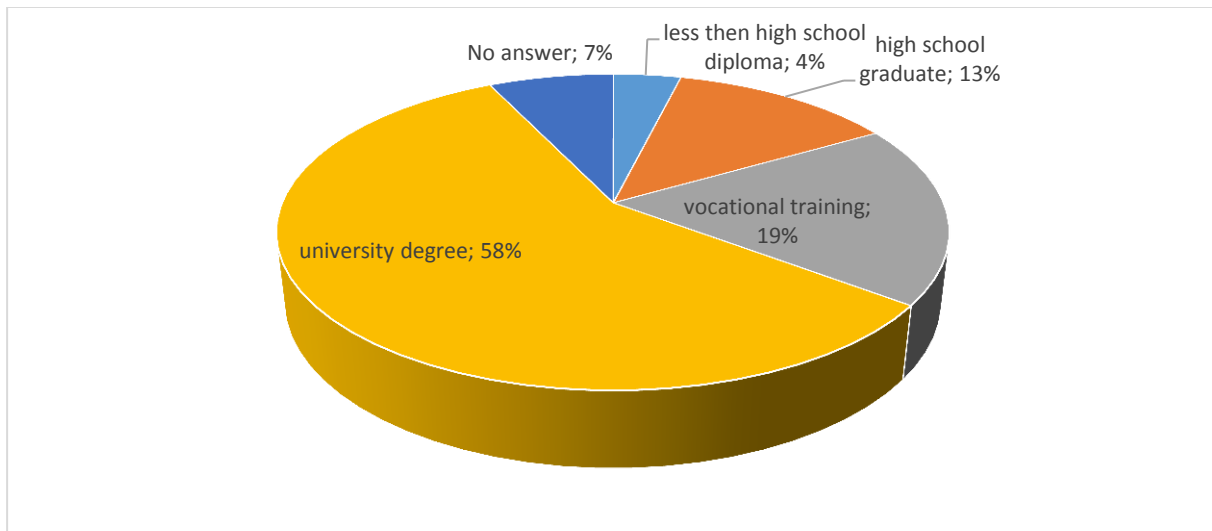


Figure No. 24: respondents by education (n=335)

Experience in working with seniors

The next three questions referred to the respondents' experience in working with seniors generally, and in the field of ICT particularly.

Regarding the working experience with seniors in general, on average, the majority of respondents (86%) has been working with seniors (see figure No. 25). One third (32%) indicate that they have from one to five years of working experience with senior citizens, 24% from 6 to 10 years and 30% more than 10 years of working experience.

It is important to note that 8% of the interviewed persons have less than one year of working experience with seniors, and 6% have no experience at all. More than one third of such multipliers are in Spain (10% no working experience and 29% less than one year). (This is reflective of the age profile of the respondents in Spain.) 20% of Romanian respondents also state that they have no experience at all (10%) or less than one year (10%) of experience.

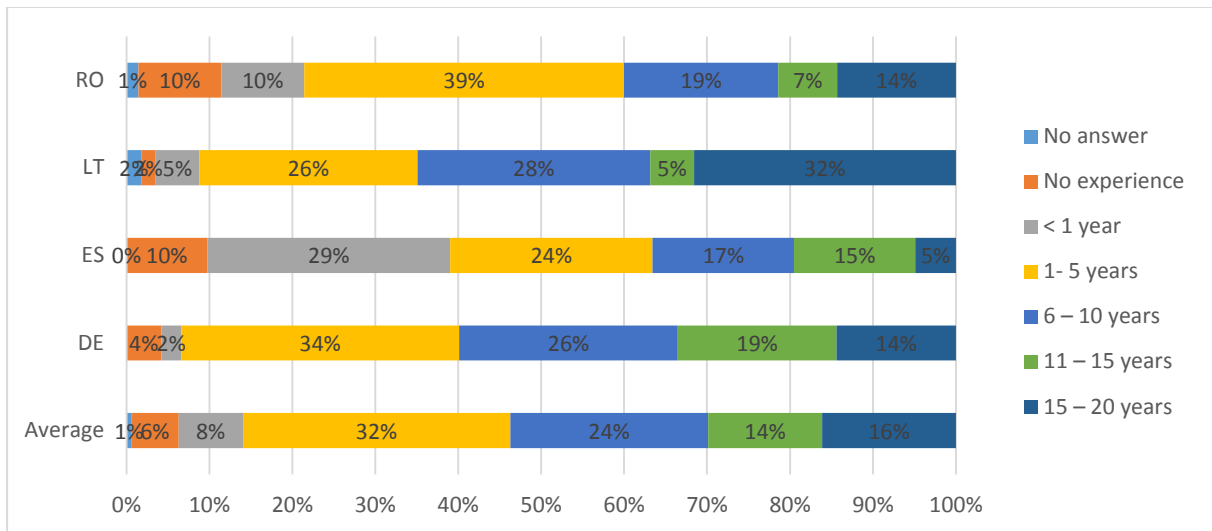


Figure No. 25: working experience with seniors (n=335)
(Romania n=70; Lithuania n=57; Spain n=41; Germany n=167)

Of particular importance to this survey are the findings about the confidence of multipliers regarding working with senior citizens in the field of promoting digital competence. The survey results (figure No. 26) show that 87% of respondents, on average, have working experience with senior citizens in the field of ICT. 37% of participants indicate that they have working experiences from one to five years, 38% of respondents reply that they have more than five years of working experience in this field. 13% of the responses state that they have been working with seniors in the field of ICT for less than one year or that they have no experience at all. 14% in Germany and 16% in Romania mention that they have no work experience with seniors in the field of ICT. It can be concluded, that a large part of multipliers tries to train seniors to use computer technologies and therefore organized some form of activity.

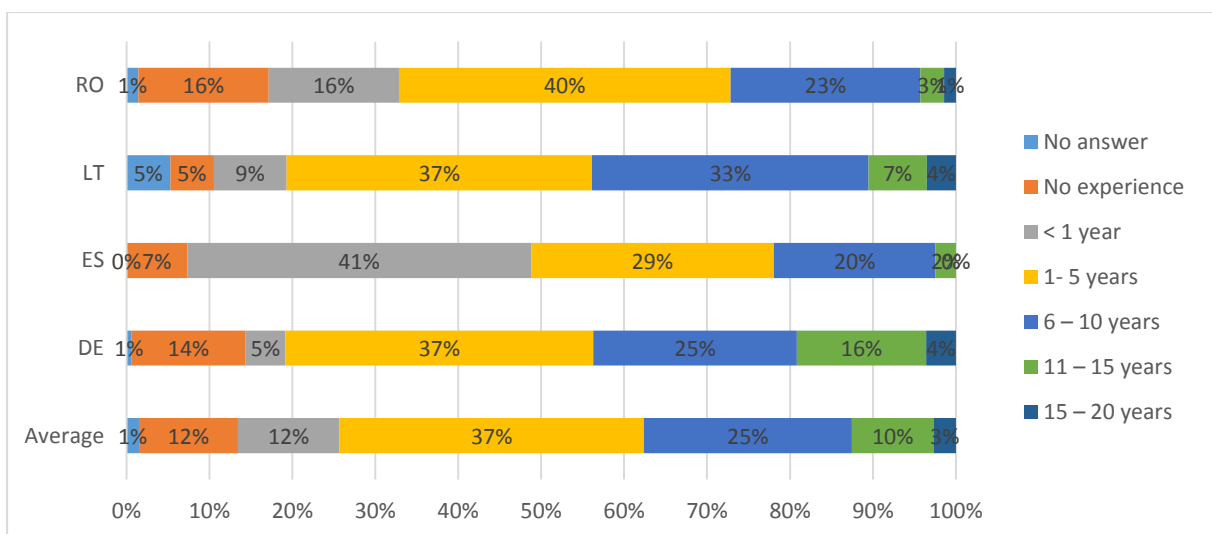


Figure No. 26: working experience with seniors in the field of ICT (n=335)
(Romania n=70; Lithuania n=57; Spain n=41; Germany n=167)

The multipliers were asked to share their best practices of supporting senior citizens in the use of digital media (see Figure No. 27). Multiple answers were allowed for this question. An estimated 53% of the respondents regard individual support as the best practice. Courses tend to be a suitable option too, according to 34%.

Some of the respondents (9%) point out that they prefer to lead courses with school students as teachers; combine courses and individual support; train online; consult via telephone; organize various activities such as “brain battles” and etc.

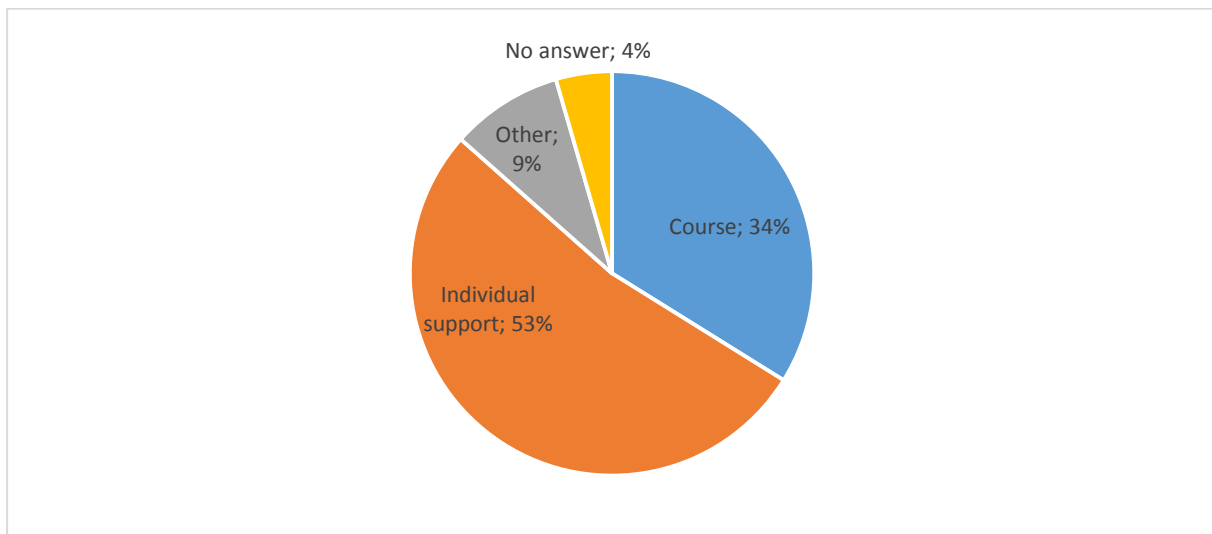


Figure No. 27. Seniors support in the field of ICT (n=335)

The survey participants also addressed the availability of equipment at their organizations (see figure 28). Multiple answers were allowed for this question. The findings show that the most common equipment in all of the countries is a personal computer (87%). 73% of respondents indicate that there is WiFi, as well as cable Internet (61%) in their organisations. According to the figures displayed in the diagram below, about half (47%) of the respondents’ organisations possess tablet computers. Other media devices are not very common at the multipliers’ organizations: only 18% possess digital video cameras, 35% photo cameras and 26% audio equipment.

