ECOM+45 questionnaire analysis: global results

With contribution of the partners:

AULA DE MAYORES DE LA UNIVERSIDAD DE MÁLAGA
E-SENIORS ORGANIZATION
FEDERAZIONE NAZIONALE DEI PENSIONATI- FNP-CISL
NET-MEX INNOVACIOS ES OKTATÓ KFT
SA NOORED TEADUSES JA ETTEVÕTLUSES (YSBF)
INTELEKTI LTD

September 29th 2010

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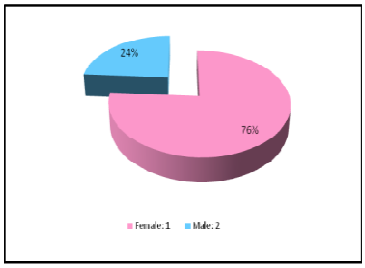

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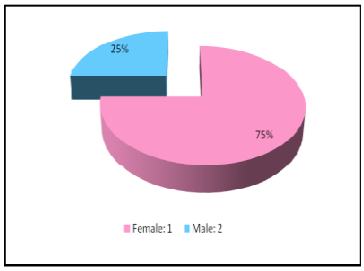

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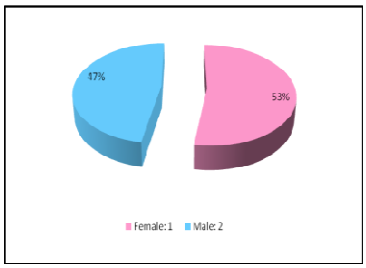

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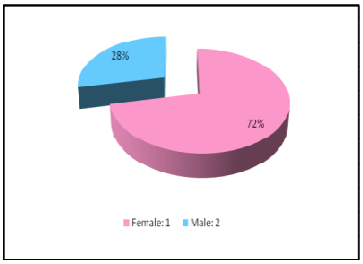

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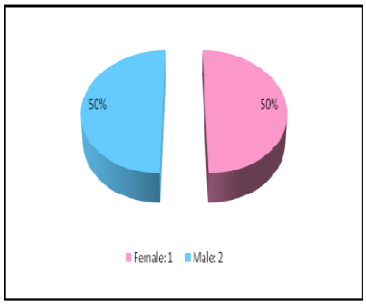

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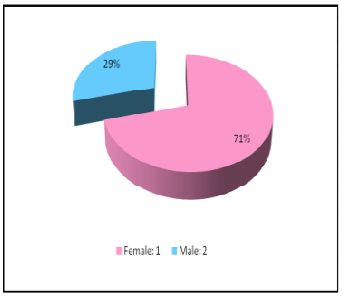
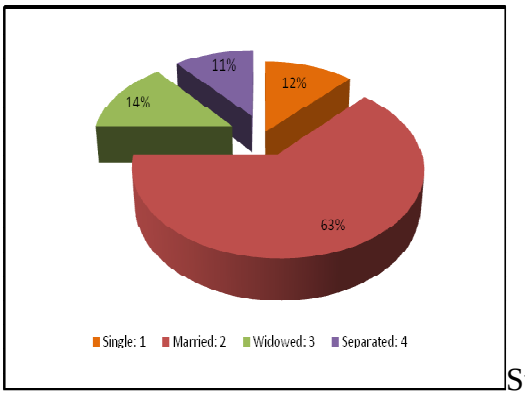


France

Figure 1: Distribution of respondents by sex: rose, female; blue, male

The ratio between male and female students in the six organizations involved in our project is almost equal. As it is presented in the charts, the large majority of students are women. The only exception is Italy, where the ratio of male/female students is almost equal, and Hungary, where the result is exactly 50/50. Comparing the results and analyzing the responses of every chart, we may conclude that in all organizations women are those who are more likely to develop their skills and participate actively in the lifelong learning process. In Bulgaria and Estonia, and to some extent in Hungary, the female students are aged 45 – 60, which implies that most of them participate in ICT courses because of their need to increase or change their professional qualifications, since they are still of active working age, and in most cases, women occupy positions that require good IT skills. In Spain, Italy, Hungary and especially in France, the majority of females, who attend courses, are over 60 years of age, which means that their interest in ICT is probably generated by the wish to extend their general knowledge, to learn something new, useful and interesting, which in turn helps senior people communicate confidently and effectively, and not suffer an isolation due to the fact that most of them are pensioners and they have less social contacts.

2) Marital status



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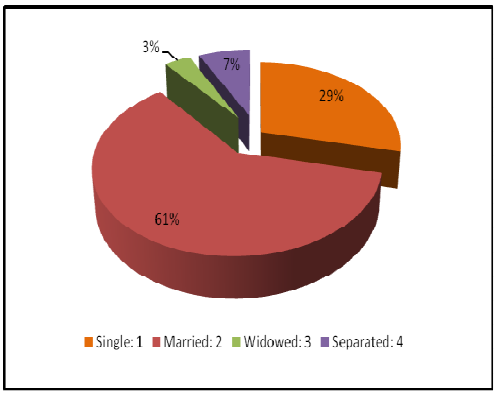

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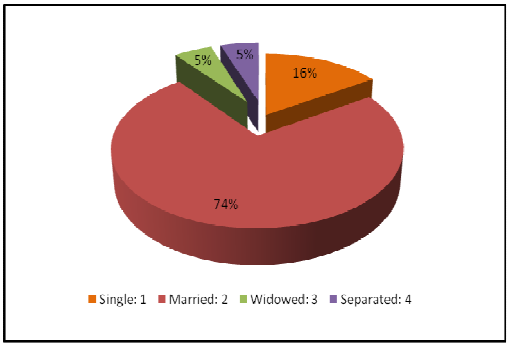

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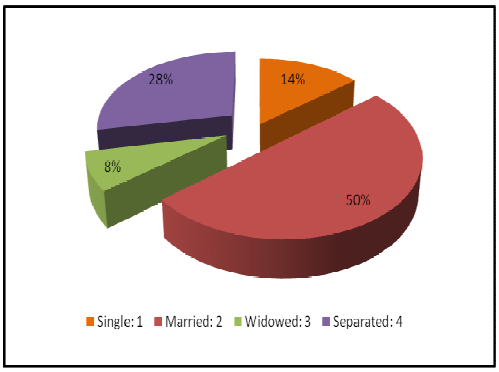

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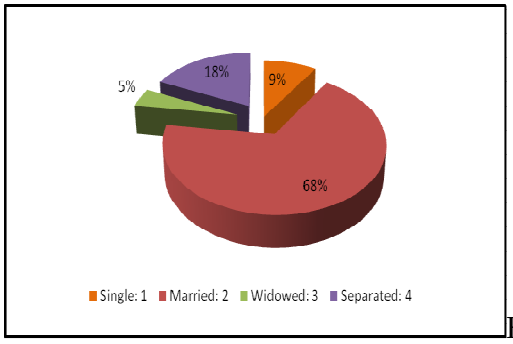

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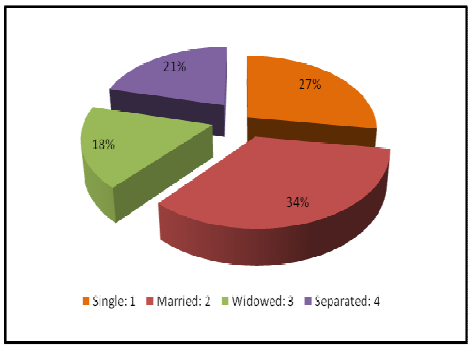


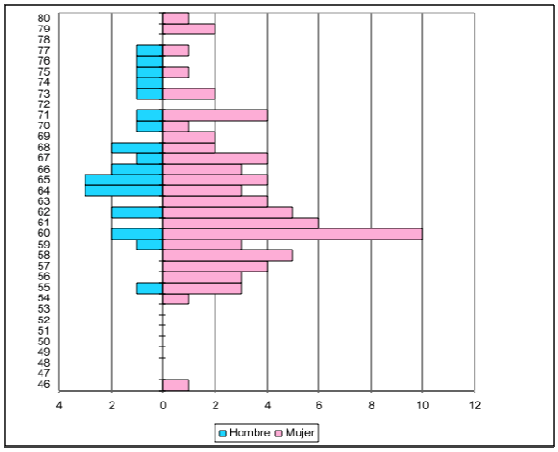
France

Figure 2: Marital status

In regard to students' marital status, it can be noticed that in France the four groups - single, married, widowed, separated have almost identical values, with slight preponderance of the married, while in the other countries, this group has the biggest share. Since the lower age limit of our students is set at 45, it is normal that most of them have already established families; some of them are widowed or divorced. In Italy and Spain the share of divorced is relatively small. This could possibly be explained by the significant influence of the Catholic Church, which considers family values as some of the most important. In Estonia, the number of the married is exactly half of the total number of students. In Bulgaria, the share of the

married is big as well, to some extent it is due to the fact that a big number of students attend ICT courses to be able to communicate with their children who live abroad.

