

# Needs Analysis Report

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Education and Culture DG

Lifelong Learning Programme

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## Introduction

The project “Keep employment by developing e-skills” (KEMP) seeks to deliver awareness of the importance of e-skills for European senior workers (+45) working in the SME of service sector. By developing a training course focus on ICT and Internet, KEMP aims to promote the importance of lifelong learning for senior workers and specifically improve their competences in these issues, by diminishing their resistance to the daily use of ICT-based tools and services at work or at a personal level.

By improving the senior workers competences in these areas of knowledge, KEMP will also provide them with new tools to face the labour market challenges (mainly e-challenges) more efficiently and keep their jobs or even promote new jobs opportunities. Through the promotion of a pilot course and a KEMP course under Grundtvig grants, the project intends to contribute to promote Lifelong Learning among European senior workers, by showing the course participants that by using new technologies, namely the Internet, they can find different solutions to continue to learn, even in a distance methodology, and so continuously update their knowledge and competences. Reinforcing this, KEMP will also provide orientation and professional guidance encouraging the acquisition and development of a new personal attitude and skills in senior workers.

Before the implementation of the KEMP pilot course and the KEMP final course, the training needs concerning the usage of ICT in professional contexts by senior workers working in SME of service sector have been analyzed. Based on a common framework (See Annex I: Questionnaire) the project partners have undertaken a survey among senior workers in their regions.

Furthermore, interviews (See Annex II: Guidelines for interview with e-service providers) to e-service providers have been carried out in order to obtain also their point of view on the needs of the specific target group.

The Society ReFIT e.V. - Association for the Regional Support of Research, Innovation and Technology for Structural Development - conducted this needs analysis. Having carried out analytical project work in several former projects, ReFIT e.V. has now broad experience on this subject. The ReFIT e.V. has worked out this document which constitutes a basis necessary for contents, methodology and structure development of the KEMP pilot course and the KEMP final course. For the ReFIT team, the work on survey has been a great opportunity to gain insight into regional differences within Europe, especially having in mind the historical and political background of single countries.

We would also like to thank the Project Team for its co-operation in developing this Needs Analysis and wish a good and effective Pilot Course and KEMP Final Course concept.

## 1. Target group survey

According to the project application, each project partner had to survey min. 30 workers at SME in the services sector aged 45 years and older in their region. In total, the project partners succeeded to survey 213 persons. The surveys have been undertaken on the basis of common questionnaires in the respective local languages.

### 1.1 Personal information

The interviewed persons were 40 years and older. The majority of all surveyed persons were between 55 and 64 years (33%) and between 50 and 54 years (31%), while the survey in Italy found a higher participation among people under 45, in Portugal and in Austria among people between 45 and 50 years.

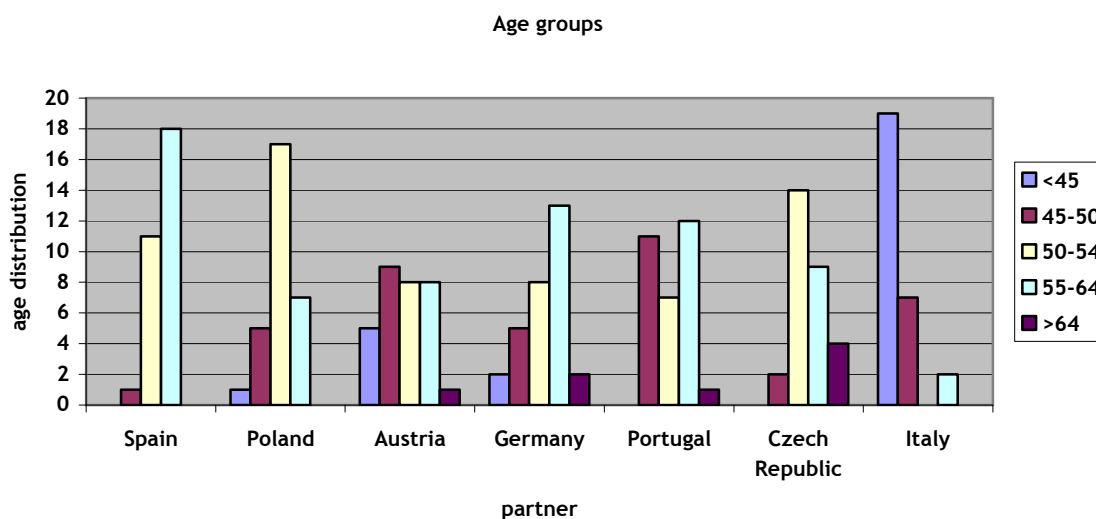


Chart 1: Age groups

The gender distribution varied across the seven partner countries: while the German, Austrian and Polish interviewees were female in clear majority and there was a nearly even distribution between men and women in Italy, the majority of interviewees in Spain, Portugal and Czech Republic were male. But there was a nearly even distribution between men (47%) and women (53%) regarding the total number of interviewed persons.

Gender distribution

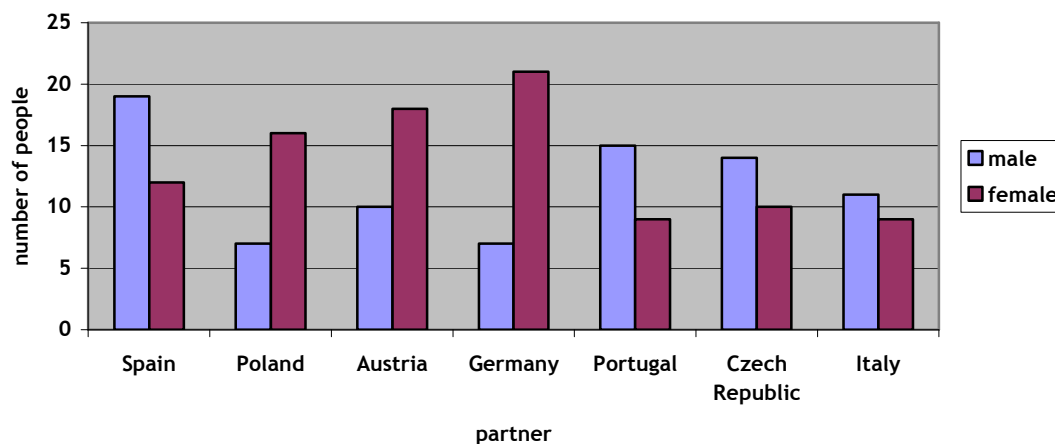


Chart 2: Gender distribution

Most of the participants in the survey have university (42%) or vocational (41%) degree. However there are regional differences again: in Germany and in Italy university graduates form the biggest group of interviewees, while in Austria and Czech Republic interviewees with vocational degree overbalance clearly; remarkably is the high percentage of unskilled interviewees in Portugal and interviewees with other specifically polish qualification in Poland.