Looking at the country-specific distribution, only 12% of Romanian respondents have got tablets at their organizations. A very low number of respondents have no ICT equipment at work: 3% in Germany, 7% in Spain and 1% in Romania (see annexes No. 7 - 10).

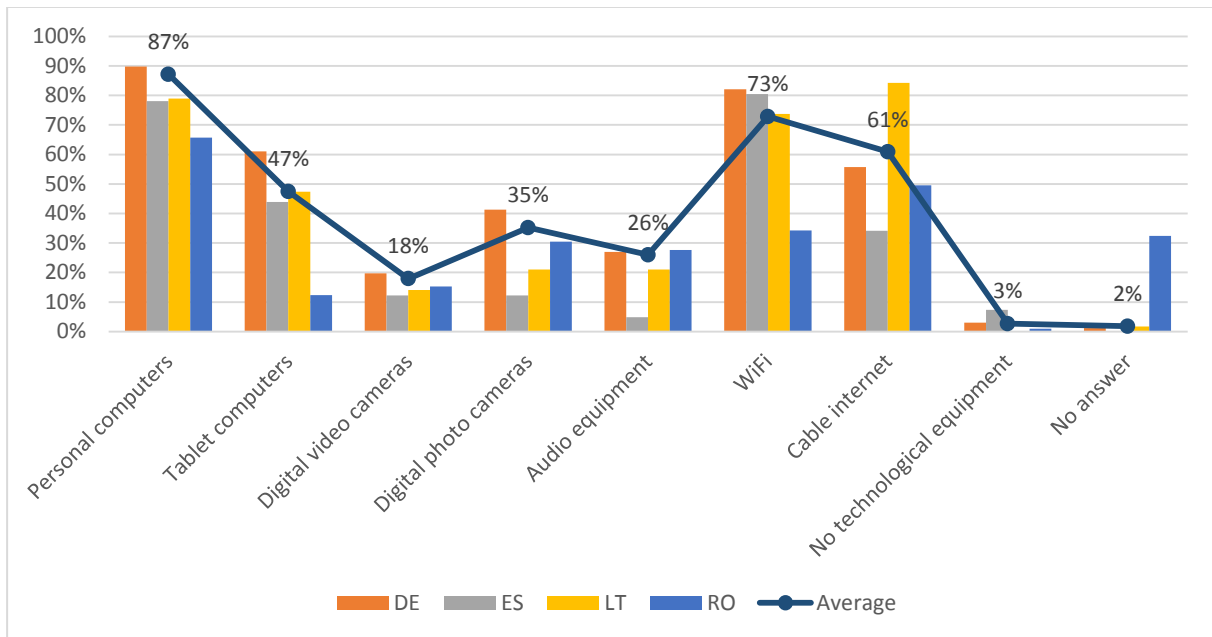


Figure No 28: technical equipment at organization (n=335)

Confidence using the tablet computer and seniors training

Identification of relevant skills is of particular importance when designing a training material. The next part of the survey contains questions on confidence when using a tablet computer. For this purpose, questions were prepared to measure the competences of the multipliers on general and technical usage of tablet computer. The survey participants were asked to assess the confidence in their skills related to the content and on general tablet usage on a five-stage scale (very confident, somewhat confident, a little confident, not at all confident, do not know). These questions were mandatory.

The respondents were asked to assess how confident they are with a tablet computer. The results are displayed in figure No. 29. It is noticeable that 43% of the multipliers know how to work with tablet pcs and feel confident. 43% think that their confidence working with tablet computer depends on the task. However, 8% of the respondents state that they usually need help and 7% are not confident at all in working with a tablet computer.

When looking at different countries, the answers are similar in Germany, Spain and Romania (see annexes No. 7 - 10). Only respondents from Lithuania seem not to be very confident. 18% state they are not confident at all while 58% indicated that it depends on a task and only 11% are confident.

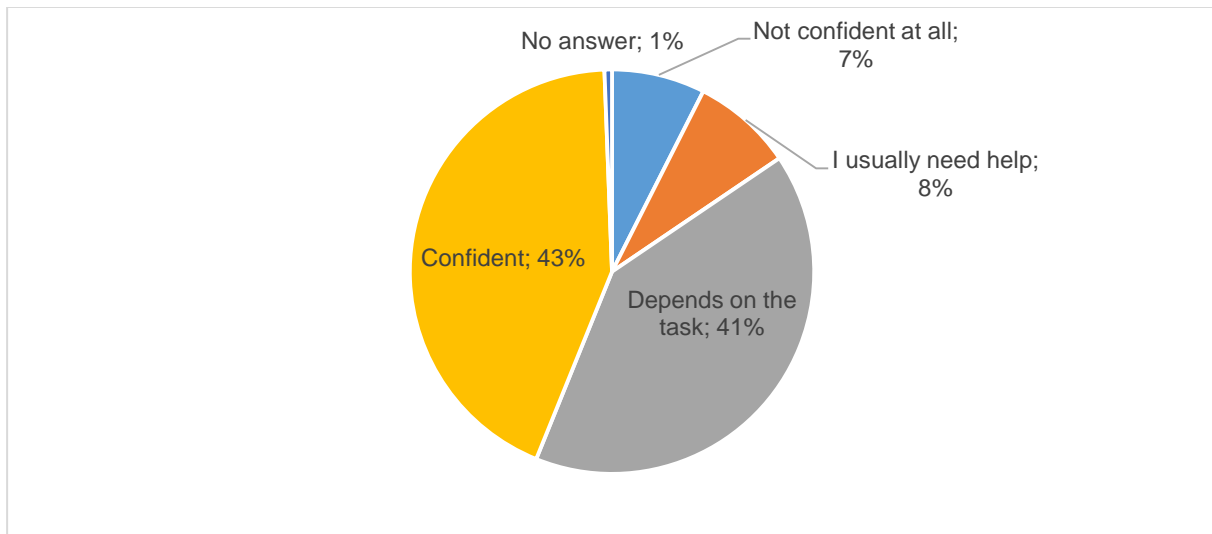


Figure No 29: Confidence working with tablet computer (n=335)

After having collected the survey participants' assessment on their confidence working with a tablet computer it was important to assess their familiarity with specific general and technical tasks.

Figure No. 30 displays how confident the multipliers are at using tablets in general. All answers can be divided into two parts. A little over one third feels very confident in executing general tasks with the tablets, with the rest being less confident. With regard to the country-specific distribution no big differences are observed (see annexes No. 7 – 10).

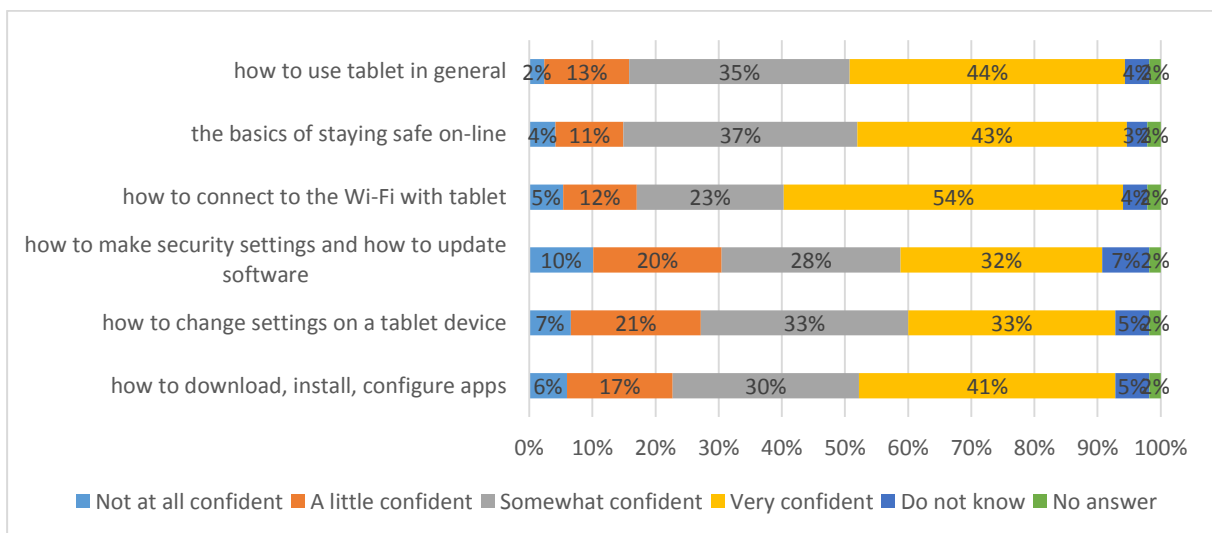


Figure No 30: Usage tablet computer (n=335)

The results (figure No. 31) illustrate skills of multipliers in setting up a tablet computer. More than half (54%) of the respondents know how to connect a tablet to Wi-Fi. One third (35%) assess that they are somewhat confident (23%) and 12% of the respondents characterised the confidence with this task as “little.”

Participants do not feel very comfortable when they have to change device settings. 33% indicated that they know how to do this well, but more than half either feel somewhat confident or a little confident, or even do not know at all how to complete the task. A very similar picture presents itself when the interviewees have to download, configure and install apps. “Very confident” towards this task is a characterisation of 41% of the respondents; a third (30%) feels somewhat confident and about a quarter (23%) percent is not confident at all or a little bit confident.