3) Age



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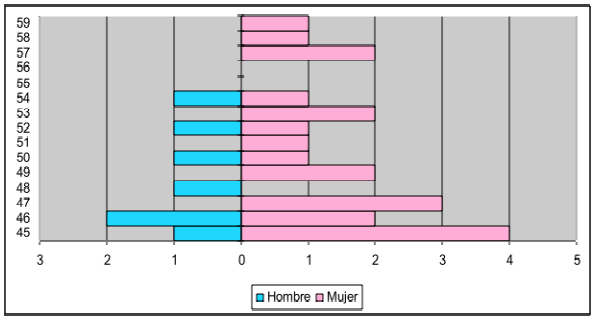

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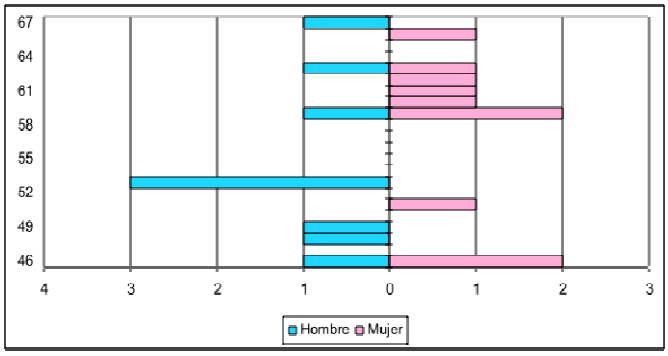

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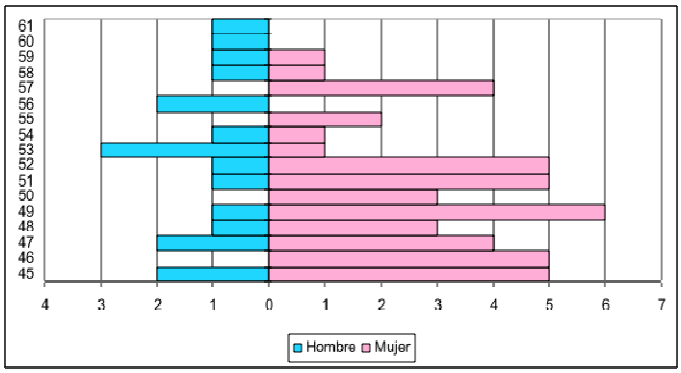

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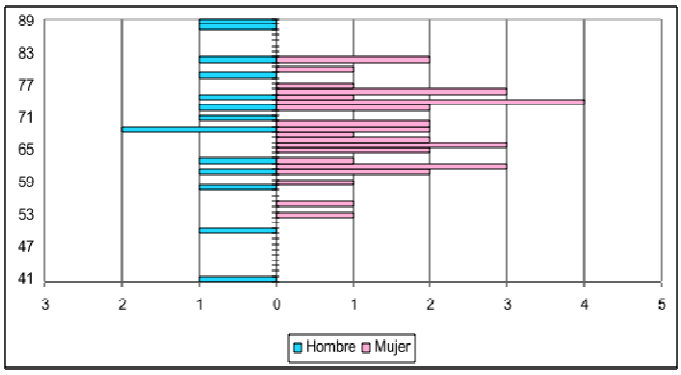

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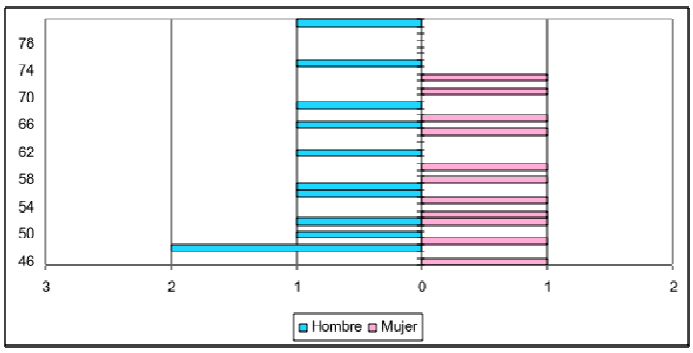


Hungary

Figure 3: Distribution of respondents by age

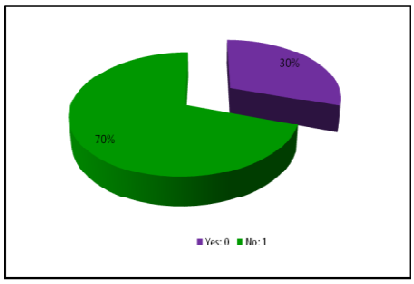
The age range of students in partner organizations is the highest in Hungary, Spain and France - students are aged 45 to 89, and the largest group of students is in the age range of 55+.

As mentioned in the analysis of Q1, the interest in ICT courses in those countries is largely due to people's desire to explore new perspectives, to acquire new knowledge to revive their social life, and thus achieve personal satisfaction and intellectual development.

In Bulgaria, Estonia and to some extent in Italy, the students are in the lower age limit – 45 to 61. In Bulgaria, this is mainly due to the fact that elderly people are more reserved to accept the modern technologies, not because they do not understand them or do not want to study because they consider themselves too old to study. In both organizations, the largest is the group of students aged 45 to 50. These people are more active in acquiring knowledge of modern technologies. Most of them are working or seeking work, which requires them to have

adequate knowledge and skills and continuously study. In Italy, most of the students are retired, but they lead an active social life as volunteers or employees. This is largely determined by the nature of the organization participating in the project, i.e.Trade Union of retired workers, so it integrates the elderly people.

4) Do you live alone?



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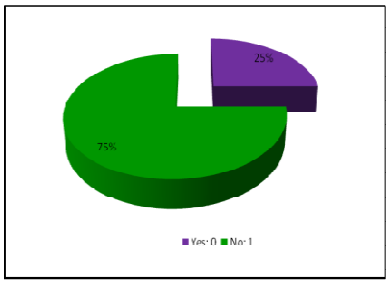

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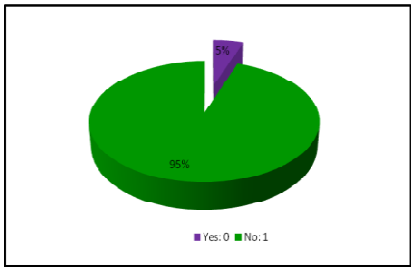

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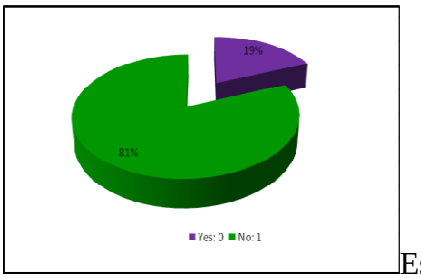

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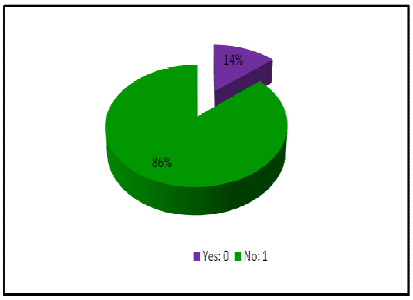

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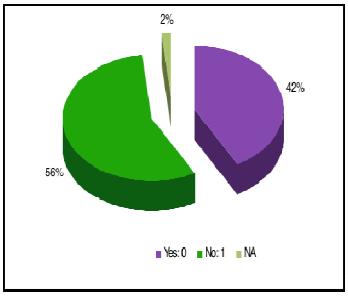
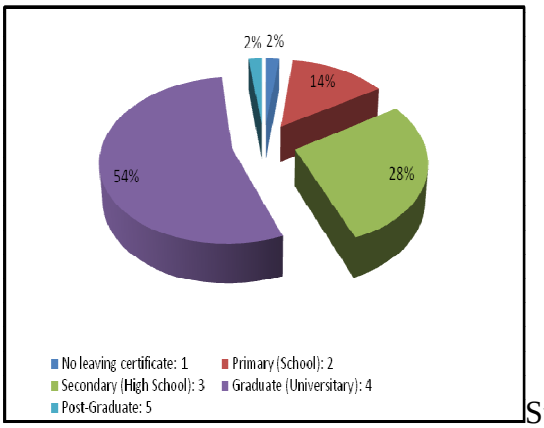


France

Figure 4: Family status of respondents: green, living married or with relatives; purple, living alone

Most students have given a negative answer to this question, because as it was presented here above, the majority of them are married, and those who are divorced, widowed, or marked "single" for their marital status, may live with relatives or partners without an official marriage. Only in France the situation is slightly different – the percentages are almost equally divided between both groups. This is probably due to the fact that according to the graph in Q 2, the total number of the widowed, divorced and those, living alone is greater than the number of the married.

5) Qualifications



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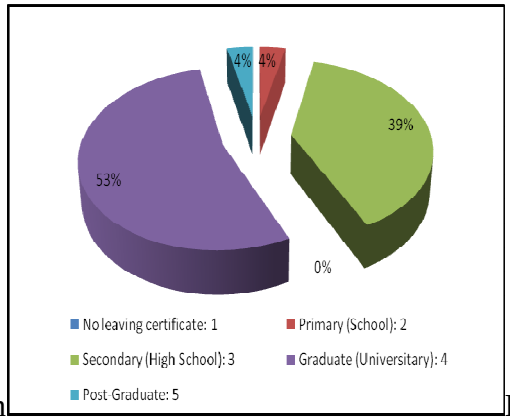

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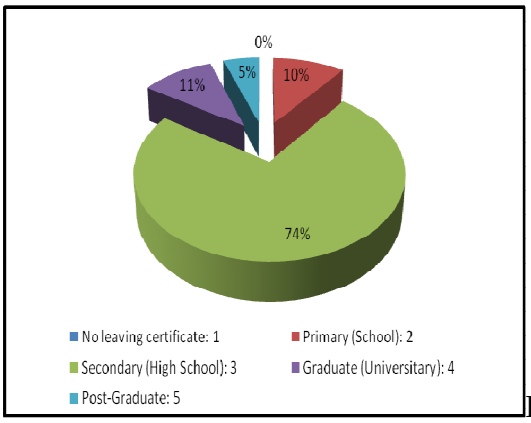

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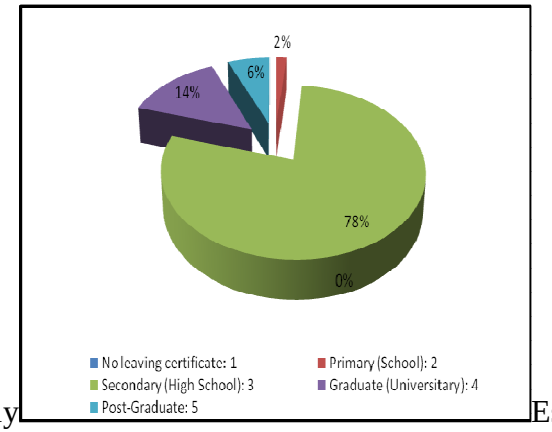

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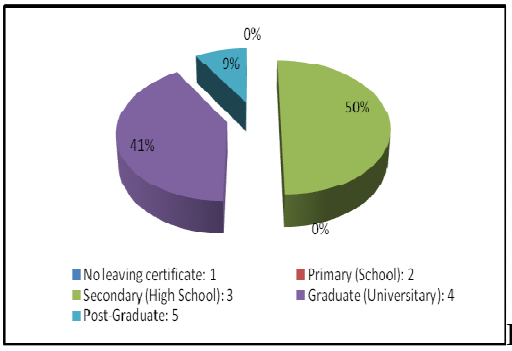

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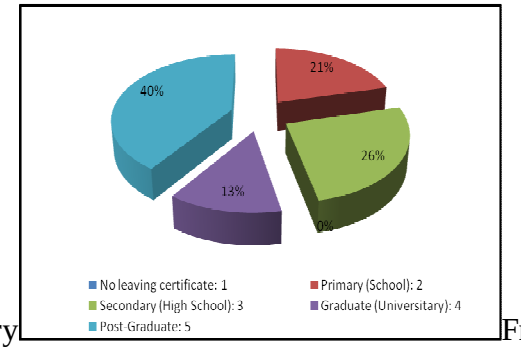


France

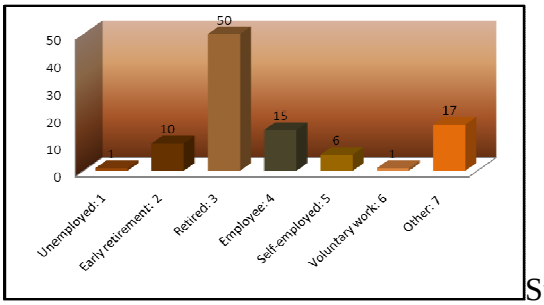
Figure 5: Distribution of respondents by sex: rose, female; blue, male

As a whole, the level of education of the ICT students from all partner organizations is high, as the majority of them have secondary or higher education. A relatively small number of people have lower or no education. In France, the biggest share are the post-graduates; in

Spain and Bulgaria - the people with higher education; in Italy and Estonia – most of the students have secondary education; and in Hungary, there are two main groups of students with secondary and higher education, but also there is a small number of post-graduates.