Qualification

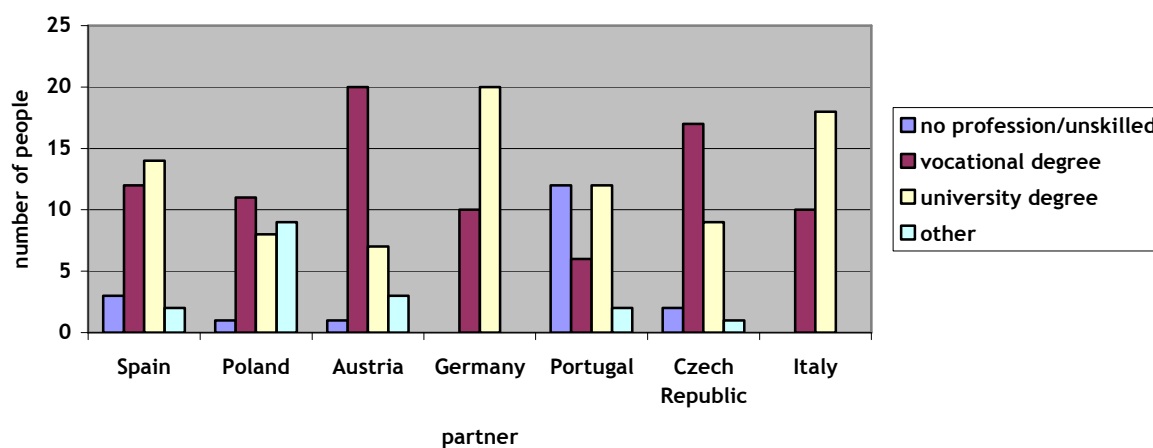


Chart 3: Qualification

The survey covered follows branches of the Service Sector:

**Table1: Service Sector**

Service Sector	
Partner	Branches
Spain	Buildings materials Lawyer's office Vocational education sector Graphic arts Consultancy Commerce Banking
Poland	Medical sector Public sector Transport
Austria	Hospitality industry Education Catering
Germany	Education / qualification Building industry Consulting Forwarding agency
Portugal	Bulk sells Education Management and consultancy
Czech Republic	Education Metallurgy Health care Building industry Electronic industry
Italy	Education Bank Business services Consulting agency Health care

There were a wide range of services sub sectors, but Education was present in almost all countries with exception of Poland.

Concerning that enterprises with 1 to 9 employees are considered as micro-sized companies; with 10 to 49 employees - as small-sized companies; with 50 to 249 employees - as medium-sized companies and over 250 as big companies, most (62%) of the total number of surveyed persons is employed at micro and small-sized companies, although the results in Spain and Poland shows that the majority there is from medium and big sized enterprises.

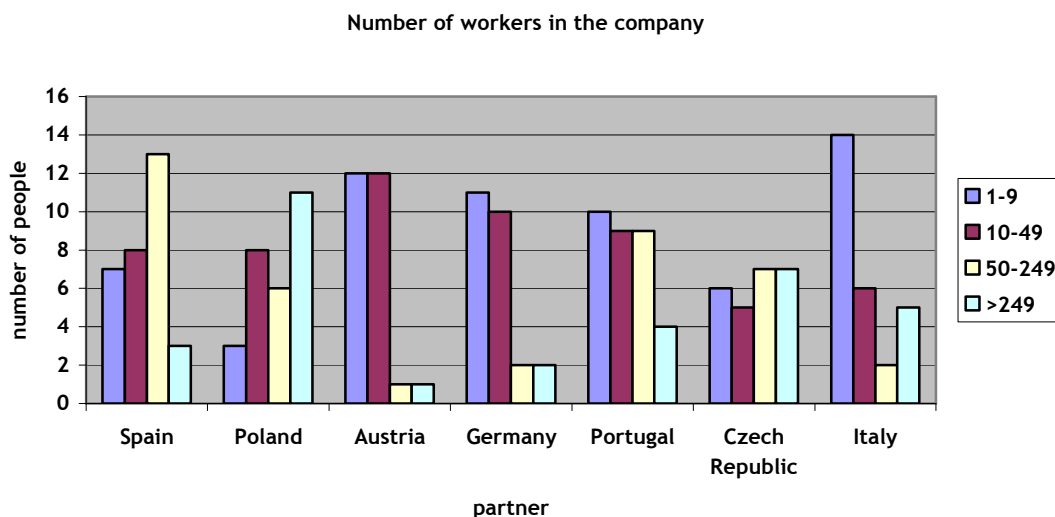


Chart 4: Size of company

It is remarkably that the average of number of years of professional experience is nearly even distributed in all partner countries with the exception of Italy: the average there is clearly lower which relates to the comparatively young age of the Italian interviewees.



Chart 5: Years of professional experiences

Only 33% of the total number of surveyed persons has been a trainer.

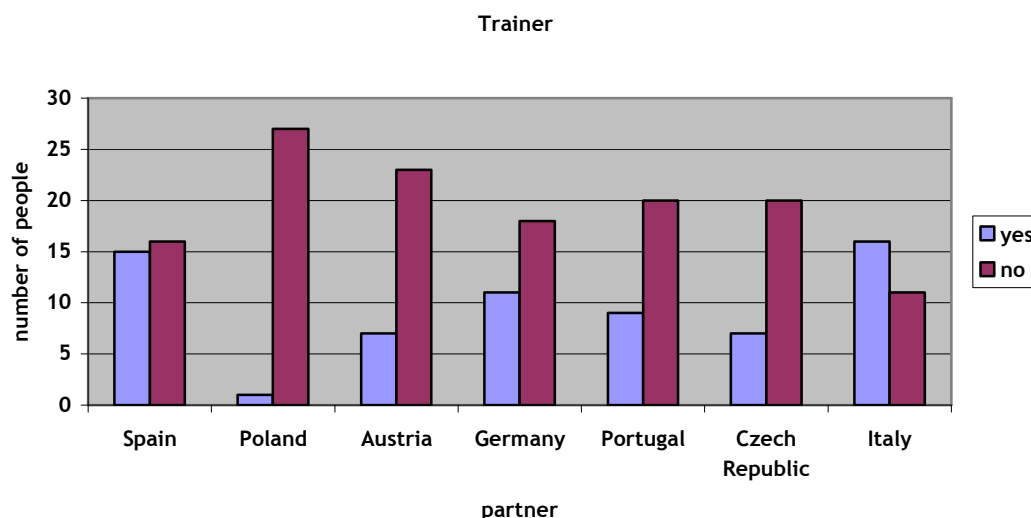


Chart 6: Trainer

### 1.2 Languages skills

63% of the total number of surveyed persons has learnt English at school. All Italian interviewees and the majority in other partner countries have learnt English at school with exception of Poland: the majority of Polish interviewees did not learn English at school.