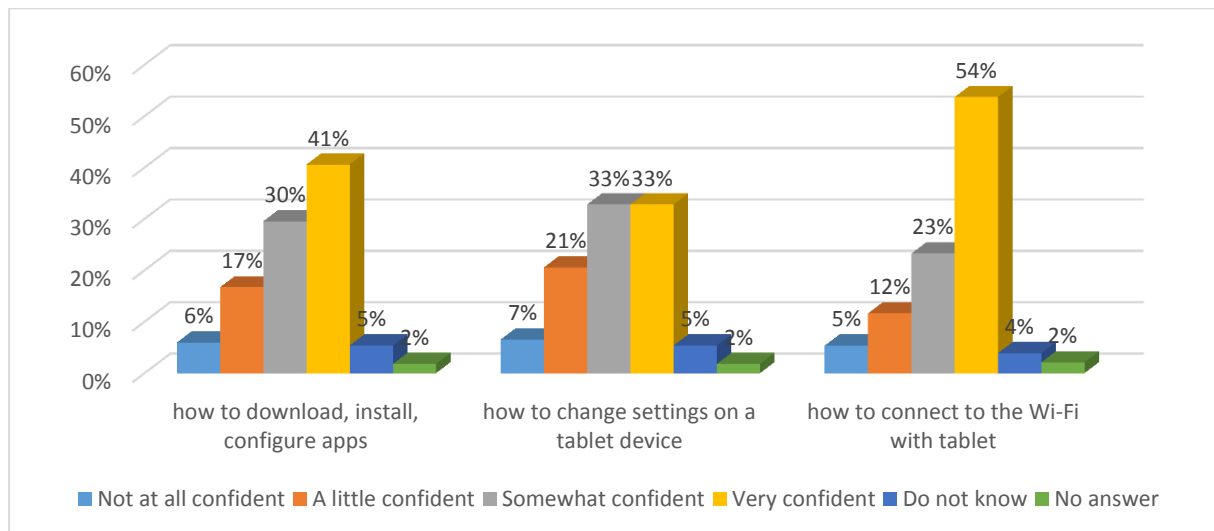


Figure No 31: Set up of tablet (n=335)

The survey also included questions about the safety of tablet usage (see figure No. 32). 43% of the respondents feel confident on being safe on-line. However, 37% states to be somewhat confident and 11% a little confident. About more than a third (32%) of the participants are aware how to configure security settings and how to update software. More than half (58%) of the respondents, however, are not as competent in this regard. 28% state that they are somewhat confident, 20% a little confident and 10% do not know at all how to complete this task.

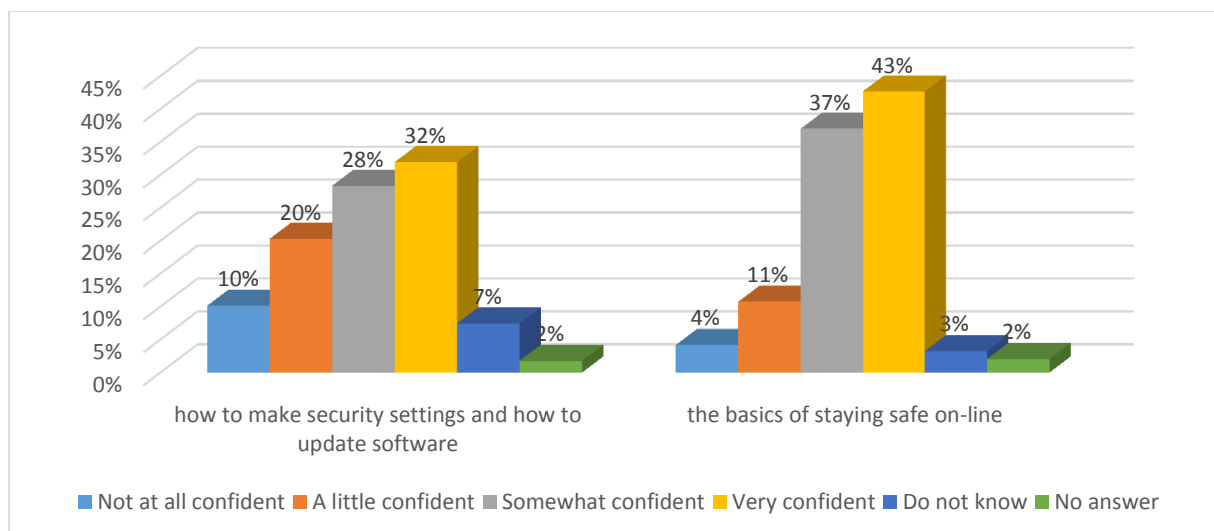


Figure No 32: Safe tablet usage (n=335)

In order to assess the extent to which the multipliers know how to use various apps in daily life, the participants were asked to estimate their current competences.

Figure No. 33 below shows how the interviewees rate their skills related to e-services. 39% replied that they know very well how to access government information and services online. Almost a quarter (29%) felt somewhat confident, 16% indicated low confidence, while 6% admitted to not possess any knowledge. More than half (53%) of the respondents from Germany assess that they are very confident with e-government services. The Lithuanian participants seem to have a lack of knowledge in this field: only 12% state that they are very confident, more than a third (37%) marked to be somewhat confident, and a quarter (25%) indicated only a little bit of confidence (see annexes No. 7 – 10).

Respondents were also asked to assess their knowledge in the context of buying and selling online. 40% of interviewees state they are very knowledgeable in this regard; less than a third (28%) feels somewhat confident; 24% state that they are a little confident or not confident at all. When looking at the different countries, interviewees' replies differ widely on this particular topic.

Almost half of Germans and Romanians have a high regard of their skills, while only 24% in Spanish and 19% of the Lithuanian respondents have the same level of confidence. More than half in these two countries assess to be a little confident, somewhat confident or not confident at all in their skills (see annexes No. 7 – 10).

Competences on using various payments and booking apps were also of interest for the survey. Responses were distributed as follows: 35% of respondents' state that they are very confident, 33% somewhat confident, 13% a little confident and 7% were not at all confident.

When comparing the distributions among countries, 40% of multipliers felt very confident in this regard in Romania while 16% had no confidence in payment and booking apps. Lithuanian participants overall displayed low levels of confidence: only 14% are very confident, one third (30%) somewhat confident, 26% a little confident and 7% not confident at all. The portion of respondents who thought that they were not at all or little confident was rather high in Spain – with 30%. Almost the same numbers (29%) of low confidence were found in Germany (see annexes No. 7 – 10).

In addition, the survey aimed at assessing the respondents' skills with and use of online banking services. Results show that more than a third (36%) knows it very well, more than a quarter (27%) is not that assured and a quarter (25%) state a lack of knowledge. Unsurprisingly, the state of affairs differs across the countries: Almost 40% of the Spanish participants state they do not know how to use online banking. Almost half (46%) of the Lithuanian respondents described their usage of online banking as satisfactory, while more than a third (34%) of the Romanian multipliers displayed a high degree of confidence. Around the same number (35%) state they are not so confident, however. Almost half (46%) of the German respondents state they are very confident (see annexes No. 7 – 10) in this regard.

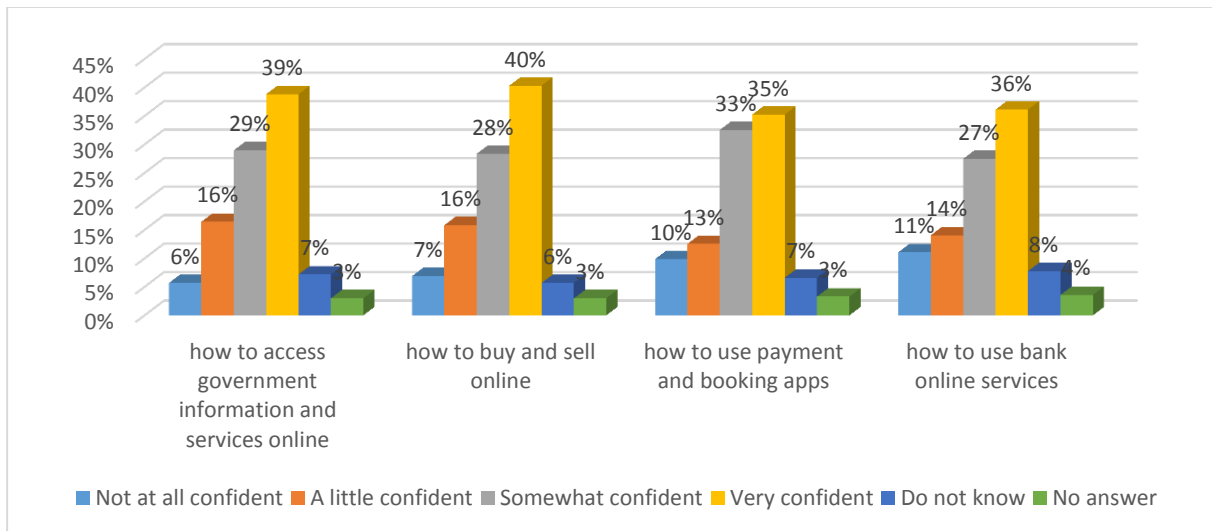


Figure No 33: Skills of multipliers related to different E-services (n=335)

The survey participants also assess their skills related to email usage (see figure No. 34). The majority (88%) of the respondents know how to send and receive emails. Only 5% state they are a little confident and 1% not at all confident. The answers are distributed similarly in all participating countries (see annexes No. 7 – 10).

Participants are less confident when they have to set up an email account on a tablet. About half (49%) of the respondents see themselves as very competent in this task, while about third (27%) are somewhat confident. 19% state that they are either little confident (12%) or not confident at all (5%). Lithuanian multipliers indicated the biggest lack of such skills: 32% replied that they are either a little confident (23%), or not confident at all (9%). Romanian respondents displayed a rather high level of comfort - only 10% noted that they are a little confident (7%) or not confident at all (3%) (See annexes No. 7 – 10).