The results presented in the charts are not surprising, in view of the fact that usually people with higher education are willing to extend their knowledge and they are interested in attending various courses and trainings. People aged 45+ belong to the generation which was not given the chance to study computer sciences at school, except for the youngest of this age bracket. Thus, these people are almost completely unfamiliar with the modern computers. However, computers are widely used in almost every sphere of our personal and professonal life, and for this reason people are urged to find ways to keep with the times if they want to feel comfortable at work, find a better job in a new field, or expand their knowledge and social contacts.

6) Current occupation/job



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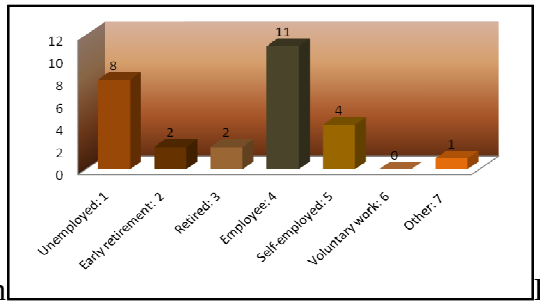

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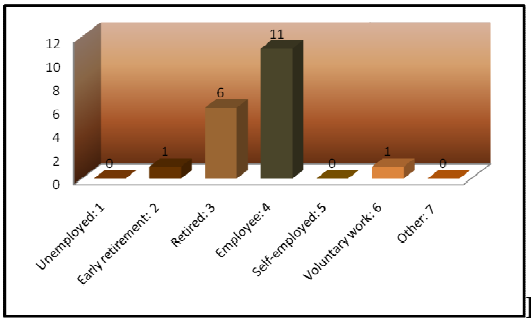

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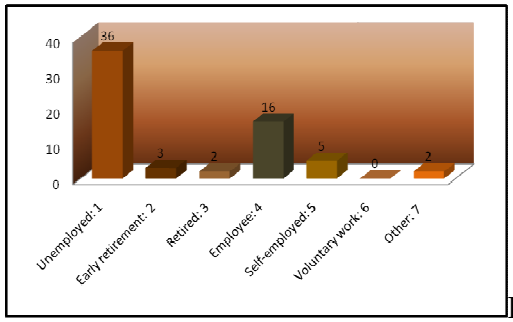

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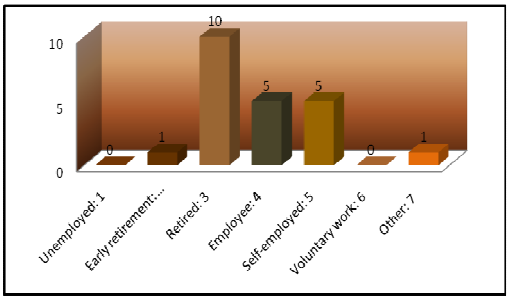

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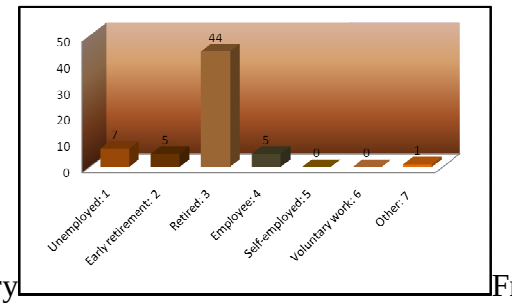


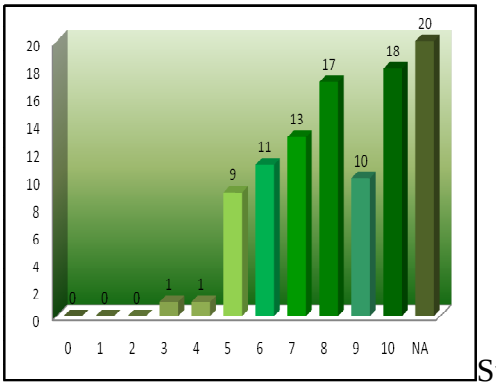
France

Figure 6: Distribution of respondents according to their employment or job

It is evident from the charts that in Estonia and Bulgaria the highest number of students are unemployed or employees, in Spain and France – the highest number of students are retired, in Italy, the highest is the number of employees, followed by te retired, and in Hungary, the majority are retired, followed by the employees and the self-employed with equal percentage.

As we have seen in Q3, the students in Bulgaria and Estonia are in the age bracket 45-60, i.e. at working age. This fact explains the results presented in the charts – the main purpose of the students in both organizations is training and qulification in order to find a better job or start own business. The high percentage of the employed people presented in Italy's chart is due to the fact the most of the students attending ICT courses work for Fnp-Cisl, so they seek training adequate to their professional commitments, the rest are retired or volunteers who are engaged in FNP – Lega. It seems that voluntary work is not quite popular in the countries of the other partner organizations. Spain and Italy are the only countries where volunteers work. In regard to early retirement, Spain and France have the highest percentage of representatives. In France, the term "early retirement" has been referred to adults who are exempted from work because of financial or professional reasons.

7) Need to learn how to use ICTs



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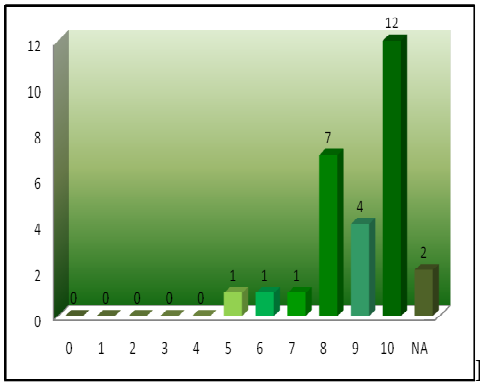

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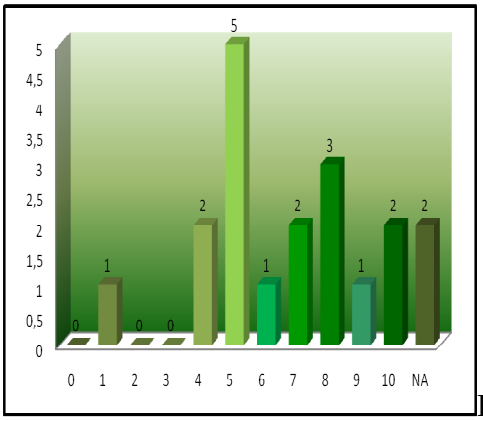

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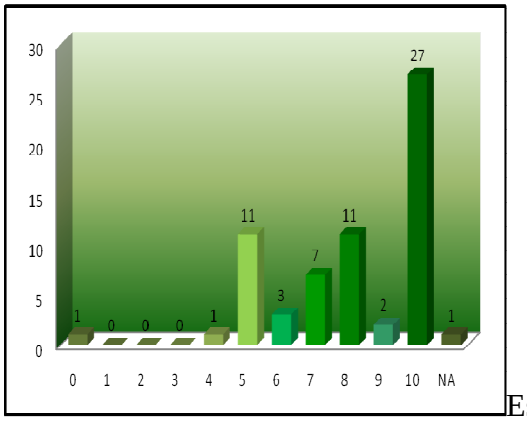

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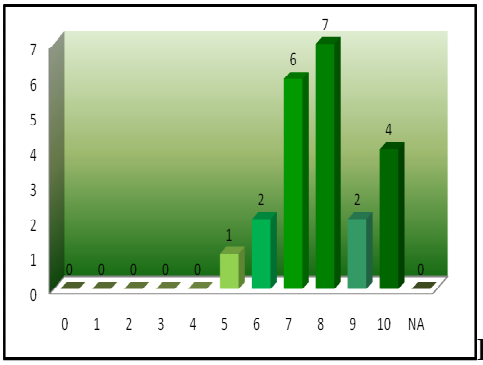

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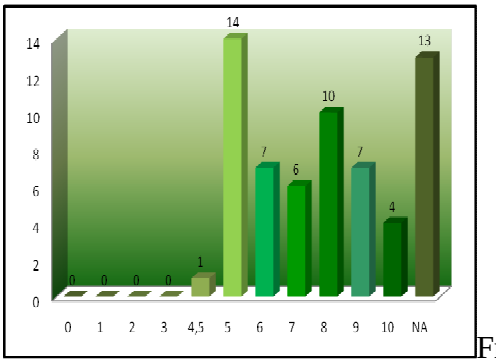


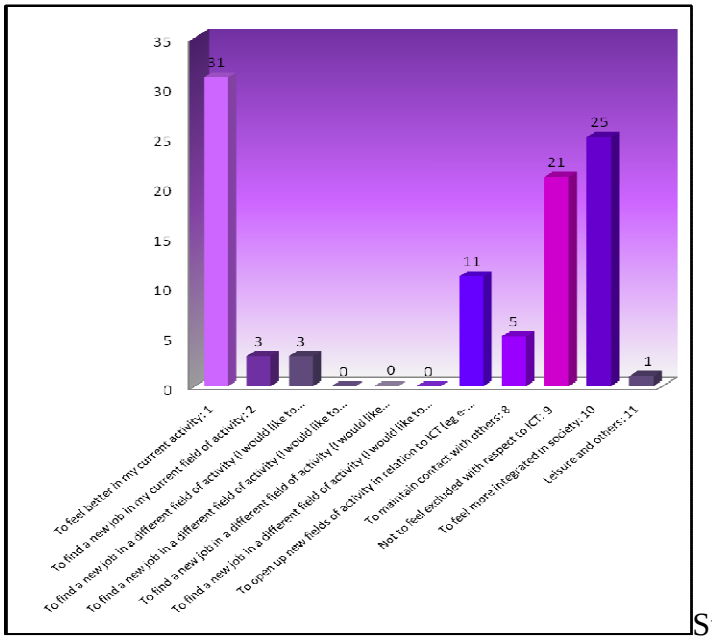
France

Figure 7: Degree of need to study ICT. Range from 0 (no need) to 10 (high need)

The results for each partner organization demonstrate that students' choice to attend ICT courses is made on purpose. It is clearly indicated that in all partner organizations, students have assessed their need of ICT study with a grade higher than 5.