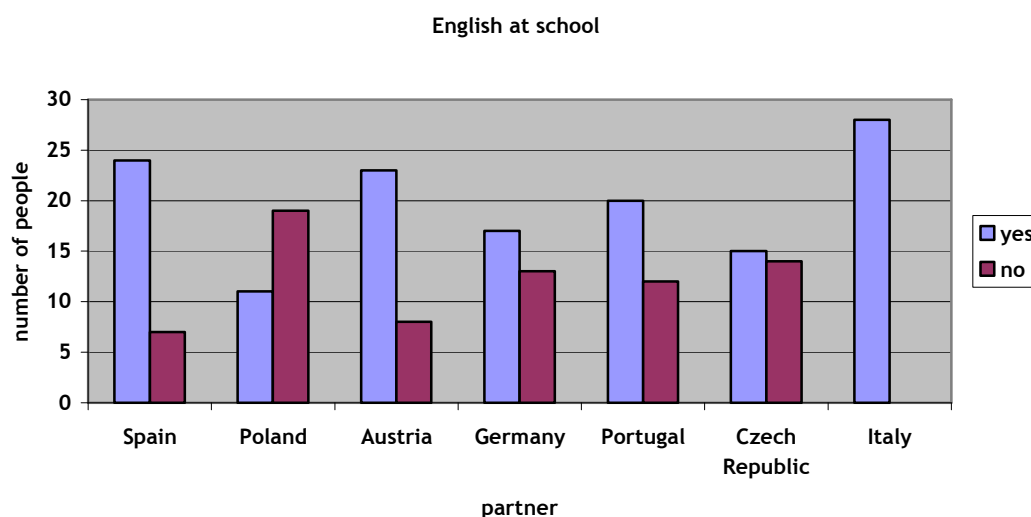
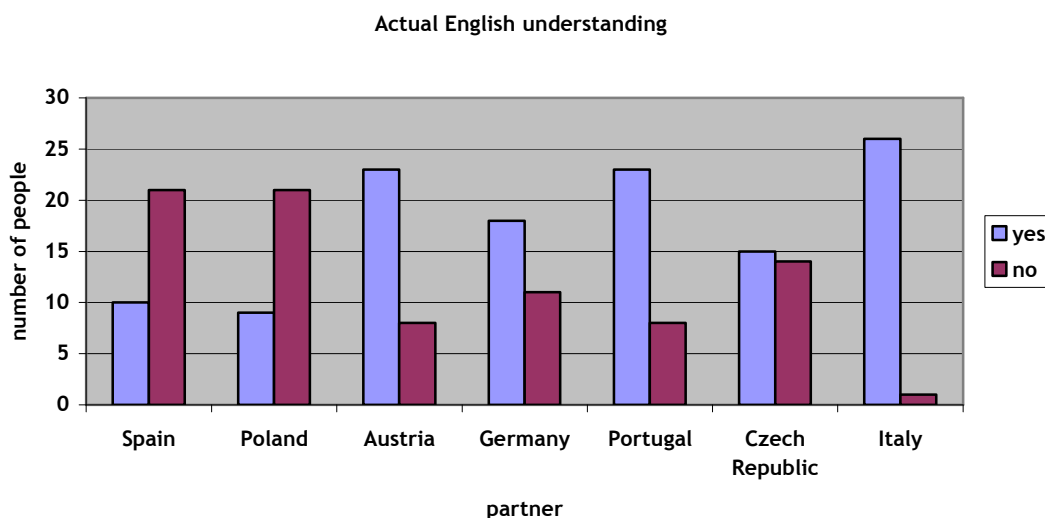


Chart 7: English at school

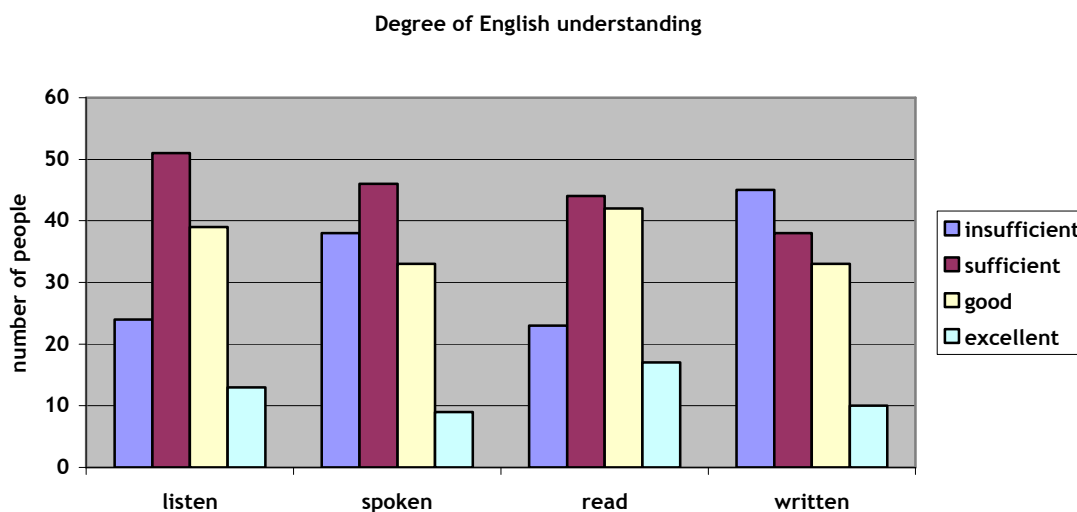
There is a difference between English learnt at school and English actually spoken today. First of all, the majority of surveyed persons in Austria, Germany, Portugal, Czech Republic and Italy understand English today, while the majority of interviewees in Spain and Poland do not understand English today. Furthermore, one can register a little increase of number

of those participants who have lost English knowledge once learnt at school in Italy and in Spain. However, 60% of the total number of surveyed persons understands English today.



**Chart 8: Actual English understanding**

Among surveyed persons who do understand English today, only 10.5% understands listened English excellent, 32.5% - good, 48% - sufficient and 19% insufficient. Only 7% of them speak English excellent, 26% - good, 36.5% - sufficient and 30% characterize their spoken English as insufficient. Regarding the read English, the percentage is higher comparing to the spoken English (9% - 35% - 36.5% - 19%). Concerning the written English, the majority of interviewees (36%) characterized their ability as insufficient, 30% of them - sufficient, 26% - good and only 8% - excellent.



**Chart 9: Degree of English understanding**

### 1.3 ICT Skills

The survey has shown that the vast majority of interviewees (68%) did not learn how to deal with ICT neither at school nor during further education. This regards all partner countries, even Italy with its youngest participants, with exception of Spain where the percentage of people who have learnt how to deal with ICT at school overbalances.

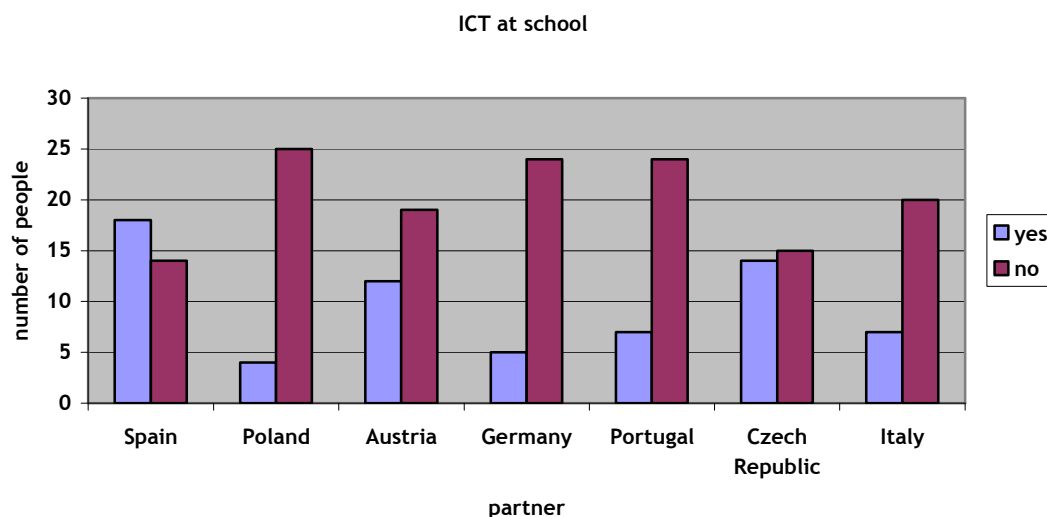


Chart 10: ICT at school

The vast majority (70.5%) of the total number of surveyed persons assesses their e-skills and their ability to deal with ICT based tools as sufficient (34.5%) and good (36%). Only 24% of all interviewees assess them as insufficient but 11% - as excellent. There is a difference between Italian interviewees and the other ones which relates to the comparatively young age of the Italian interviewees.