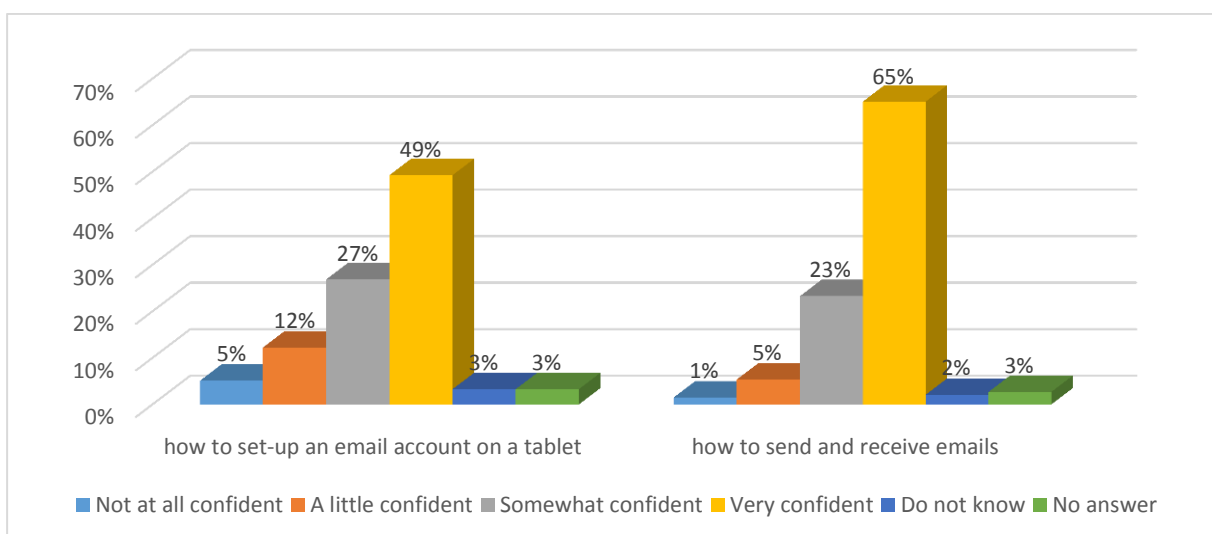


Figure No 34: Email (n=335)

Figure 35 shows that, on average, in all four countries more than half (53%) of multipliers stated that they are very confident in taking and sharing photos; with about a third (29%) being somewhat confident, and 12% a little confident (9%) or not confident at all (3%). Figures by countries show that Lithuanian participants again are less confident in this regard: 19% suggested that they are very confident and even 42% somewhat confident. The others (23%) state that they are not confident. Answers from the other countries do not differ from the average (see annexes No. 7 – 10).

Fewer participants feel very confident when they have to film and share movies (39%), and 22% of them indicated little to now confidence in this field (see figure No. 35).

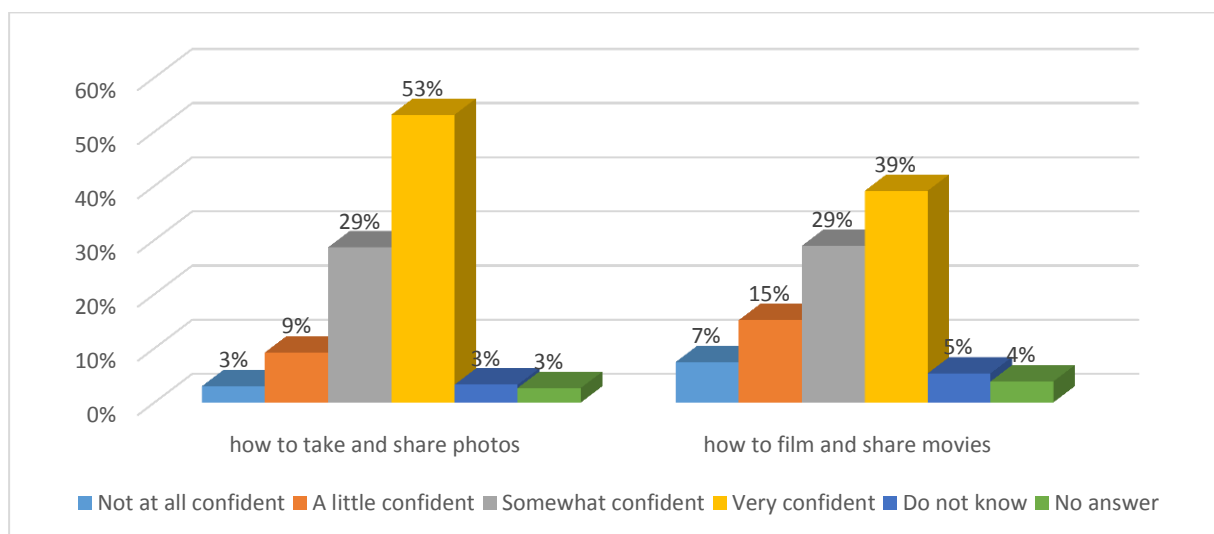


Figure No 35: Multimedia (n=335)

The survey shows (figure No. 36) a rather low degree of usage of various healthcare apps. Only 26% state that they are very confident, a third of them somewhat confident, 17% a little confident and 9% not at all confident. Disaggregated by country interviewees` replies vary widely on this particular topic. In Lithuania (32%) and in Spain (22%), the respondents state that they have not heard of such apps. 27% of respondents in Spain state that they are not confident at all. Almost one quarter (26%) in Romania and in Germany feel very confident (see annexes No. 7 – 10).

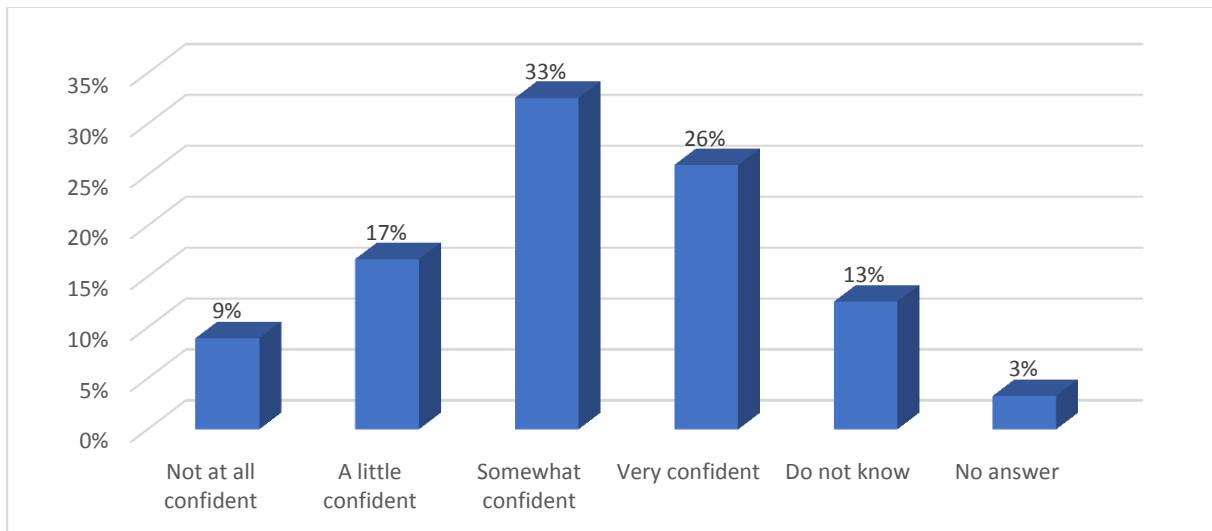


Figure 36: Health care apps (n=335)

Most of the participants know very well how to gather and store information on a tablet computer (see Figure 37). The majority (78%) indicate high (45%) or moderate (33%) degrees of confidence. Only a small portion of respondents (2%) state they are not confident at all. 27% of the multipliers in Spain and 19% in Lithuania characterised their confidence as little (see annexes No. 7 – 10).

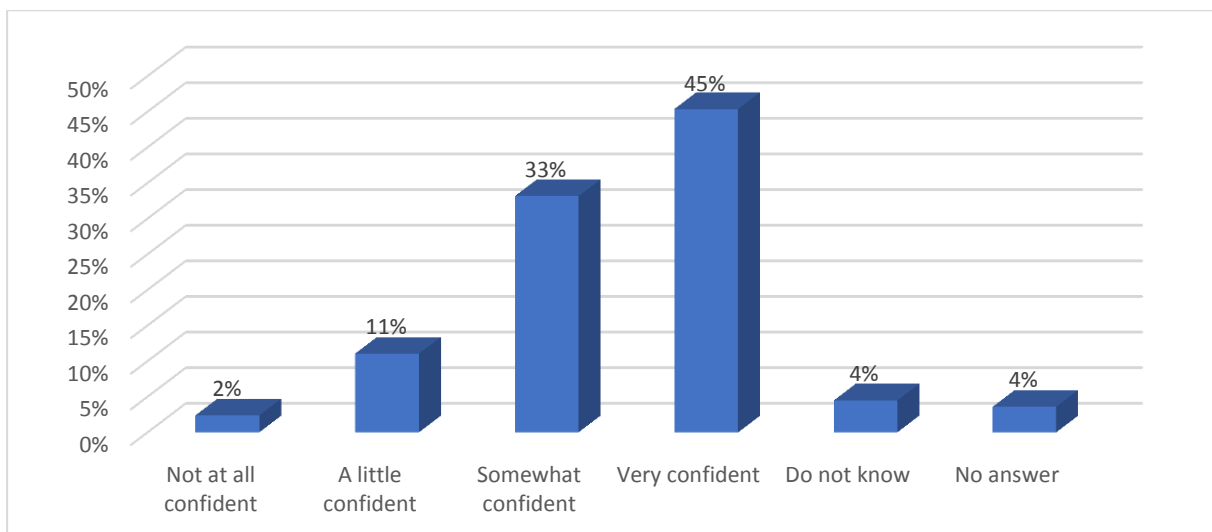


Figure No 37: General information gathering and storage (n=335)

Respondents were also asked to measure their competence in using map apps (see figure 38). 42% of the respondents state that they know those apps very well while 28% state they are somewhat confident in using them. Still, many respondents (20%) replied that they have low knowledge in this field. However, Lithuanian multipliers noted that they have biggest lack in this kind of knowledge. About 40% of the respondents suggested that they are a little confident or not confident at all. Participants in Germany have the highest confidence rate. More than half (56%) state that they are very confident using map apps (see annexes No. 7 – 10).