In Spain and France, the number of students who have not answered this question is relatively high, which is hard to be explained. At the same time, in Spain, Bulgaria and Estonia, the highest number of students have indicated the highest degree of need to study ICT.

8) Interest in ICTs



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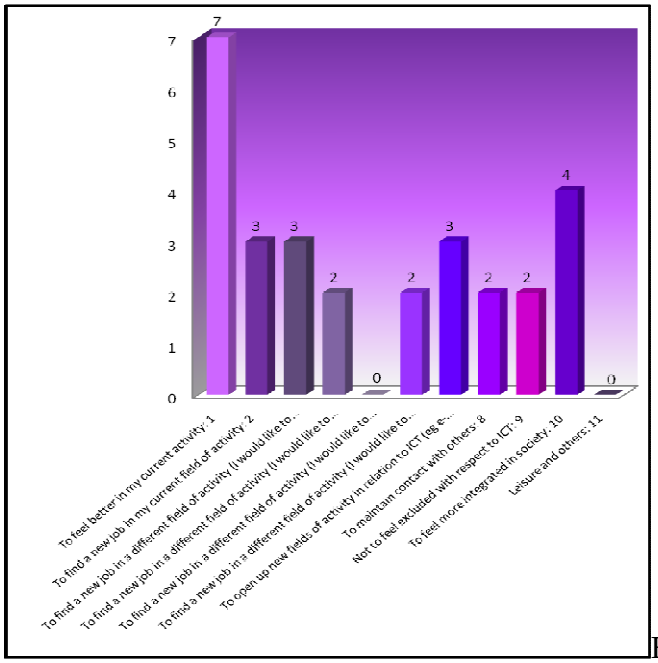

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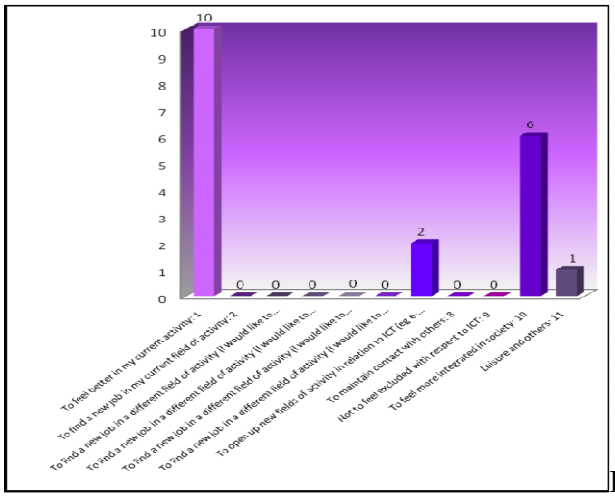

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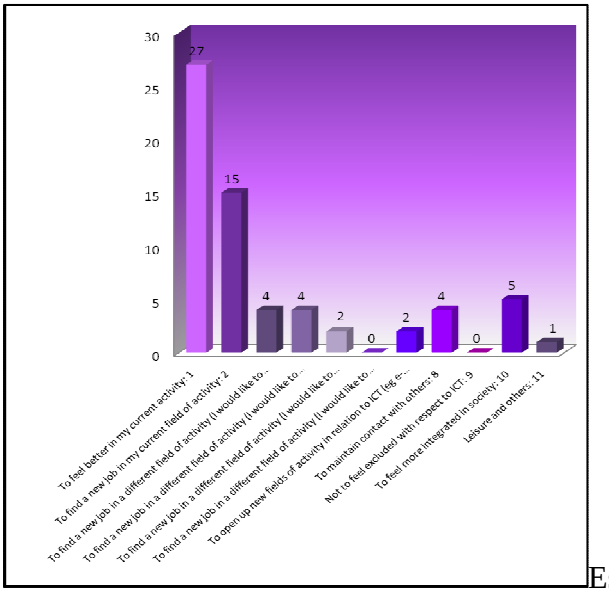

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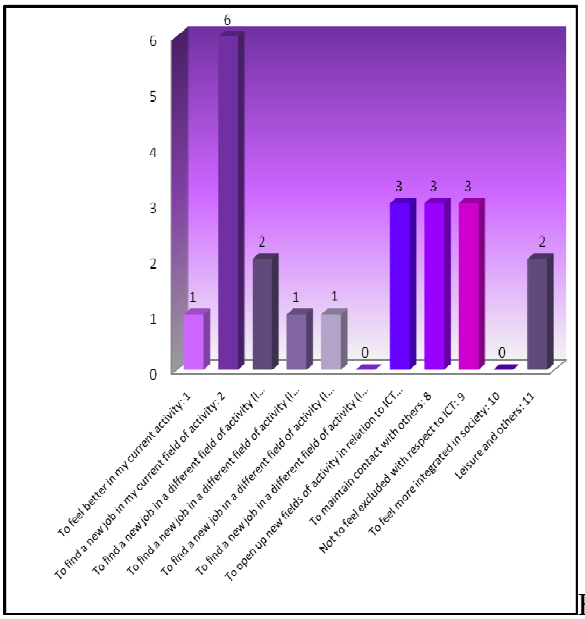

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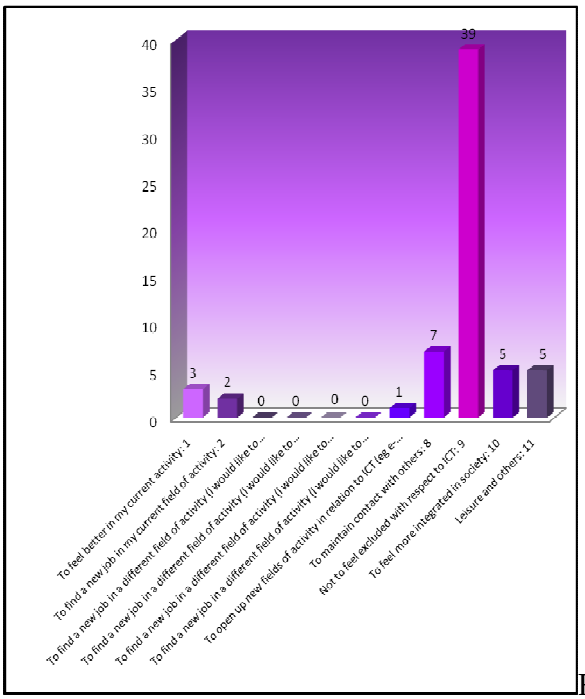

France

Figure 8: Reasons to study ICT

In four of the partner countries – Spain, Bulgaria, Estonia and Italy - the majority of students have indicated that one of the reasons to study ICT is - To feel better in my current activity. In Hungary, most students have indicated the answer - To find a new job in my current field of activity. According to the studies made, students want to learn how to use the Internet for social networking and information search, i.e. to be able to work with social networking sites and search engines. Interestingly, in France, two thirds of the students have chosen the answer - Not to feel excluded with respect to ICT. Relatively few students have marked as a reason to study ICT - Leisure and others. This answer has been given mainly by students from France and Hungary, Spain, one student from Estonia and Italy and none from Bulgaria. One of the probable reasons is that people, subject of our study, are still getting familiar with the variety of ways to apply their newly acquired computer knowledge and skills, especially for leaisure activities.

9) What do you mainly use ICT for?

The answers to this question can be classified into three groups: the group formed by Bulgaria, Italy and Estonia (Group A), the second one made up by Spain and France (Group B) and a third group to which only Hungary belongs (Group C).

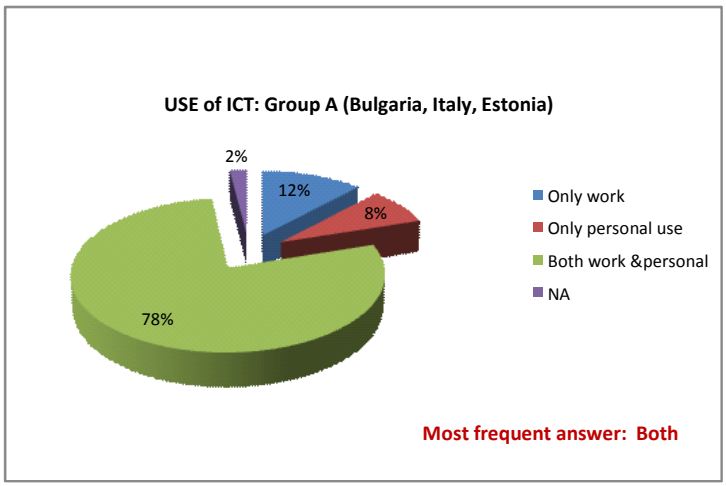

Figure 9: Use of ICT (ES, FR)

Group A: Most of the respondents (78%) use ICT both for work and for personal needs. This result is not surprising since New Technologies has versatile application. Only a few people in this group uses ICT just for one thing or the other. Reasons likely to explain this may be the lack of a computer at home for a certain amount of informants, in the first case, or a profession in a field which does not require the use of a computer, in the second one. It should be highlighted that only 8% of the interviewed sees in the ICT a useful tool "only for personal uses". Interestingly, the Italian partners believe that this fact reflects that a vast majority of the group does not have a proper perception of the potentiality of ICT in terms of improving personal perspectives and leisure time.