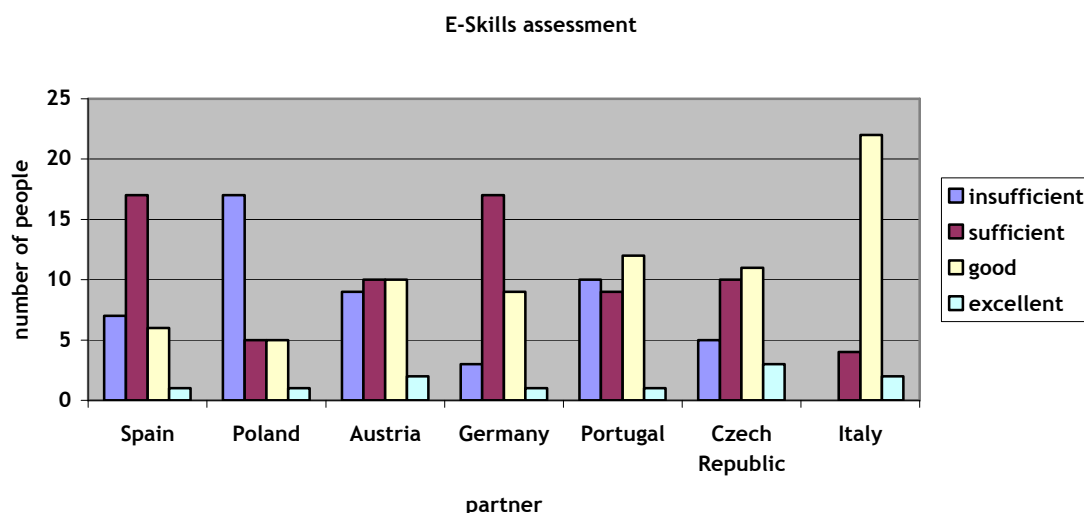


Chart 11: E-Skills assessment

The participants have also been asked about using computer and internet at home and at work. 76% of the total number of interviewees uses them at home and 79.5% - at work. This shows once more how important ICT became both in private life and at work and how necessary the further education in this field is.

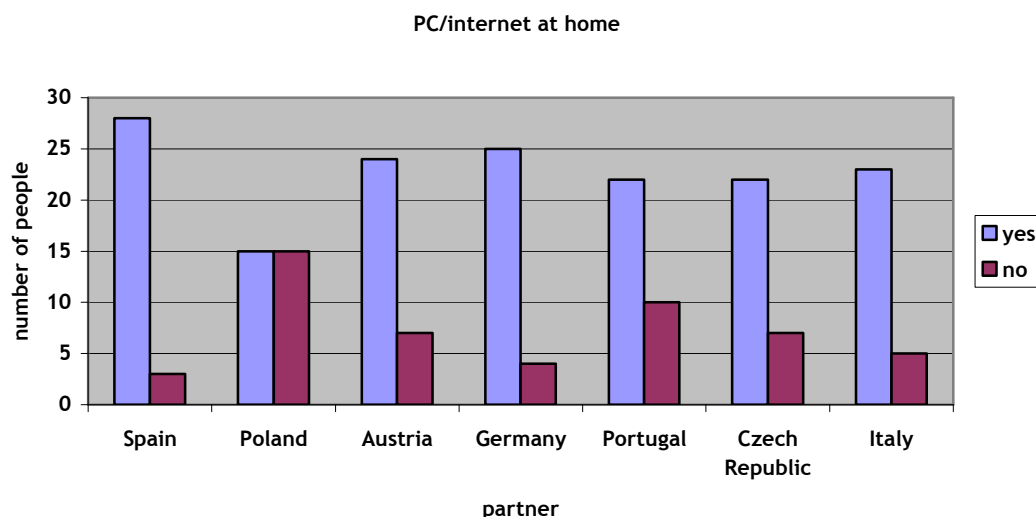


Chart 12: PC / Internet at home

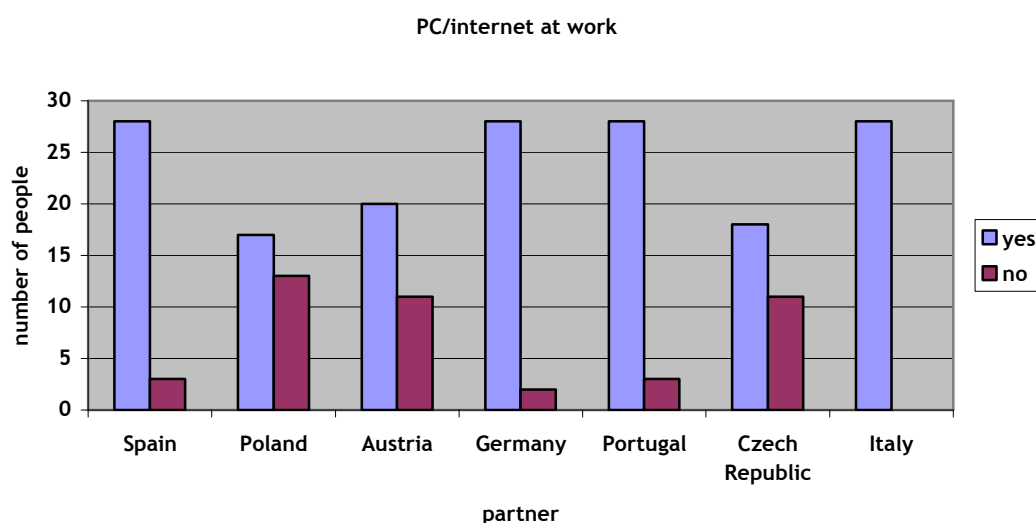
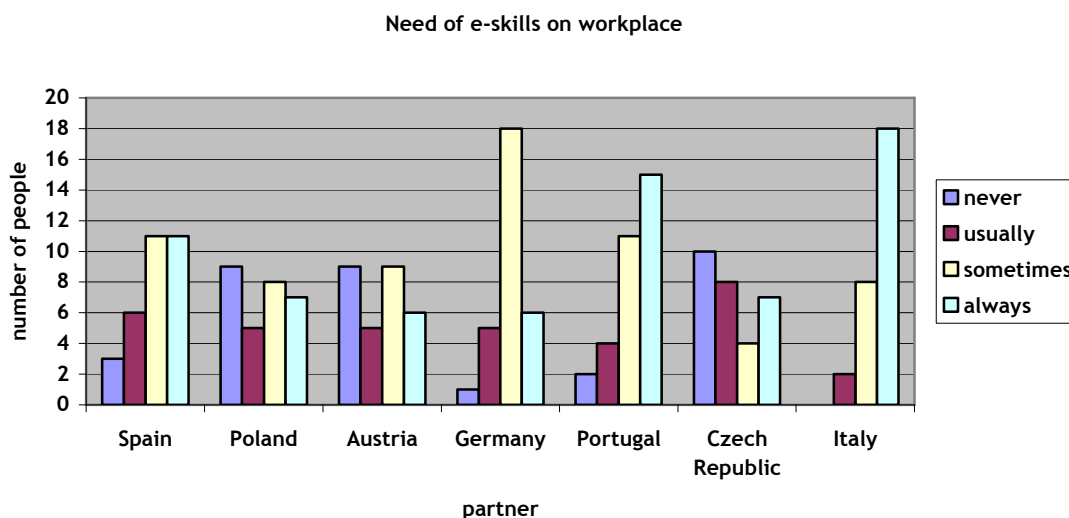