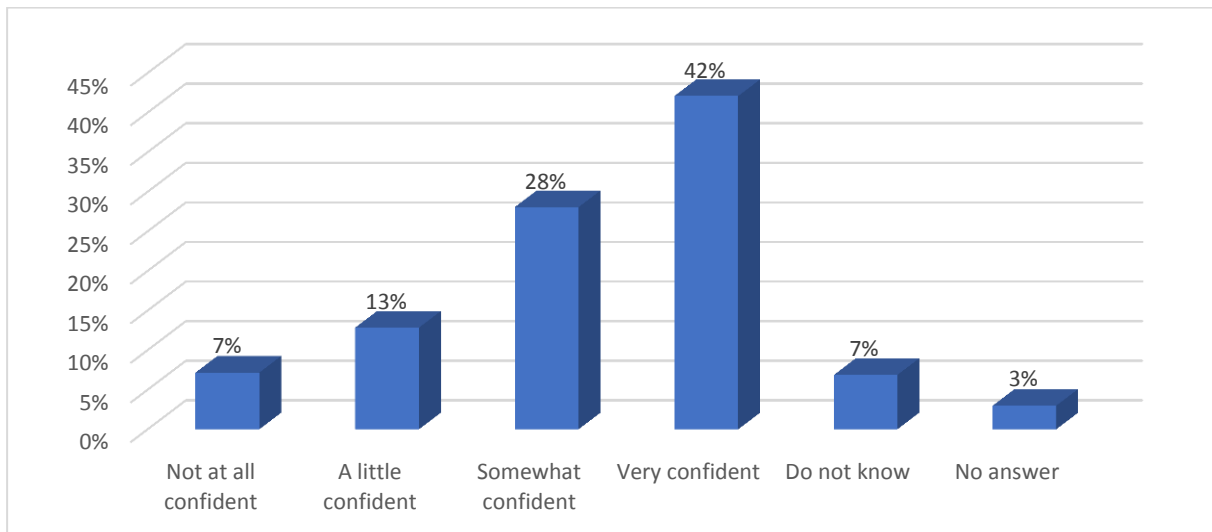


Figure no 38: Usage of map apps (n=335)

Respondents also gave their level of confidence on downloading and reading eBooks (see figure 39). On average across the four countries, approximately 60% assess that they are very confident (34%) or somewhat confident (26%). There is a considerable proportion (27%), who is not at all or just a little confident using eBooks. A significant number (10%) of respondents choose the “don’t know” option. Some national differences are included in the annexes No. 7 – 10). A relatively high number of respondents in Spain (44%) and in Lithuania (38%) suggested that they are a little confident or not confident at all.

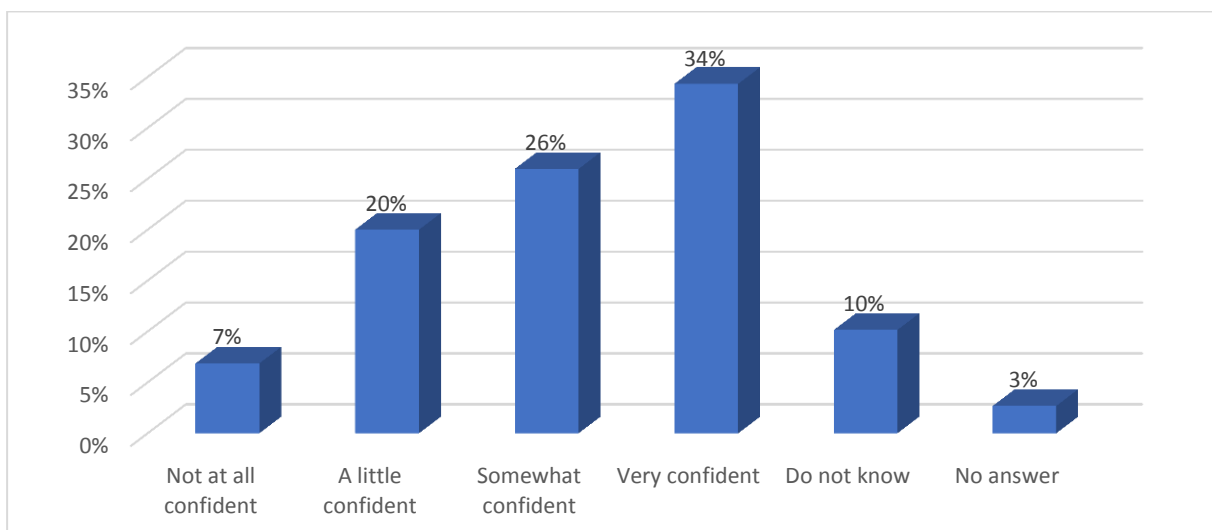


Figure No 39: How to download and read eBooks (n=335)

A considerable proportion (40%) of respondents in all countries estimates their competence on using apps for communication as very well (see figure 40). One third (31%) of them indicated that they are somewhat confident. One fifth (20%) of the

participants displayed a lack of confidence. Only Lithuanian responses differed considerably from other countries on this particular topic. Lithuanian multipliers indicated that they do not know (25%) how to use communication apps. 44% are not at all confident or a little confident, and only 11% are very confident in this field (see annexes No. 7 – 10).

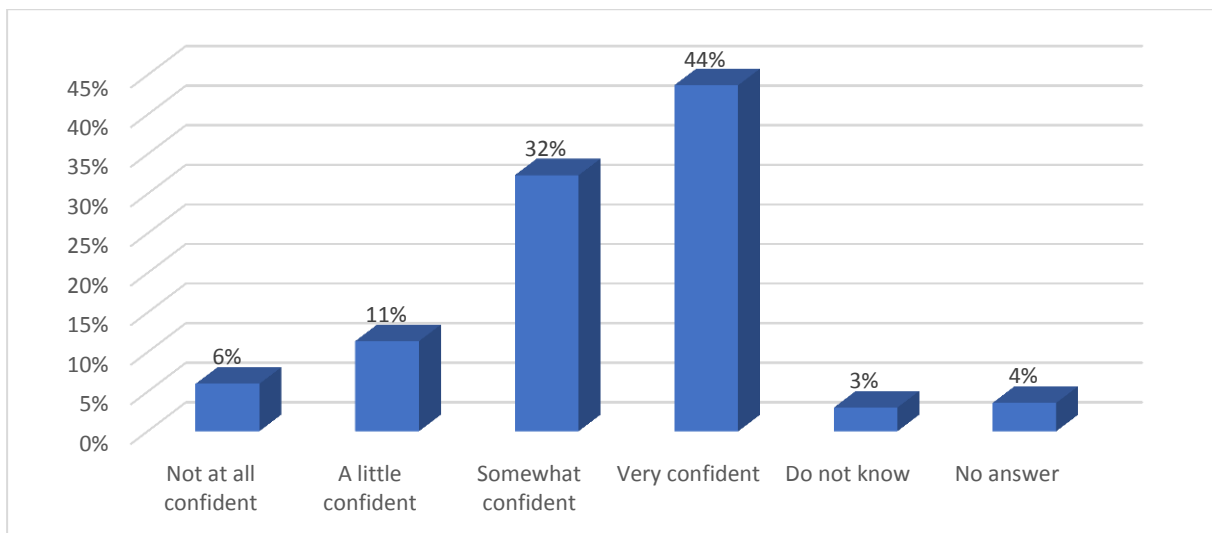


Figure No 40: How to use apps for communication (n=335)

The results of the survey show (see figure No. 41) that the majority (77%) of respondents know how to create text documents with the tablets and only 16% note that they are not at all confident or that they have a low level of confidence. Results among countries vary widely. Participants in Romania rated their competence very high, 74% of them feel very confident and skilful, but only 8% feel not at all or only a little confident. Lithuanian respondents on the other hand feel the biggest lack of confidence in this field. 24% of them are not at all or a little confident. 21% of such participants are in Spain and 14% in Germany (see annexes No. 7 – 10).

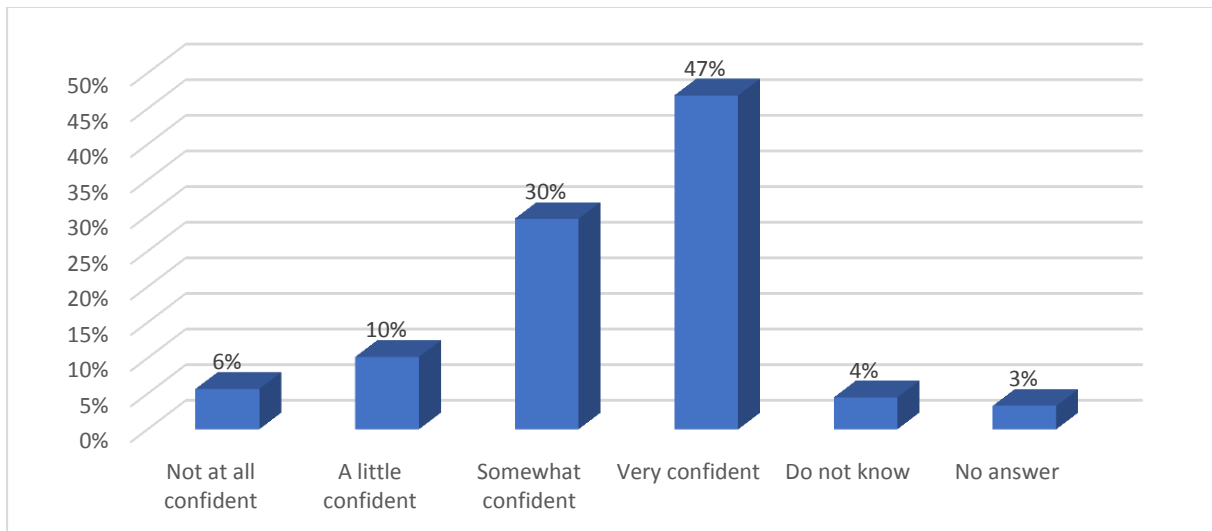


Figure No 41: How to create text documents (n=335)

24% of participants in our survey find it challenging to play games on tablets. However, 30% feel confident and 31% somewhat confident (see figure 42).