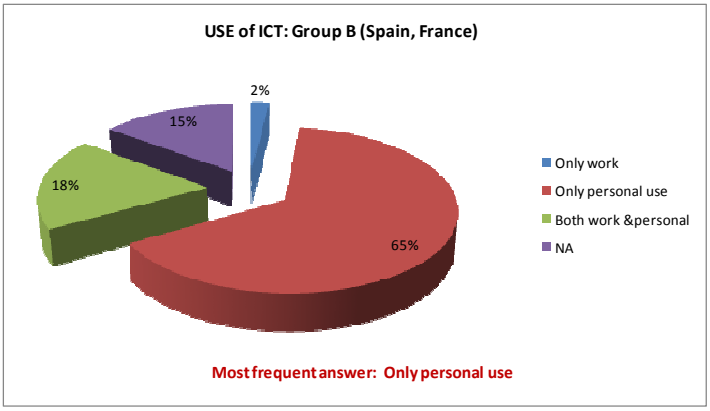

Figure 10: Use of ICT (ES, FR)

Group B: The prevailing answer to this item is “only for personal use” (65%), a result certainly not unexpected once we keep in mind that most people in group B are retired or unemployed. People in this group affirm being aware of the advantageous position that being competent at using PCs brings you and consequently, that they use them for different personal aspects of their life, something which underlines the potential of ICT to enhance the possibilities of a much better quality of life.

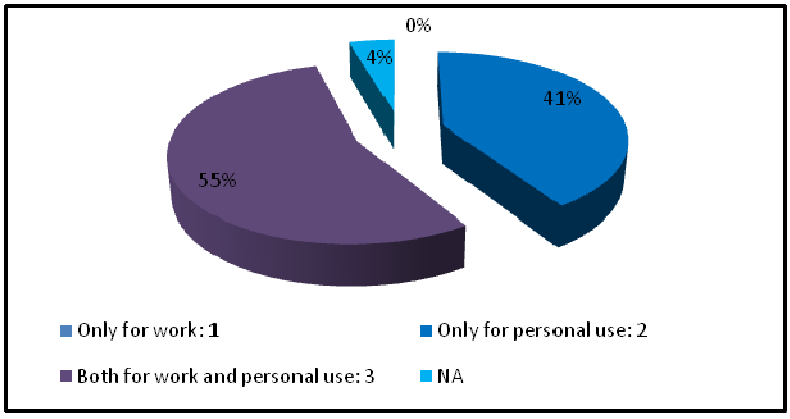

Figure 11: Use of ICT (HU)

Group C: In the Hungarian case, 41% of the answers given to this question are “Only for personal use” and a 55% of the answers are “Both for work and personal use”. As we see, the group seems almost completely divided into two halves as the members of the first group — beginners who are retired and thus are not present in the labour market—, mostly chose and ticked the option regarding a personal use. The members in the other group considered important the use of ICT both for personal and for work reasons. Being still active participants of the labour market, they see the use of ICT as something absolutely ordinary in their daily work.

10) State those ICT that you have at home and use regularly

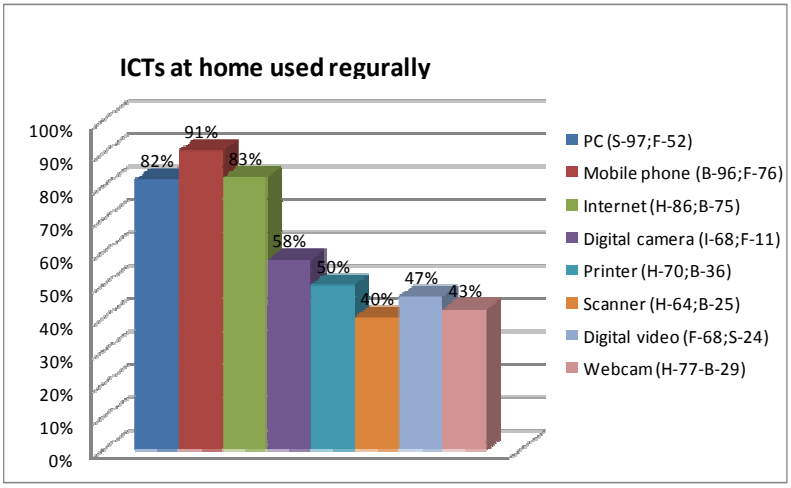

Figure 12: ICT at home used regularly

On average, 82% of the learners have got a computer. Percentages range from 52% (for the students in France) and 97% (for Spanish students), as indicated in the brackets (S-97;F-52) on the right of the chart. Note that the percentage of French students having computers at home is rather low. This could be partly explained by the fact that students have access to computers during ICT courses.

The percentage of students who have an Internet access at home is 83% on average. The most outstanding electronic device (91% on average) is the mobile telephone.

For the rest of ICT considered in this question, the percentage of students that have any of them at home and use them regularly goes about 50%. Many of them do have or, at least, seem to be acquainted with the use of a digital camera (58%) and 47% of them have used a video camera as well. Once more, the percentages of the French students that use digital cameras is significantly poor, probably as there is again a misunderstanding of what the term "digital cameras" really encompasses. Being it so, the amount of people whose answer is "no" is close to the 90%. Probably, it has been widely assumed that most pocket digital cameras also include a video filming capability.

Half the learners can use a printer whereas 43% are acquainted with the use of web cameras. Scanner appears as the least popular device.

All in all, everyone uses different kinds of ICT at home. Accordingly, we can easily conclude that people have basic knowledge about modern technologies so what they are taught in class is not something completely new for them. Maybe needless to repeat, the mobile phone and the computer with internet access are integral ordinary constituents of everybody's daily life.

11) Can you count on someone to help you if you have problems when using the ICT?

Again, the answers to this question can be classified into two different groups. On the one hand, 77% of the students in Bulgary, Italy, Estonia and Hungary (group A) are straightforwardly helped in case they find obstacles when using the ICT. On the other hand, 67% of the students in Spain and France (group B) have nobody to help them if this occurs.

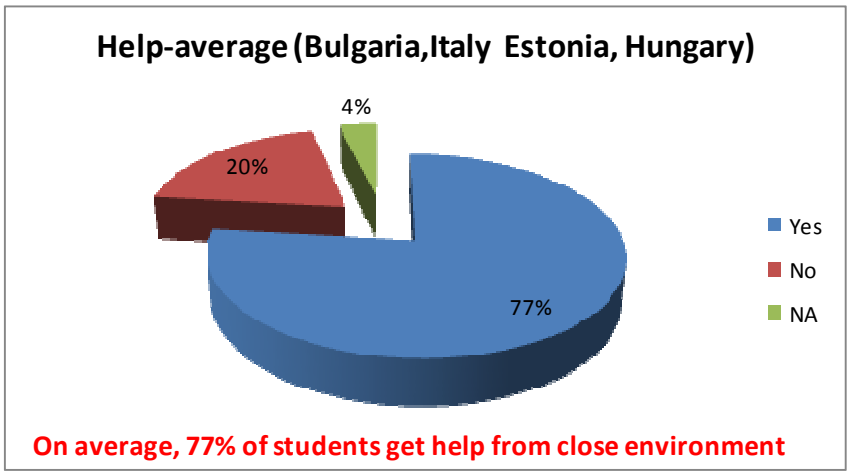

Figure 13: Help when problems (average) (BU, IT, EE, HU)

Group A: The vast majority of the students (77%) express that they may count on somebody if they need help with ICT. Of course, people are eager to learn and they use various means to achieve it, no matter if they are able to attend courses or not. Assistance from their close environment (colleagues, relatives, friends) is very important because they can get an (almost) immediate answer when they have doubts or find problems, so that the learning process is not hindered. Thus the learners can go through the entire process without withdrawing from acquiring the contents of the course.

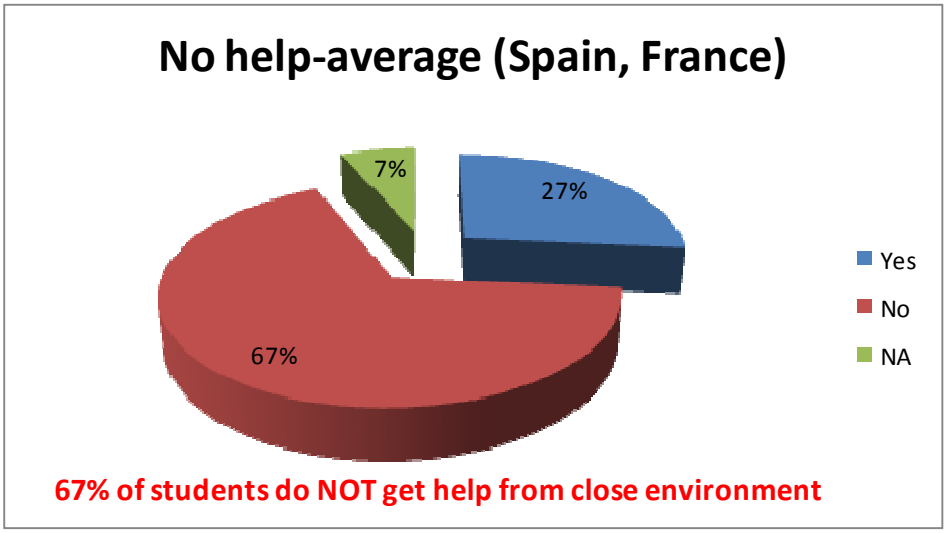

Figure 14: Help when problems (average) (ES, FR)

Group B: Most of the students in Spain and France claim that they are not easily helped in case a hindrance emerges while using the ICT. Due to the importance of any kind of close help system for elder students, we would like to suggest at this point the development of a system of consultation in such a way that learners could feel supported as regards their daily uncertainties concerning the effective use of ICT. An example of this could be the settlement of a body of technological volunteers that should perform either as on-line or present tutors or consultants, the same as it already happens in other different institutions.

12) Who helps you if you have problems when using the ICT?

Because the answers given by the French students are overtly different from the others', the following chart summarizes the results of the rest of participants (Group A). Globally, most of the learners in this group (46% on average) are helped by a relative if a problem emerges while using the ICT. Friends and workmates are also of help, as they are frequently resorted to in order to give a hand (19% and 13% respectively, except for the case of Italy, where a 37% of students are supported by workmates). However, teachers are not regarded as critical in order to find out a solution when students find a problem (5% of the learners on average believe so). In the case of Spain, figures change and a group of 16% of them do obtain help from their teacher.