Chart 13: PC / Internet at work

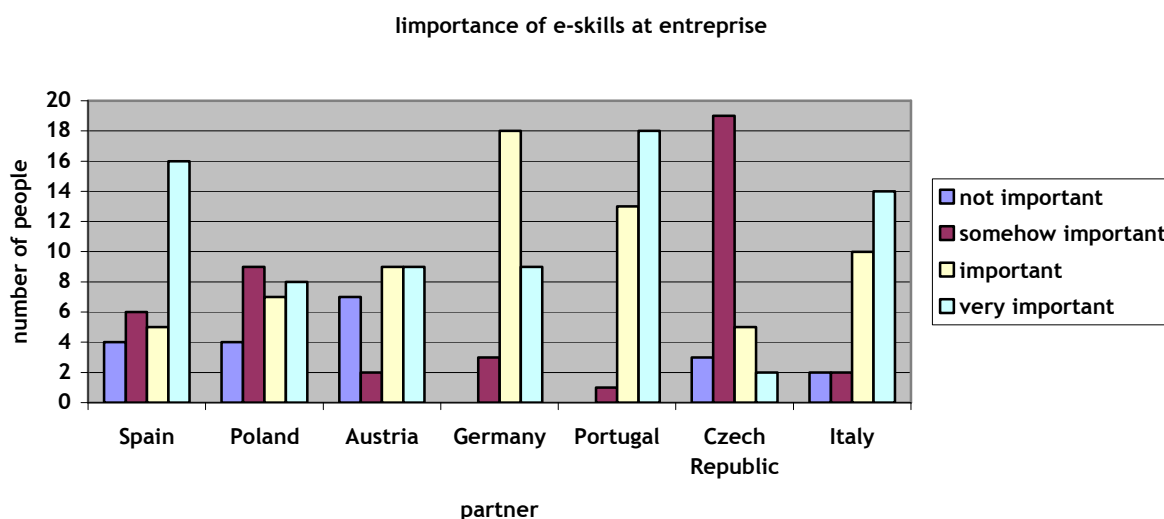
When being asked about e-skills need on the work place for performing their job, 34% of all interviewed persons marked the answer with “always” and 17% of them with “usually”, while 33% need e-skills for their job performing only sometimes and 16% - never. Remarkable are regional differences: the higher percentage of the answers in Poland and Czech Republic belongs to those interviewees who marked the need of e-skills for performing their job as “never”, while in other partner countries most participants gave

positive answers and only in Austria the number between “never” and “sometimes” answers is nearly even.



**Chart 14: Need of e-skills on workplace**

When being asked to assess the importance of e-skills at their enterprises, 70% consider them as important (33%) and very important (37%), while 20,5% marked “somehow important” and only 10% - “non important”. Regarding the regional differences, it can be said that only the results in Czech Republic are very different from the average: 65.5% of Czech participants consider e-skills at their enterprises as “somehow important”



**Chart 15: Importance of e-skills at enterprises**

In order to better understand the need on ICT skills of the target group, the participants have been asked about their knowledge regarding the following tools: e-mail, VOIP

Systems, Chats and MSN Messenger. The survey has shown that e-mail is the only ICT tool which is very familiar for all interviewees and in all partner countries. On the contrary, VOIP Systems is the less known tool, while Chats and MSN Messenger are more familiar only for Spanish interviewees.

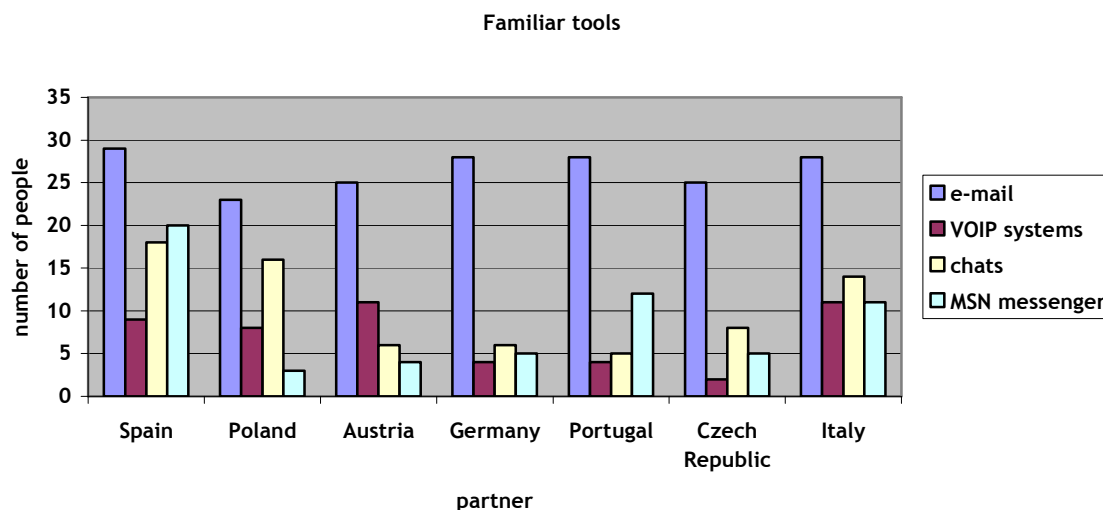


Chart 16: Familiar tools

When being asked about the regularity of the above mentioned ICT tools, most participants in all partner countries marked e-mail, while the other tools are hardly used.

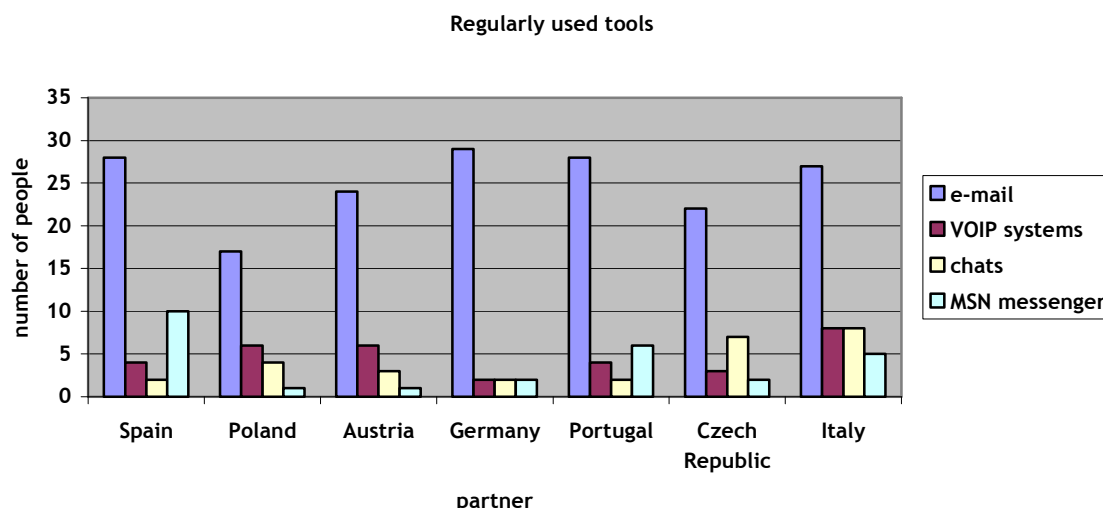


Chart 17: Regularly used tools

Several questions have been put in the survey in order to find out how professional participants' knowledge about e-Mail is. The result is the following: 65.5% of all surveyed persons are able to create an e-mail account; 88% can send an e-mail; 82% are able to attach a document to an e-mail; 83.5% can save information that they receive by e-mail.