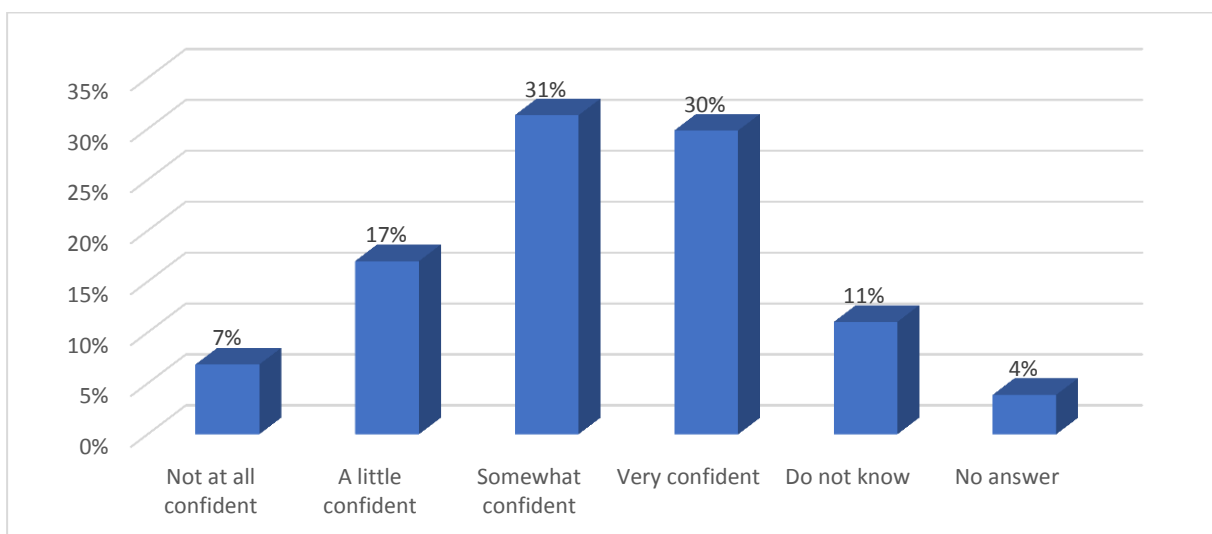


Figure No 42: How to play games (n=335)

The survey participants were asked to assess their current confidence in training senior citizens. The figures displayed in figure No. 43 demonstrate competence of the multipliers in providing suitable learning content for seniors.

Almost a third (30%) view themselves and their ability to transfer knowledge in a simple way as very competitive. 45% assess their confidence in this regard as partial, while 20% state they are not at all or little confident. When looking at the different countries, a tendency to assess self-confidence on knowledge transfer as lower than average can be observed in Lithuania (49%) and Spain (19%). Half (56%) of the respondents in Romania and a third (32%) of German participants are very confident in their ability to transfer knowledge in a simple way (see annexes No. 7 – 10).

The participants were also asked to evaluate their competences in identifying available training resources for seniors. A significant 29% admitted to experience difficulty in identifying such resources. Only 21% state a high degree of confidence and 39% are partially confident. More specifically, half of Lithuanian and Spanish participants do not know how to identify available training resources for seniors. More than third of respondents in Romania and a quarter in Germany state that they are very competent in this area (see annexes No. 7 – 10).

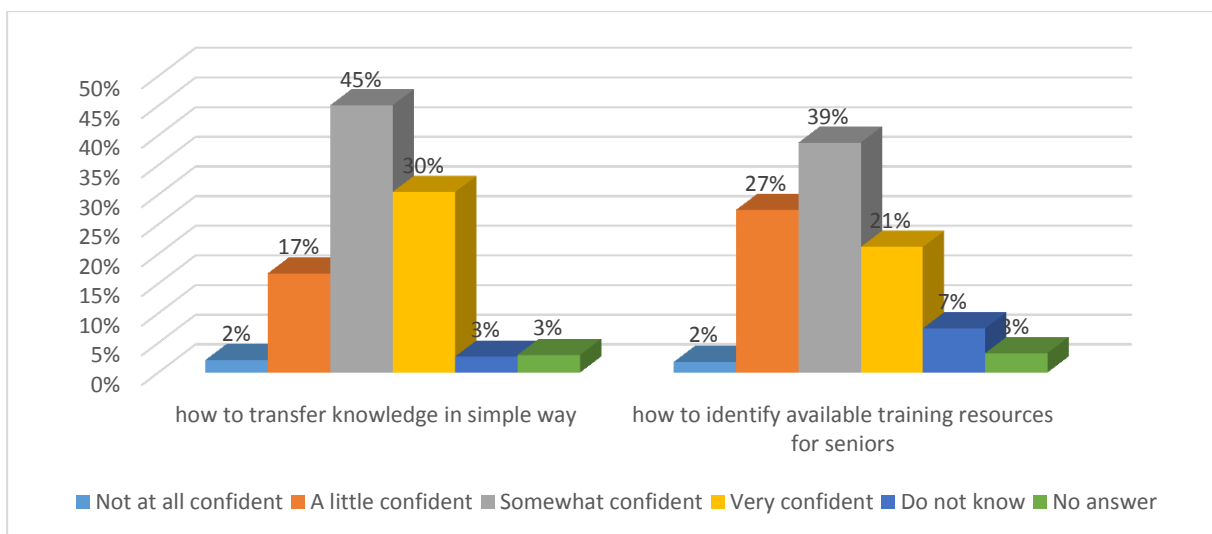


Figure No 43: Learning content (n=335)

The respondents were asked to assess their ability to manage, support and motivate trainees to learn how to use digital devices such as the tablet pc, as well as to support learning styles of seniors. As shown in figure No. 44, about one third of the respondents state that they are very skilful, more than one third assesses their confidence as medium and the other third states they lack confidence in this regard.

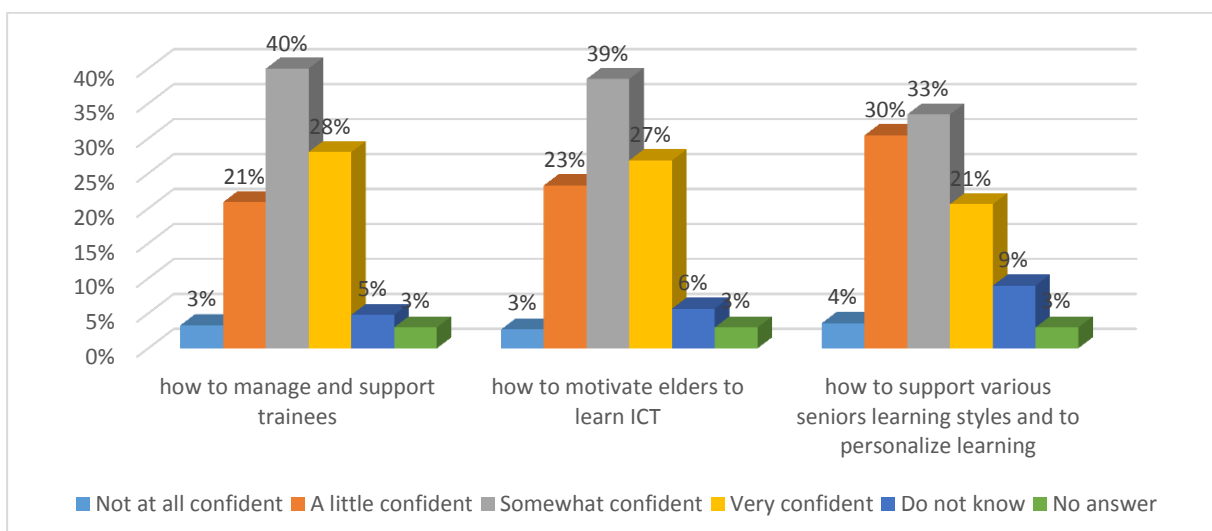


Figure 44: Seniors training (n=335)

In order to get an insight about whether the skills and competences of the multipliers meet the tasks that the senior citizens want to do with tablet pcs, the two variables are ranked and compared in Table 1 below. It can be seen that the competences of the multipliers do not match with the usage preference of the senior citizens. While the senior citizens prioritize the communication with family and friends as a task they would like to use the tablet for, only 40% of the multipliers state that they are very confident in using apps for communication themselves. A similar picture applies for the purpose of finding health topics and advices online. 59% of the senior citizens would like to use the tablet pc for this task and only 26% of the multipliers are confident in using health apps.

Multipliers' confidence in using the functions of the tablet pc			Senior citizens' preferences of the purposes they would like to use the Internet and the tablet pc.	
	very confident		appreciate	
How to send and receive emails	65,07%	1.	70,50%	To communicate with the family, friends
How to connect to the Wi-Fi with tablet	53,73%	2.	70,50%	General searching or browsing the internet for topics of interest
How to take and share photos	53,13%	3.	64,49%	Find and read latest's news/ newspapers/ news magazines
How to set-up an email account on a tablet	49,25%	4.	59,27%	Find information on health topics and services
How to create text documents	46,87%	5.	54,83%	Travel maps/directions
General information gathering and storage	45,37%	6.	53,79%	Write/send/receive online letters
How to use tablet in general	43,58%	7.	51,96%	Find information about food (e.g. recipes)
The basics of staying safe on-line	42,69%	8.	50,91%	Watch movies, images
How to use map apps	42,09%	9.	50,13%	Transport schedules and tickets
How to download, install, and configure apps.	40,60%	10.	44,91%	Listen music or web radio
How to buy and sell online	40,30%	11.	44,13%	Search for local commercial services (e.g. cinemas, concerts)
How to use apps for communication	40,00%	12.	43,86%	Find information about goods and services
How to film and share movies	39,10%	13.	37,86%	Access government information and services online
How to access government information and services online	38,81%	14.	36,29%	Share self-created content e.g. text, photos, videos and etc.
How to use bank online services	36,12%	15.	34,73%	General information how to use various devices
How to use payment and booking apps	35,22%	16.	32,11%	Play games
How to download and read an eBooks	34,33%	17.	29,24%	Use bank online services (e.g. pay bills online)
How to change settings on a tablet device	32,84%	18.	28,46%	Read e-books
How to make security settings and how to update software	31,94%	19.	26,89%	Buy things or services over the internet
How to play games	29,85%	20.	25,33%	Post messages to chat sites, blogs, forums
How to use health care apps	25,97%	21.	20,63%	Sell goods or services over the internet
		22.	14,36%	Dating

Table 1: Comparison of multipliers' confidence with seniors' preferences (multipliers n=335; senior citizens n=383; multiple answers possible)

Learning needs of educating the seniors to use tablets

After having collected participants' opinions on their own skills and confidence in working with tablet computers and with older people, questions related to possible training types/methods were asked. As for the training methods regarded as most suitable, one method stands out – face-to-face training courses in pedagogical use of ICT, favoured by 57%. Online learning was favoured by 46% and ranked as the second most popular form of learning. Other suggested methods (printed out training material, pedagogical ICT support, technological support) were less popular. It is important to notice that the differences among the numbers for the methods are not that big. It can be assumed that learners prefer various types of learning methods. Results are in figure No. 45.