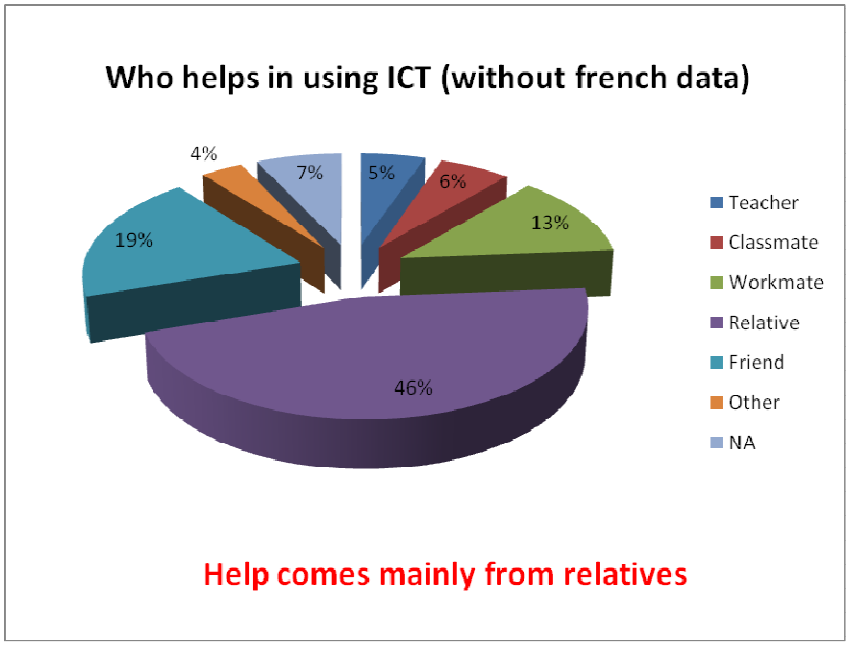

Figure 15: Most of respondents are help by relatives and friends when they have problems (average)

It is essential to underline at this point that the average results appeared in the chart just above may be confusing. In some cases, this question is answered by all the students, even those that marked "No help got at home with ICT" in the previous question (item 11). Obviously, they have ticked the option "No answer". But in other cases, only those students who answer "yes, I get help" to question 11 have ticked any of the options offered in the 12th question. So, the number of "NA" answers adds confusion to the figures obtained and then the global percentages are strongly affected.

In summary, the average results in Group A should be carefully interpreted because they do not reflect accurately the true opinions of students in this regard. The older learners are usually helped by their grandchildren or other younger relatives to get a better understanding of certain ICT processes. Their need of help is directly related to their age, as learners are above 45 and easily get blocked when pursuing the development of ICT skills. They feel uncertain, and they rather prefer to ask for help to members of the family or friends than to the teacher or classmates. Several learners report to ask to their colleagues at work when they find a hindrance that prevents them from progressing on their task.

In the case of France, a 53% percent of responders state “having the possibility to resort to somebody for help” to question 11. However, answers to the item “Who helps you if you have problems when using the ICT?”, are shocking if compared to the previous ones: 52 students out of 102 give no answer, whereas 23 simply reply “others”. Only a group of 21 depend on their teacher or a friend to solve their difficulties. This denotes a clear need for education and/or training on support of this sort.

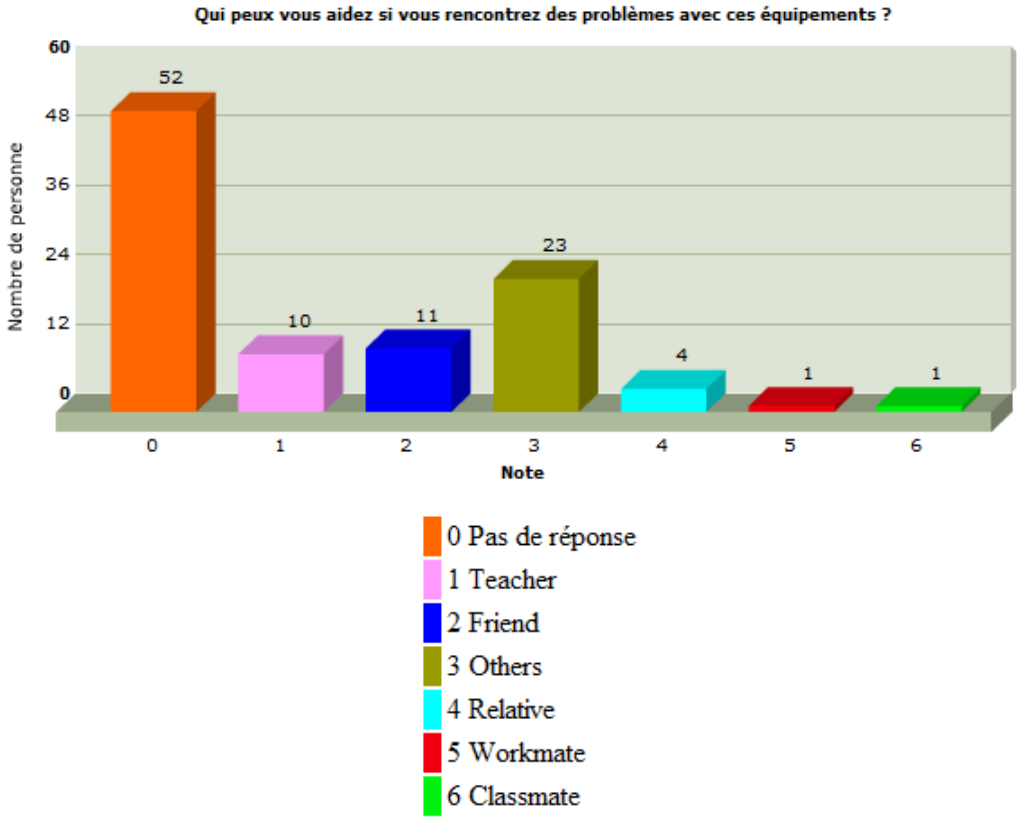

Figure 16: Most of students in France do not answer or respond as Other to the question “Who help you when you have problems”

13) What do you use your PC for?

A detailed analysis of the use of PC gives evidence that our students mostly make an instrumental use of the computer, mainly as a text processor and to surf the Internet. However, in a majority of the cases they do not use to the same extent many of the possibilities that the PC offers (such as database, accounting, multimedia, photograph retouching, and so on). Interestingly, the results are quite different from some partners to the other. For this reason we consider convenient to divide the answers to this question into two groups. Group A shows the results of Bulgary, Italy and Estonia and Group B encompasses the results of Spain, Hungary and France.

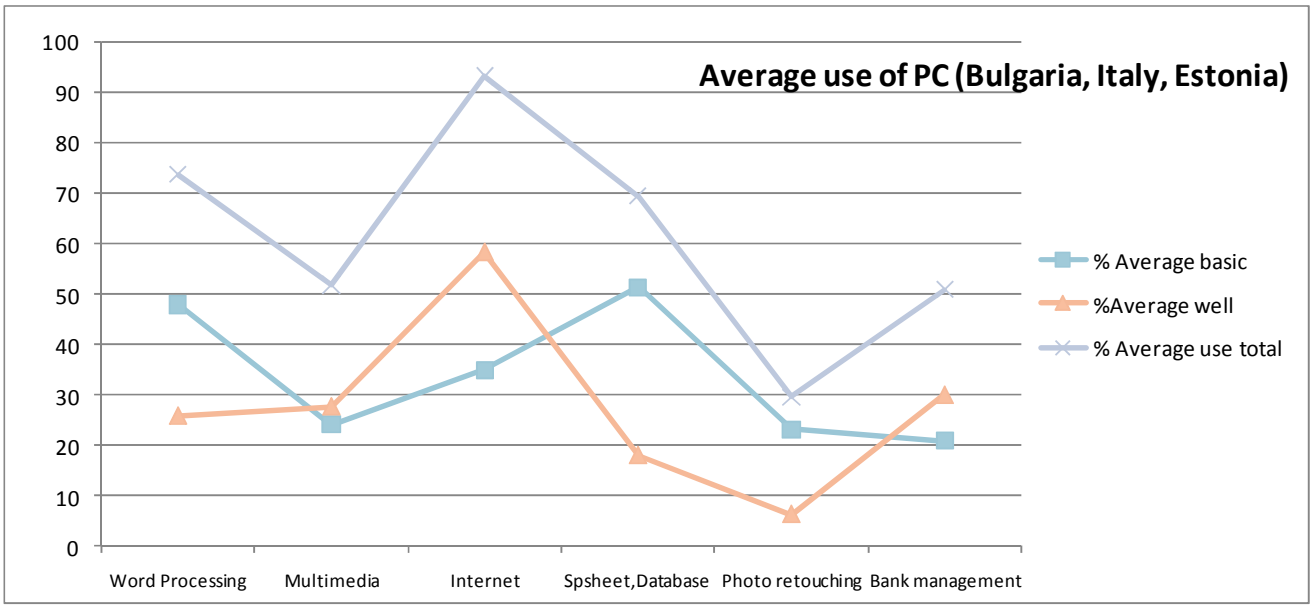

Figure 17: Uses of personal computers (BU, IT, EE)

In Group A, a 48% of the students use the PC as a text processor in a basic form and a 26% of them do it pretty well. So, a total of 74% of the students in this group of students can use Word text processor more or less skillfully. Internet is used by 93% of the students, and almost 60% declare that they can do it well. The percentage of people who use spreadsheets and databases (50% really well, a total of 70%) is surprising. Among the causes for this great interest may be that these software products are used for professional reasons. On the other hand, a 50% of the students use the PC for multimedia (pictures, video, music). A similar

percentage appears for the use of online banking. Nevertheless, this result is severely influenced by the high percentage of Stonian students (86%) who make use of it. It is known that, in general, most elderly people have little confidence in online banking. They prefer to go personally to the bank and arrange their finances. Finally, students do not appear to be so well trained in a more sophisticated use of the computer, such as photoshop or other similar applications. The digital gap becomes quite apparent in this field, given that elderly people are rather reluctant, mainly due to “cultural” reasons, to approach technology and incorporate it in the routine of their daily life. Accordingly, they should be encouraged to overcome the barriers that prevent a wider use of the ICT because of the advantages they may avail students with.