Regarding the regional differences, it must be said that the results in Poland are lower than the average.

Create e-mail account



Chart 18: Create an e-mail account

Send e-mails

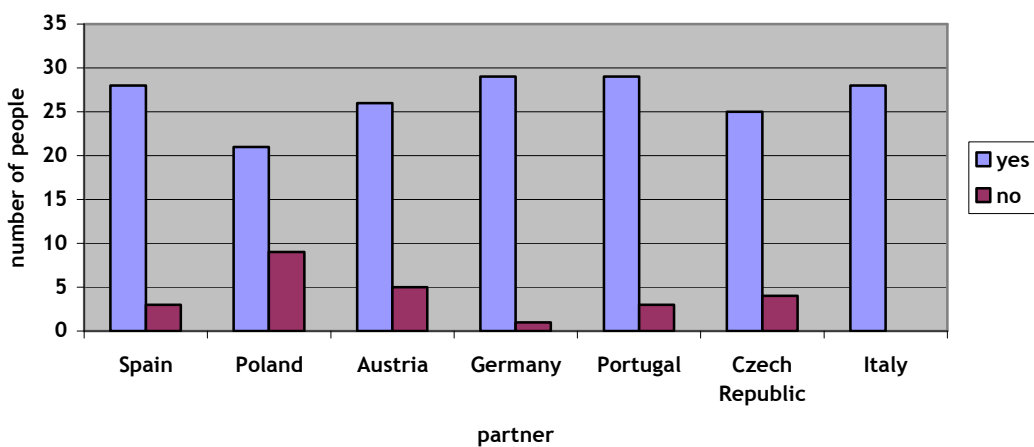
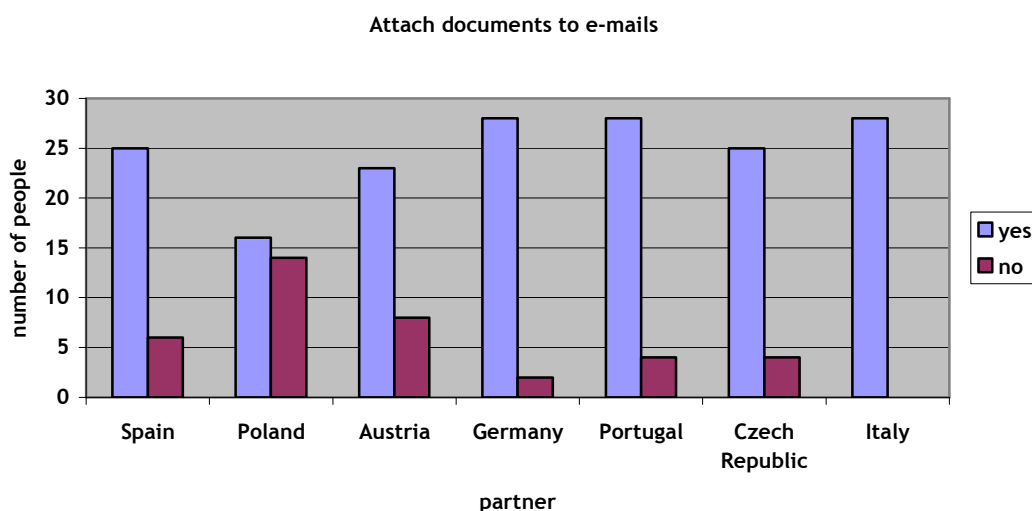
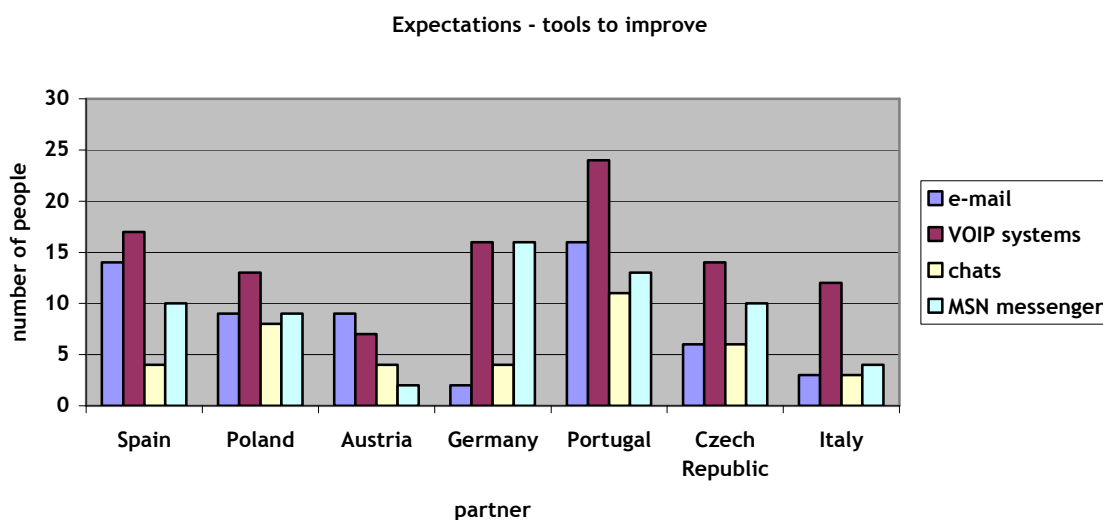


Chart 19: Send an E-Mail



**Chart 20: Attach document to an e-mail**

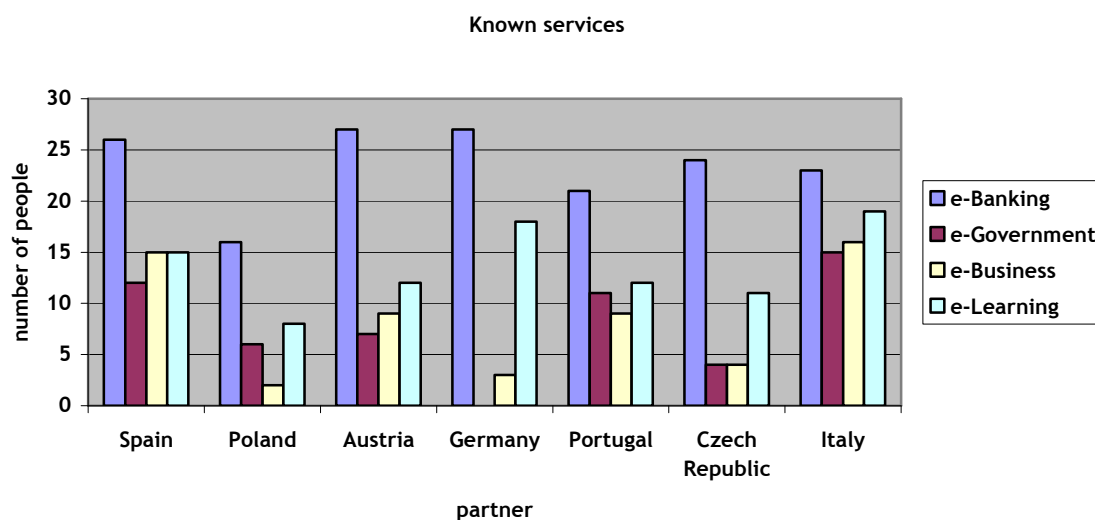
When questioned about which tools usage they would like to improve, survey has shown that the majority (84.5%) of participants in all partner countries, except for Austria, would like to know how to use or use better VOIP Systems.