With regard to the country-specific distributions, a majority (81%) of Lithuanian respondents support the face-to-face method, with more than half of those (58%) expressing a need of technological support. The Spanish participants expressed equal interest in online training and face-to-face learning. 63% of the Spanish multipliers indicated a preference for pedagogical ICT support and 56% for technological support. German and Romanian responses almost match the average of the preferred learning methods.

Training Methods:

- **Online training/course in pedagogical use of ICT:**

Trainers supervise the online learning of the learners while the latter learns with online learning material how to support senior citizens with their tablet usage in a pedagogical way.

- **Face-to-face training courses in pedagogical use of ICT:**

Multipliers come together for a face-to-face training in which trainers teach them how to support senior citizens with their tablet use.

- **Printed out training material:**

In contrast to online learning material, the learners receive printed learning material such as instructions. They can use these materials next to their tablet pcs.

- **Pedagogical ICT support:**

The learners receive support

- **Technical ICT support:**

The learners receive support regarding technical issues.

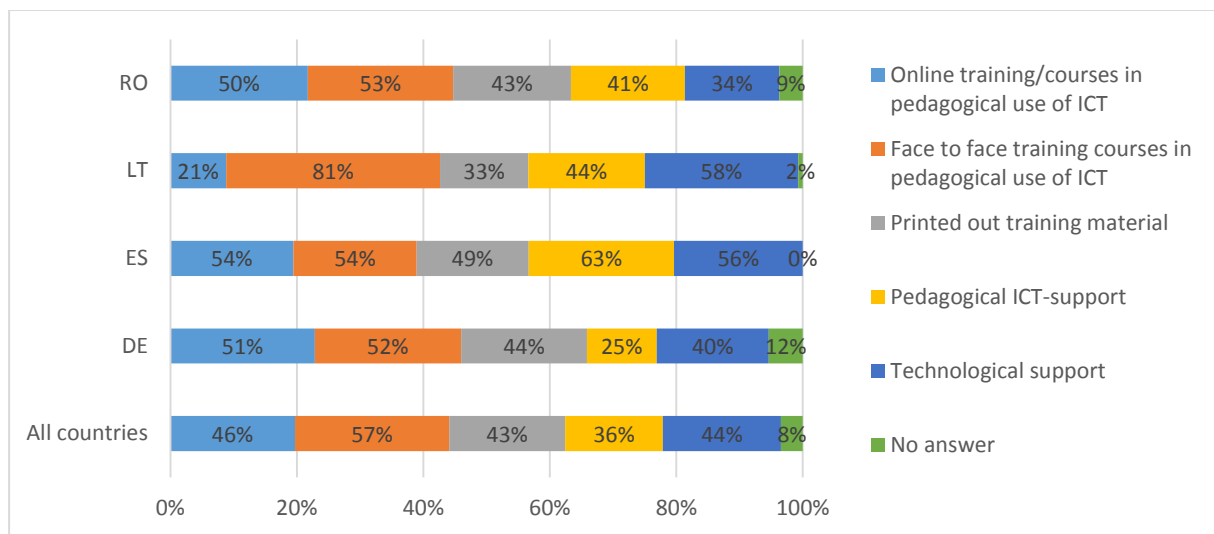


Figure No 45: Preferred learning methods by multipliers (n=335)
(Romania n=70; Lithuania n=57; Spain n=41; Germany n=167)

In order to define and assess the most suitable types of trainings for seniors, the respondents were asked to give their views on what methods of instruction, using a tablet computer, they considered the best fit (see figure 46). Two training methods seem to be the most popular - individual training and teaching in a small similar age group. These two methods are chosen by 64% and 62% of the respondents respectively, with 40% of respondents stating clear and explicit visual instructions as their preferred method. 39% of respondents choose slower paced, low intensity trainings.

The majority of Lithuanian (81%) and German (72%) participants identify individual training as most suitable form of instruction. However, less than third of Romanian and Spanish interviewees choose that form. Teaching in a small group with similar aged people turns out to be the second most preferred training method in all the participating countries.

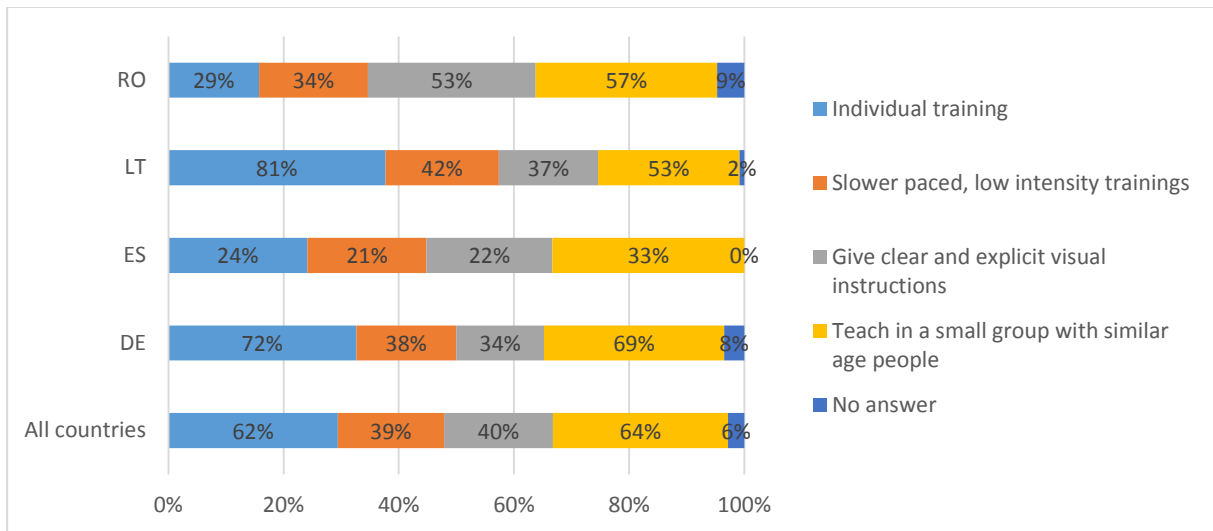


Figure No 46: Training types preferred by multipliers (n=335)
 (Romania n=70; Lithuania n=57; Spain n=41; Germany n=167)

SUMMARY OF THE MULTIPLIERS SURVEY

The survey aimed to provide an overview of the experience of multipliers in the participating countries in the context of: working with senior citizens, particularly with ICT; their confidence in using tablet computers; training seniors as well as their learning needs. The output of this survey will be used to develop training materials within the Connect Seniors to the Digital World project.

The following findings of the survey should be taken into account:

- The age of multipliers. The majority of survey respondents (76%) are 41 to 61 years of age. 62% of the German respondents are even older than 61. Only Spanish respondents are quite younger, with one third being 21 to 30 years old.
- Experience in working with seniors. Most (86%) of the participants work with senior citizens. A minority of 14% either do not have experience at all, or have less than one year of experience. Most of these respondents are from Spain (39%) and Romania (20%). A similar picture was found when looking at the work experience with senior citizens in the field of ICT. Beneficiaries of training curricula should learn new and effective methods for how to work with seniors in general, and for teaching to use ICT in particular. It is particularly important to support the multipliers who have no such experiences yet.
- Working environment: Many multipliers have the possibility to use ICT equipment at work. Personal and tablet computers are most common devices. Almost half of the respondents have tablets, while more than half of the respondents use Wi-Fi or cable Internet.
- Confidence in using tablet computer: A considerable proportion of respondents assess that they are very skilful and capable, or that their confidence in working with tablets depends on the task. Only a small part indicates a lack of confidence here. The training should focus on both kinds of users - those who are very skilful and those who feel a lack of knowledge in working with tablets.
- Confidence in performing concrete tasks using a tablet: The participants were asked to assess their own ability to perform specific tasks on tablets. Almost one third of the respondents expresses a high degree of confidence, almost one third a medium level of confidence and almost one third showed no or very little confidence in this respect. The respondents also assess their ability to perform fifteen concrete tasks. It is important to notice that in thirteen of fifteen given tasks, about 20% of the multipliers state that they are only a little confident or do not know at all how to complete the task. About one third of participants marked "somewhat confident" when playing games, using healthcare apps, payment and booking apps, or apps for communication, gathering and storing information, creating text documents, filming and sharing movies, accessing government information and services online with tablet. Almost half of respondents feel very competitive when they have to take and share photos, send and receive emails and even to

set up an email account. The age of the multipliers has no influence on completing various tasks with tablet computers. Respondents in Germany are older, but they have a high regard of their ability to perform various tasks on tablet. Although Spanish multipliers are among the youngest, they are significantly less confident in the same context. Lithuanian participants feel a lack of knowledge as well. Romanian participants have the lowest amount (12%) of tablet computers at work, but they assess their skills working with this device rather positively.

- Confidence in training senior citizens: Majority of respondents noted that they are experienced in working with seniors, but only one third, or even less, indicated that they feel very skilful on how to motivate seniors to learn ICT, identify available training resources for seniors, transfer knowledge in simple way, manage and support trainees, and personalize learning.
- Seniors' training: Individual training and teaching, in a small group with people of similar age, turned out to be in highest demand in the context of teaching seniors ICT usage with tablets. They are chosen by 64% and 62% of the respondents.
- Learning needs: More than half (57%) of the respondents indicate that the most suitable learning method for them is face to face training courses in the pedagogical use of ICT. Online learning was favoured by 46% and ranked as the second most popular form of learning.

STAKEHOLDERS' SURVEY RESEARCH

Overview

In-depth interviews with experts and stakeholders (face-to-face or phone) were conducted by project partners in January 2017, in order to add further depth to the research. In total 41 experts and stakeholders in the field of promoting digital competence, or in training and/or accommodating senior citizens, were selected by the project partners to participate in stakeholder interviews.

The purpose of the survey was to determine institutional requirements in seniors' ICT education. The survey included questions related to the current level of provided services for seniors; what needs to be improved; how to increase institutional impact; and what the training requirements of the staff members are.

Table 1 indicates the number of interviews conducted, distributed by country and by type of organization. Organizations were classified as:

- Public libraries that make an important contribution in providing access to electronic information and training in digital literacy for elderly people.
- Senior citizens organisations that provide various educational programs and services for elderly people in the field of ICT. It includes Seniors Computer Club Berlin, the federal association of organizations of senior citizens and others.
- Academic institutions providing various trainings for adults and senior citizens.
- Seniors Retirement Homes where educational programs are delivered directly to seniors at their living place.
- Various stakeholders from different organisations related to promoting the effective use of technology in daily life. Representatives from centre for rural assistance, the association for the integration of people with disabilities and others.