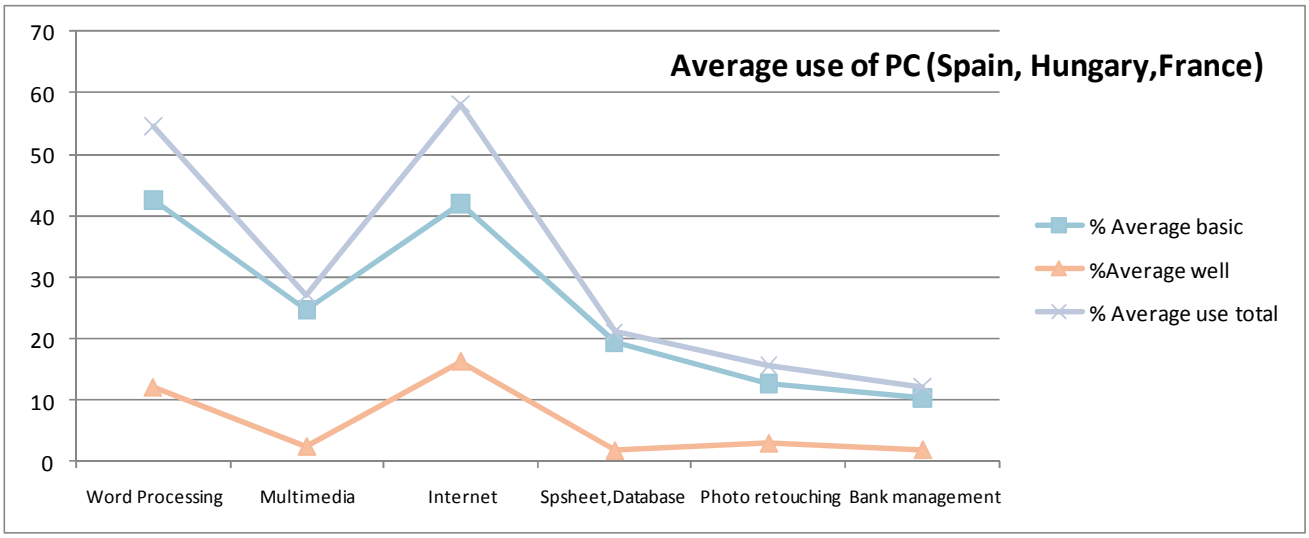

Figure18: Uses of personal computers (ES, HU, FR)

Similar results are shown in Group B for the learners from Spain, Hungary and France. For this group, Word processing and Internet are the most common uses of the PC but in a quite lower percentage than that in the case of Group A. As it is shown, there is an almost complete lack of interest in the Internet banking and accounting among these students. The reason why it is like this in this area is specific, namely, it is necessary to have more than a basic education in this field to perform properly in online banking. Consequently, those who intend to do so are usually fewer in number. In addition, students do not seem to be trained in a more sophisticated use of the computer, such as photoshop, multimedia or office applications (Excel, Access).

14) What do you use the Internet for?

As shown in the figure below, the most outstanding use of the internet among our students is the basically the electronic mail. Almost 80% of them on average use this internet communication system. It is to be noted that 100% of Italian and 90% of Bulgarian students use the e-mail. Most of the respondents (above 60% on average) use the Internet primarily as a source of information (both to work or for leisure) and also to read electronic newspapers and for entertainment. Students from Bulgary, Italy and Stonia score above the average in these uses.

On the other hand, only self-learning and electronic banking have an average of positive answers of about 40% of the students. Banking is considered in a previous question and we have already indicated the general use that Stonian students make of it.

Elderly people are still prejudiced against the use of computers and of the Internet for administrative services, e-work, e-learning or online shopping (less than 30% use it). Yet, at the same time, most of them would like to learn how to do some of these activities. They show interest in improving their skills for using the internet for shopping online, for carrying out administrative or banking operations. Curiously, elderly people show willingness to participate in the social networks such as Facebook, My space, etc. Lack of enough social networking among them creates a desire to explore different ways to communicate with other people with similar interests. The Internet offers great opportunities and conditions for this, as it connects people who would hardly enjoy the opportunity to meet and exchange ideas.

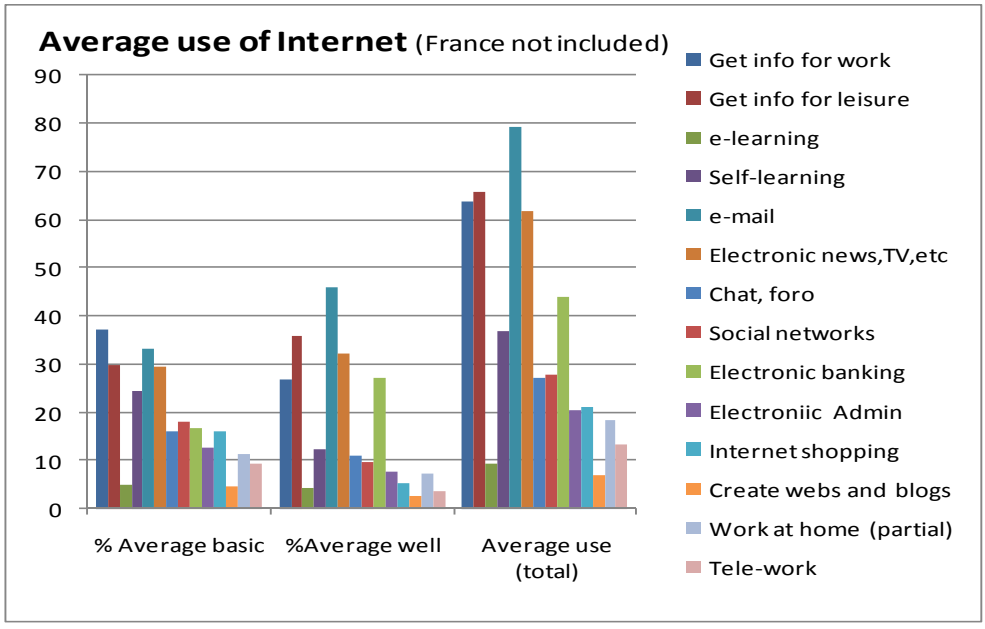

Figure 19: Uses of internet

Data from France have not been included due to high percentage of "no answer". This is easily understandable because of the fact that many of them only got acquainted with these applications and services being an adult. However, the valid answers follow the same pattern than in the figure above.

15) How many hours a week do you usually use your PC?

Nowadays, computers mean an important pillar of many people's everyday life. They may spend hours on end engaged in using them. As it is shown in graph A, even the elderly people use it actively at least for an hour every day (53% of them on average). And almost 30% of the people who took part in the survey spend more than 10 hours a week. Around 24% of the interviewed spend one hour a day but 22% of them use the PC for less than 1 hour a week.

In summary, more than half of the participants use the computer daily and almost one third of them use the PC more than 2 hours per day. Most of them spend 6 hours per week in front of a computer. 4-5% of the participants use internet about 1-3 hours a week.

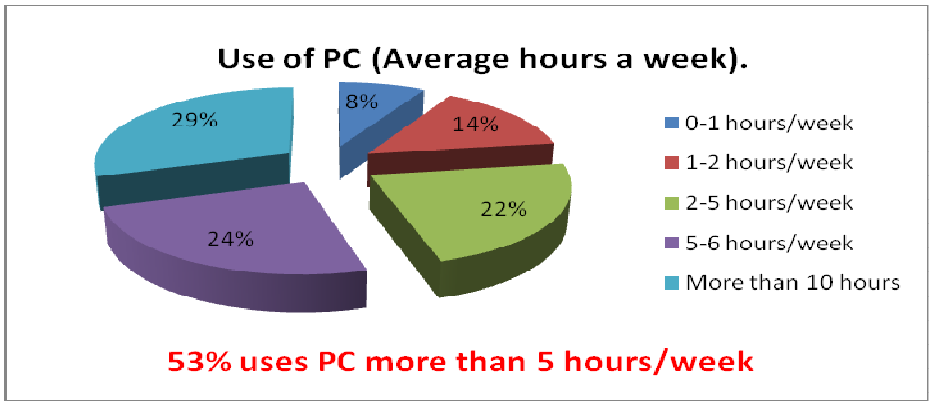

Figure 20: Number of hours/week using personal computers

A more detailed analysis is shown in the following figure, that gives the specific results for every partner. We would like to point out the results of Italy, remarkable indeed, as 58% of the students report to spend more than 10 hours per week using the PC. Nonetheless, the mean of hours per week using their PC for those students who invest less than 10 hours is 1.89, the lowest globally. In the cases of Bulgary, Estonia and Hungary, the results are almost the same (about one third of students use the PC more than 10 hours a week and two thirds of them use it for 2 hours a week on average). Finally, Spain anf France obtain the poorest results since 90% of students use the PC about just 3 hours a week in average.

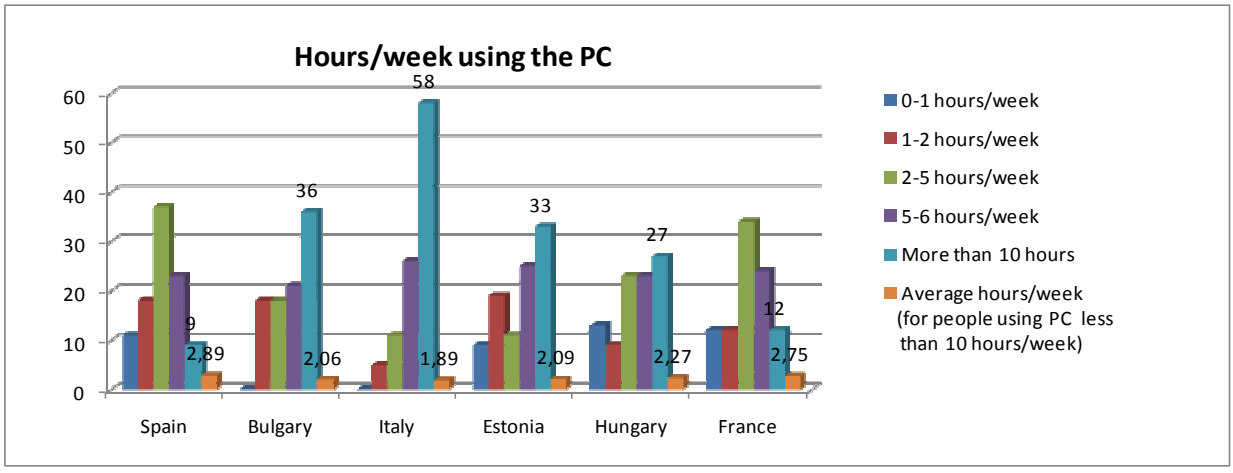

Figure 21: Hours/week using PC for each partner

16) How many hours a week do you usually surf the internet?