**Chart 21: Expectations - tools to improve**

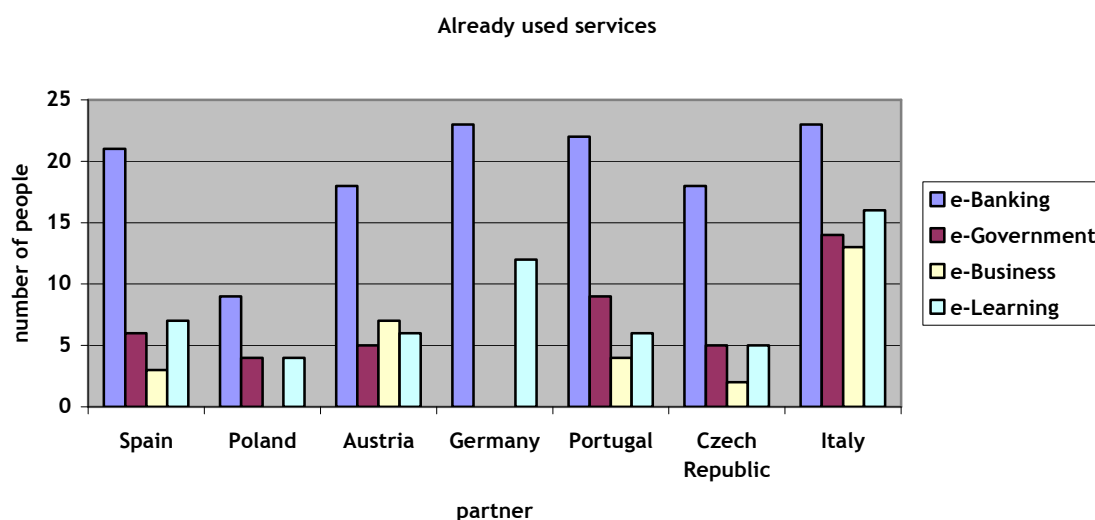
### 1.4 E-Services Knowledge and Use

All participants in the survey have been asked about their knowledge concerning e-Services. The most known e-Service in all partner countries is e-Banking (67%), the next one is e-Learning (45%) and the less known are e-Business (27%) and e-Government (19 %).



**Chart 22: Known e-services**

Participants were asked about the usage of e-services and 63% of the total number of interviewees has already used e-Banking, 26% - e-Learning, 19% - e-Government and 14% e-Business.



**Chart 23: Already used e-services**

The participants have expressed interest in improving their knowledge regarding e-Services. It can be said that their expectations concern all mentioned tools. They can be quantified in following percentage: e-Business - 42%; e-Learning - 36%; e-Government and e-Banking - each with 30%.

### Expectations - services to improve

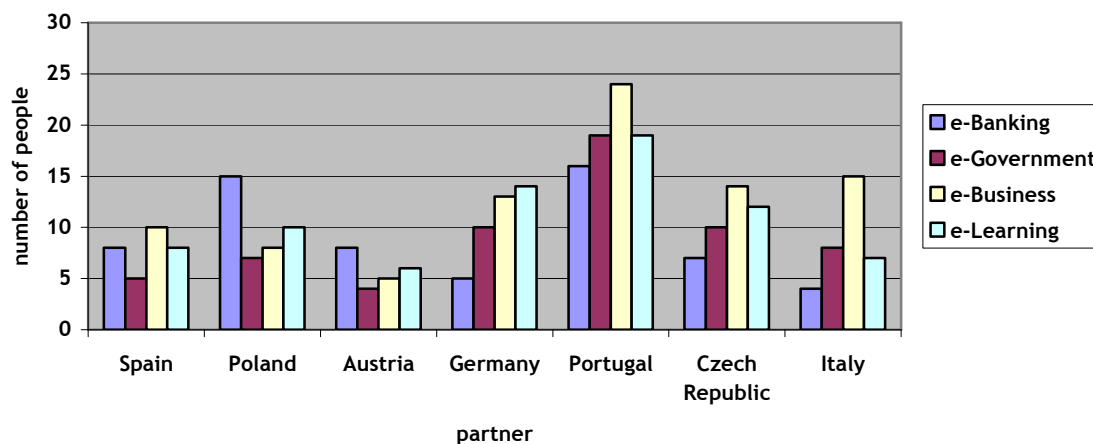


Chart 24: Expectations - e-service tools to improve

When being asked about security sending data online, 62% of the total number of all interviewees gave positive answers and 38% of them - negative answers. Concerning the regional differences, it must be said that the percentage of negative answers was higher in Poland and Austria while the vast majority of Italian interviewees gave positive answers.

### Informed about secure data transmission

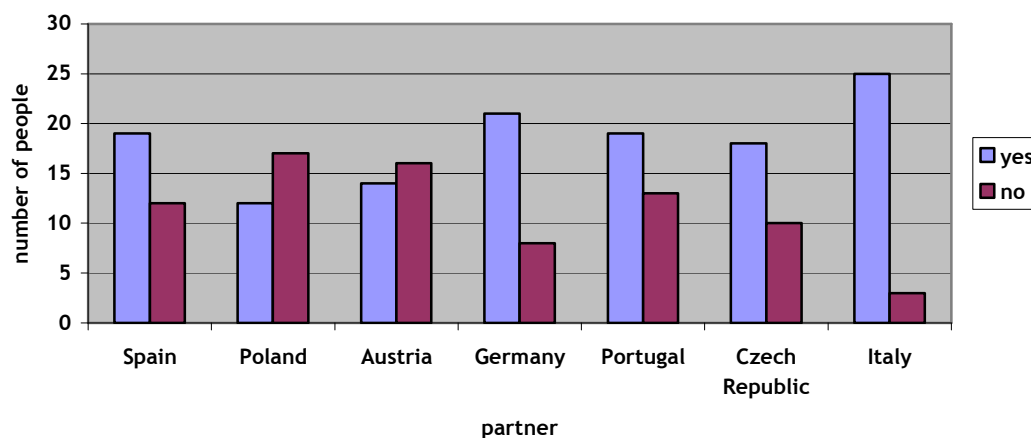


Chart 25: Informed about secure data transmission

Concerning the ability to pay products and services online, 68% of the total number of all participants is able to pay products and services online, but 32% of them cannot do it. All Italian interviewees gave positive answers, while the clearly majority of surveyed persons in Poland answered negative.