	Germany	Lithuania	Spain	Romania	Total
Public Libraries	4	5	1	2	12
Various organizations of older people	4	0	0	1	5
Educational institutions	0	3	6	0	9
Retirement Home	1	2	0	1	4
Other stakeholders	2	0	3	6	11
Total	11	10	10	10	41

Table 1: Interviews by country and by interviewee type

For these interviews, each respondent was asked to give feedback on the following questions:

- Has your organization had an opportunity to teach digital skills to seniors? What kind of learning activities have you been able to offer to seniors in this context?
- How would you rate the current level of services for seniors in the digital skills area in your institution? How does it need to change or to improve?
- Are you prepared to offer training in the use of tablet computers to senior citizens?
- Do you have all the resources needed to train seniors to use technologies? What resources do you have and what resources do you need?
- How would you rate the capacities (motivation, time, resources) of your employees to guide senior citizens in usage of tablet computers?
- How can we be helpful to your organization in engaging and supporting seniors to use information technologies?

A full list of participants who agreed to be named as respondents is provided in Annex 11, Interviewees by country.

INTERVIEW ANALYSIS

The analysis of the interviews is broken down by topics. The feedback was filtered to properly present divergent or consensual opinions on the same issue.

Opportunity to teach digital skills and activities within an organisation

The majority of the participants state their organisations offer opportunities to seniors to acquire digital skills. Only several organizations mentioned that they do not provide such services. Some respondents noted that they do not provide anything concerning ICT. Learning activities are usually provided *“in two ways: individually and in groups”* (Lithuanian stakeholder 6). It is important to notice that in some cases organizations do not provide activities specifically for senior citizens, *“but many activities are well visited by senior citizens because they meet the topics of interest”* (German stakeholder 4). Various types of group activities for seniors are provided: workshops, training courses, computer clubs, conferences, consulting hours, and various other project activities. All these activities are about general ICT usage. Usually, seniors are taught to use a computer as a tool, but *“now we find that most of our seniors are actually asking for training on mobile devices - phones, tablets”* (Spanish stakeholder 1). Group activities are organized by the employees or in partnership with various NGOs and other organizations.

Seniors are individually consulted by tutors, multipliers and other staff. For example, *“three multipliers come to the retirement home and support the senior citizens with tablets”* (German stakeholder 4); *“they have an online library and for that a consulting hour”* (German stakeholder 5); *“she is doing the mobile media service by herself,*

which means she visits 15 to 20 senior citizens per day that are mostly between 80 and 100 years old. She brings books and materials from the library that they have ordered to their home or retirement homes. She carries a tablet with her and shows it to the senior citizens” (German stakeholder 7). Technical support for the seniors is provided as well.

Few organizations mentioned that activities were provided only during projects and *“once the project finished, we basically stopped doing anything about digital skills”* (Romanian stakeholder 7).

Current level of services for senior citizens within institutions

It is difficult to measure the current level of services for seniors in the respondents’ institutions. When answering this question, most of them focused on stating how to change and improve these services. Thus it can be assumed, that half of the respondents rate the current level of services as sufficient, and the other half rate them very well, insufficient or do not provide such type of services at all. Still, the general opinion on this question can be described by this statement *“There is always something to improve”* (German stakeholder 11).

Four areas for improving services for seniors in the area of digital skills were suggested. These are: human resources capacity, updates of training material, equipment, and motivation of seniors to learn ICT.

Participants indicate that programs offered are *“a bit out of date and we would like support in updating the services we offer in this area”* (Romanian stakeholder 10). They state that *“the material is often too complex and extensive, and not practical enough, so we need more material for the tablet use that is readable (e.g. screenshots) and easy to understand, with step-by-step information”* (German stakeholder 3). On top of this, a problem related to seniors’ usage of different devices (computers, smartphones, tablets, etc.) has been noticed. *“The training to use Smartphones and Tablets becomes very complex because of the heterogeneous devices that the persons own”* (Spanish stakeholder 3)

Other participants speak of employees’ shortage of competences in this field. *“In order to improve the level of teaching of the digital skills, it is needed to strengthen employees’ competences how to work with different programs, with e-government, e-banking, etc.”* (Lithuanian stakeholder 6). *“Also, it would be very useful if employees would receive professional training on the newest technology, practical usage of different ICT tools, applications and programs. Today employees are learning by themselves”* (Lithuanian stakeholder 10).

Respondents report that they need more technical equipment as well. *“We need more computers (laptops) to provide better services”* (Lithuanian stakeholder 2) or *“More tablets are needed, because the trend is that senior citizens increasingly like to use tablets”* (German stakeholder 1).

Service providers for digital skills state that in some cases, elderly people do not have enough motivation to participate in activities. They think this is because senior citizens do not know why they should use ICT or “*because the elderly in the rural areas have a very conservative way of living*” (Romanian stakeholder 9).

Readiness to offer trainings for the use of tablet computers to senior citizens

A considerable number of respondents already provide trainings for the use of tablet computers to senior citizens, or are ready to do this. However, they identify some problems:

- “*Currently there is staff that works with senior learners, already offering that kind of training, but not in a structured way (to have some materials or guidance would be good)*” (Spanish Stakeholder 2);
- “*It is very challenging, it is because of the specific needs that seniors have, also their worries, or preconceived ideas they have built (security, privacy, or other problems seniors have, or think they have)*” (Spanish Stakeholder 10);
- “*We would like to increase the quality, impact and effectiveness*” (Spanish Stakeholder 3);
- Due to different tablets, settings and other issues, it is difficult to provide such type of trainings.

Almost one third of the respondents’ state that they are not able or do not know how to train seniors with tablets. The reasons vary from participants not having the necessary materials or tablet computers to the staff not having the necessary knowledge.

Recourses

Only a few respondents indicated that they have all necessary resources to train seniors to use ICT. Most of them indicated a need for more up to date equipment (computer, tablets, smartphones and other), staff qualification and training materials for senior citizens. “*The big problem is the training of our staff and how they will be able to transfer their knowledge to the elderly they care for*” (Romanian stakeholder 2). Lots of various training resources could be found on the internet “*but the forums and other tutorial pages (or YouTube) are not user friendly. To have a platform that provides those resources in a clear and organized way would be wonderful. Finally, for those learners that still are not engaged with the tablets, it would be good to have some materials (easy to see, review, very graphical) about the advantages they could obtain when learning to use Tablets*” (Spanish stakeholder 6). Usually participants say that they have equipment but they note that “*the most important challenge is the problem that equipment gets old. If an organization wants to provide good quality services, the software and hardware has to be renewed*” (Lithuanian stakeholder 10).

Capacity of employees to guide senior citizens

When assessing the capacity of employees to guide seniors, the respondents indicated the following problems: lack of extra staff, extra time, and lack necessary competences and training material. When answering this question the respondents say *“Limited. Employees are motivated, but they do not have enough right competences”* (Lithuanian stakeholder 1) or the *“Staff needs to be trained and also material (as course books, tablets) should be provided”* (Spanish stakeholder 4). A lot of participants’ state *“the capacity is very low due to the time constraints”* (Romanian stakeholder 2). Some of respondents indicate that they need more staff: *“We would need to find permanent volunteer(s) or hire someone who would be dedicated to work on the digital inclusion of the seniors”* (Romanian stakeholder 7). In conclusion, *“If the organization has tablets, trained employees and a program, it is a very realistic plan to teach seniors on technology”* (Lithuanian stakeholder 6).

Seniors@DigiWorld Project Support

The majority of the respondents state that they would like to receive *“training for employees (distance and face to face); training material (with illustrations and video films); training for users (basic and advanced computer literacy training)”* (Lithuanian stakeholder 10). With regard to the trainings, the interviews also indicate that *“support in learning different OS” is needed “so that trainers can support senior citizens with their own tablets”* (German stakeholder 1). Talking about training material, the participants indicate a need for *“good didactical material that researches the following questions and is based on their answers: for what should senior citizens use the tablet? What are their needs? (German stakeholder 3)”* Additionally they want *“something that keeps the learners practising once the training has ended”*. Furthermore it was suggested *“to create a network between all seniors that keeps them motivated to keep learning, sharing, meeting (physically and virtually) and discovering new things. This could be a learning community (Spanish stakeholder 2)”*. A few of the stakeholders would like *“to have some best practices from organizations that provide these kinds of courses from a longer period”* (Spanish stakeholder 5). Respondents *“would need help in reaching the elderly, what is often difficult”* (German stakeholder 2) as well. The stakeholders recommend that trainings should be not offered without first consulting them and the target group: *“Suggest first instead of offer that kind of activities, to make a dissemination activity to show the advantages, benefits and the potentialities”* (Spanish stakeholder 4). Some of the respondents note that they need equipment for organizations.

SUMMARY AND RECOMMENDATIONS

41 respondents participated in the qualitative survey and provided additional information and added context and depth on the following topics.

The majority of the respondents reported that they do indeed provide various learning opportunities for seniors. Instruction takes place individually or in groups. Various types of group activities for seniors are provided: workshops, training courses, computer clubs, conferences, consulting hours, and various project activities. On an individual level, senior citizens are consulted by tutors, multipliers and other staff. Usually, seniors primarily learn to use a personal computer at libraries. A learning programme should include various activities and methods focused on training seniors to use ICT. Sharing practices in this regard was also described as a worthwhile idea.

Services being provided for seniors can be rated in the following way: half of the respondents rate the current services as sufficient, while the other half rate it to be either very well, insufficient or state that they do not provide such type of services at all. Four areas have to be improved: capacity and competences of the multipliers, training materials, equipment, and the motivation of seniors to learn ICT.

In conclusion, a learning programme should include different activities and methods of instruction for seniors; it would be good to have a possibility to share various practises of such work.

The project's outputs should help to solve problems in these areas:

- To have relevant and personalised training and learning material for seniors on how to work with tablet computers.
- The necessary ICT and andragogic competences of employees in the work with senior citizens.
- Outline methods of motivating seniors to learn ICT.

The project should help to solve the problem with the lack of the equipment as well. Purchased tablets from the project budget will help to show the seniors the benefits and the advantages of the tablets and the Internet. In this way, it can be expected that senior learners will increase their interest and motivation and buy new tablets (it was noted on the senior learners surveys that the price of a tablet was not the major issue).