Seemingly, the use of the internet and the computer are not very different in essence. While using a computer, learners do also use the internet. The following figure shows the average of hours a week globally spent by our students surfing the internet. A group of 14% can only access the net for 1 or 2 hours per week, and, even worse, 13% of our students —maybe those who do not enjoy an internet connection at home— can only practice for an hour or even less, an amount of time which is clearly insufficient to become a skilled user. On the other hand, an average of 24% of the students spend more than 2 hours per day using the internet and a total of 46% do it for more than one hour every day. Comparing this to the figure showing the time of usage of the PC, it can be easily observed that the time devoted to the Internet is a share of the time spent with the computer (in that figure the percentages are more or less two points above).

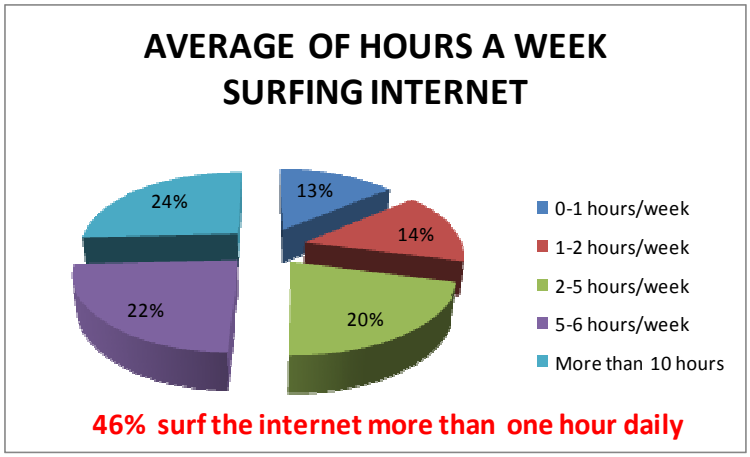

Figure 22: Hours/week surfing the internet

A more detailed analysis is shown in the figure below. We can observe in it the results for every partner in isolation. Attention should be paid to the results coming from Bulgary and Italy which are exceptional insofar as 42% of students express to spend more than 10 hours a week surfing the internet whereas the average of hours per week for the rest of students —those using the PC less than 10 hours a week— are very low, 1.60 and 2.07, respectively. Something similar occurs in the case of Estonia: one third of the students spend more than 10 hours a week surfing the internet, but the remaining two thirds report to spend only 2 hours a week. Finally, Spain, Hungary and France obtain poor results given that more than 85% of students use the PC for about 2.5 hours a week in average.

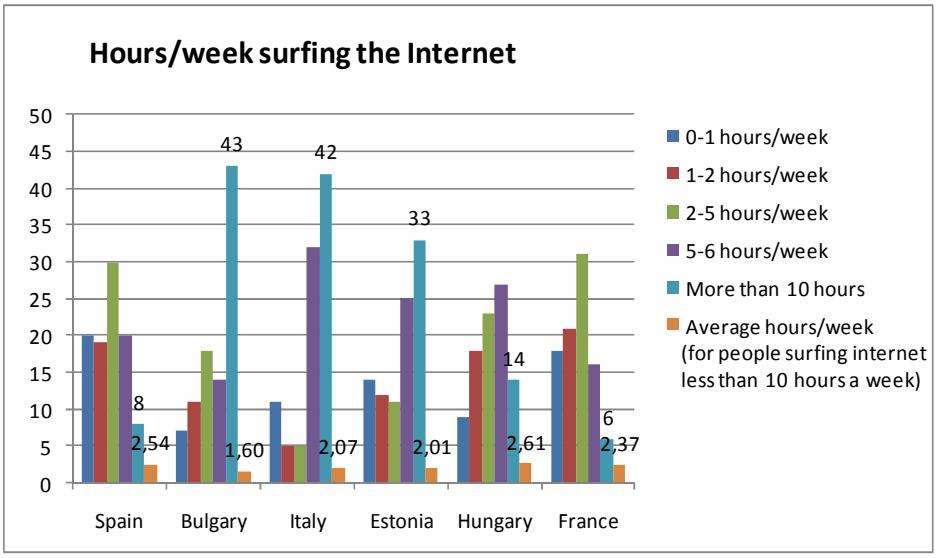

Figure 23: Hours/week surfing the internet for each partner

In short, the internet is as part and parcel of the computer. The world wide web is an integral part of our life, enhancing both our work and personal life quality, allowing us to save time and money and offering a wide range of options for entertainment. The time spent on the Internet is increasingly growing. The more we know about the opportunities offered online, the more we use them. When the elderly people notice the extent to which they have already acquired the skills and understanding of what Internet is like and how they can use it, the time they spend online will undoubtedly increase. As regards the process of study, the time spent on surfing the internet is rather low in the majority of the cases studied. It may be due to the following reasons: on one hand, the people under study still lack confidence in their own abilities, and on the other hand, some of them do not have computers at home or do not have enough time to practice, apart from the time when they attend the ICT courses.

As already anticipated earlier when dealing with other aspects previously analysed, we should note once more that one of the most extraordinary characteristics of the kind of teaching situations with adult learners is the fact that the class is always extremely heterogeneous: students have differing previous levels of skill or knowledge, different rhythms for learning, different motivations, wants and needs, and not always show the same availability regarding their free time to reinforce what is learned in class. This, which, in principle, undeniably poses a challenge for the teachers responsible for them (turning what could merely be regarded as an additional professional task into an absolutely stimulating and enriching life experience), contributes to increase the complexity of the teacher's enterprise, too, given the myriad of personal interwoven circumstances that learners bring with them to class and that the teachers should respond to.

17) General perception

The answers to this question are extremely asymmetric. The averages of the results of every item for all the partners are not significant since the standard deviation of answers to each item is higher than 30%. We present in the following graph a global overview of the results obtained. Curious is to observe that the only question that is scored with a value equal to or greater than 3 for more than a 50% of participants is "I feel more secure and confident in using new technologies". Similarly, the question "I have improved my critical attitude towards the information available on the internet" is assessed with a 3 or more for about 40% of the students.

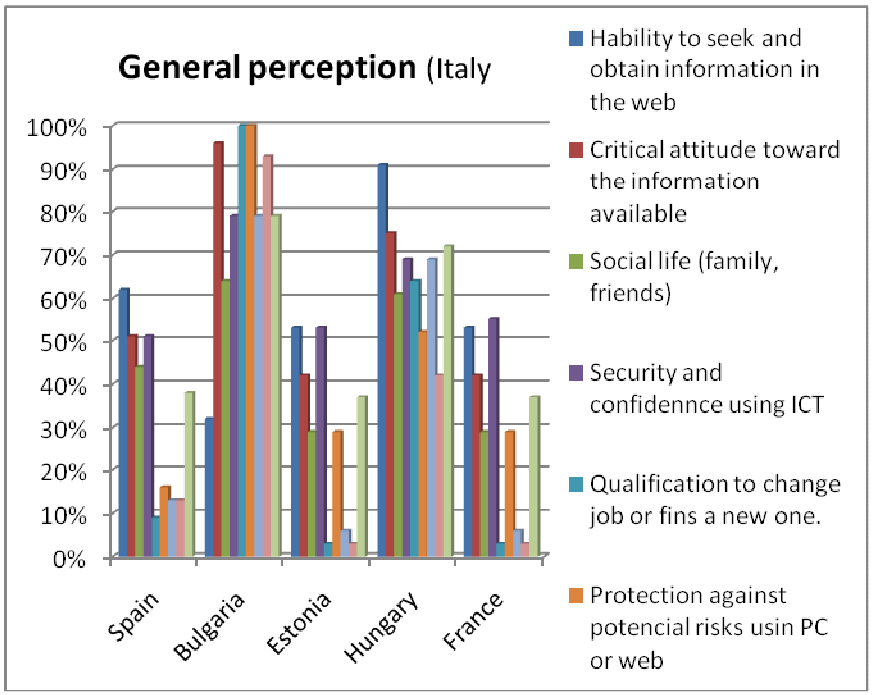

Figure 24: Columns indicate the percentage of students that gives a value equal or higher than 3 to the question

Two items, namely: *"My ability to seek and find information on the Web has improved"* and *"I feel more secure and confident in using new technologies"* have been given the highest marks. This point to a meaningful number of students believing in the positive effect that has the ICT course which they have attended. Classes are appreciated for being helpful in facilitating them navigating more skill-fully in the flow of information in the Internet and in making the most of the information they need or may find useful. The training they have received has given them confidence in the use of the new technologies.

On the other hand, the ICT course proves to have little or no impact on the students' quality of life, as well as on their perception of the information found on the Internet. Despite the acquired information on the issue as a result of the completed training, students have not changed their opinions in a noteworthy way. The students have assigned marks from 2 to 5 to evaluate the extent to which their social life has changed since their participation in ICT courses. The following statements have also been rated very positively: *"I'm better qualified*

to change jobs or find new ones", *"I feel more protected against potential risks on the Internet"*, *"I have found new opportunities in the workplace"* and *"I have known the possibilities of e-working"*. As it can be seen in Figure 17, students have valued their ICT training. According to them, it has substantially helped them improve their self-confidence in the modern ICT society.

All in all, we can conclude that:

Interests of people 45+ in ICT are limited mainly to the necessity to acquire new technological abilities and to improve those already acquired skills related to their professional development.

Most of the people who have taken part in this survey regard training as unnecessary because they consider themselves too old to study and learn.

The use of ICT for pleasure among people of this age group has been reduced to a minimum, and visiting ICT courses as a leisure time activity is quite rare (in Bulgaria, due to the difficult economic situation over the last years. In other places, due to the "self-study" plus the aid of friends and relatives that is getting an increasingly popular form of study).

In general, students believe that it is necessary to enroll ICT courses in order to learn properly.

Students participating in the survey also demonstrate their strong willingness for training and development.