### Paying products/services online



Chart 26: Pay product or service online

Concerning the knowledge to do bank operations like a bank transfer, still 42% of the total number of surveyed persons is not able to make bank transfer online. In Spain and Poland, the vast majority of participants gave negative answer. In Austria, the percentage of negative and positive answers was equal.

### Bank transfer online

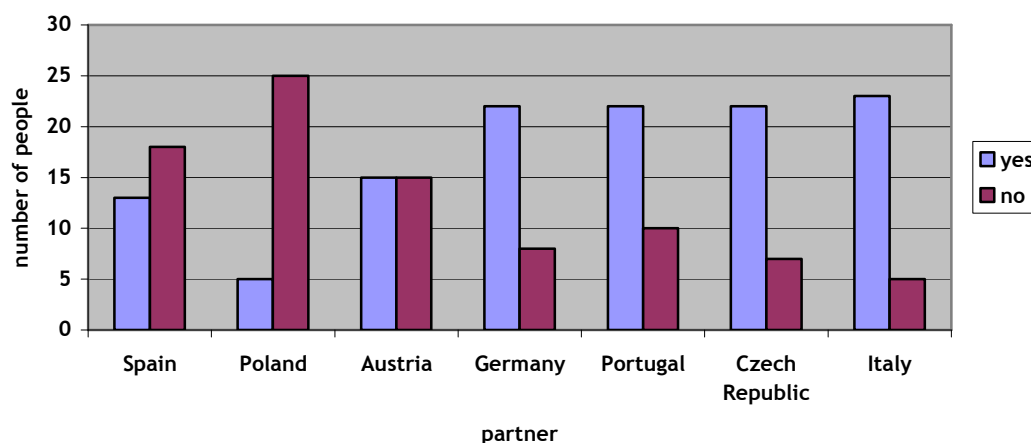
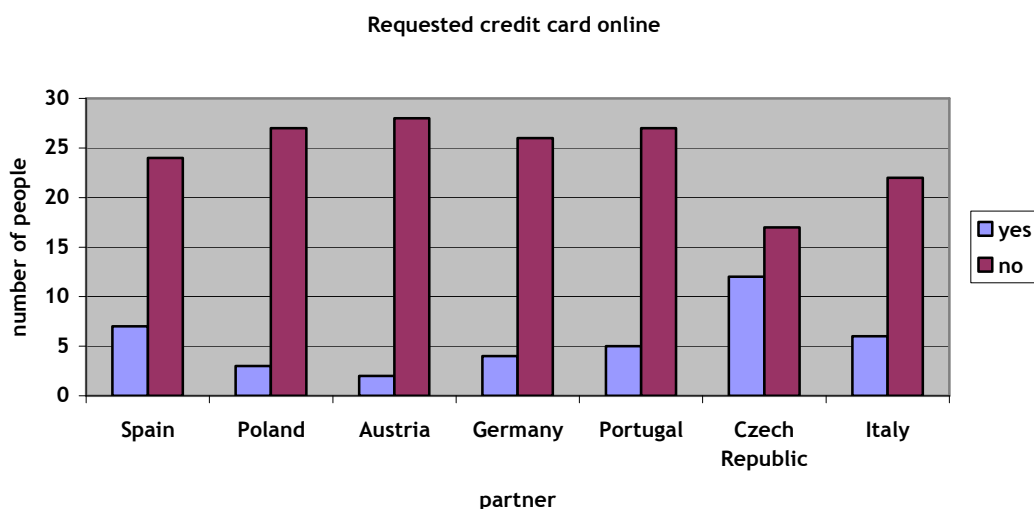


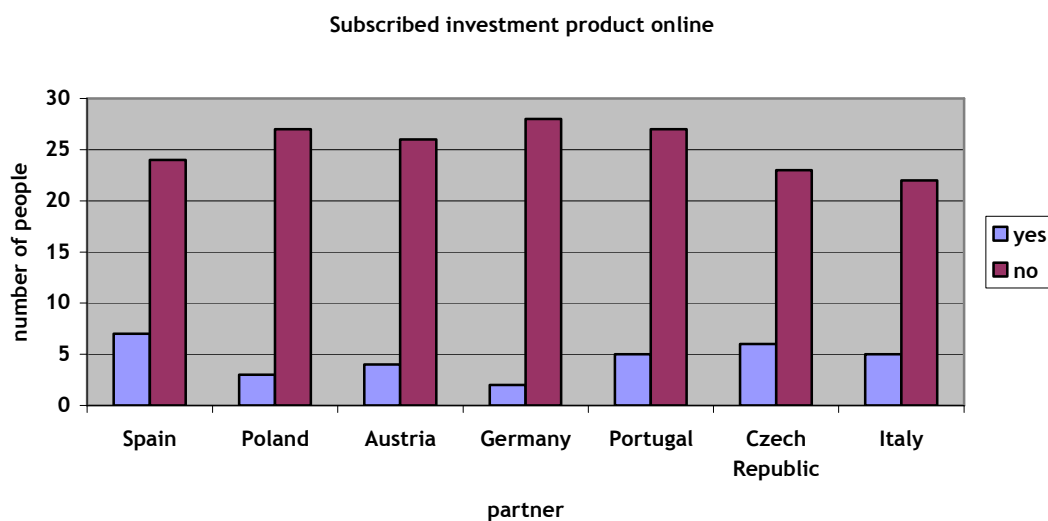
Chart 27: Bank transfer online

Concerning the knowledge to request a credit card online, even 81% of them have never requested a credit card online.



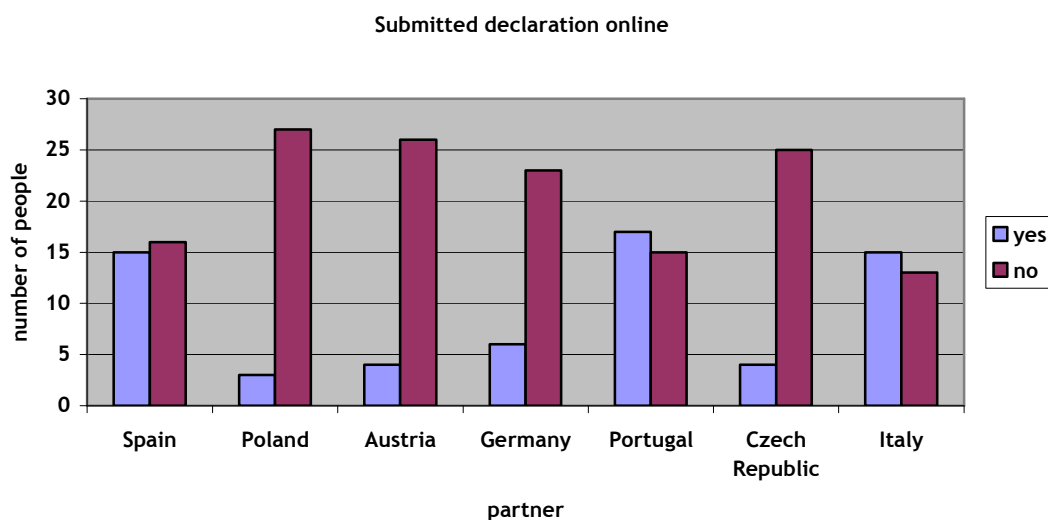
**Chart 28: Request credit card online**

Regarding the knowledge to subscribe investment products online, 85% of them have never subscribed an investment product online.



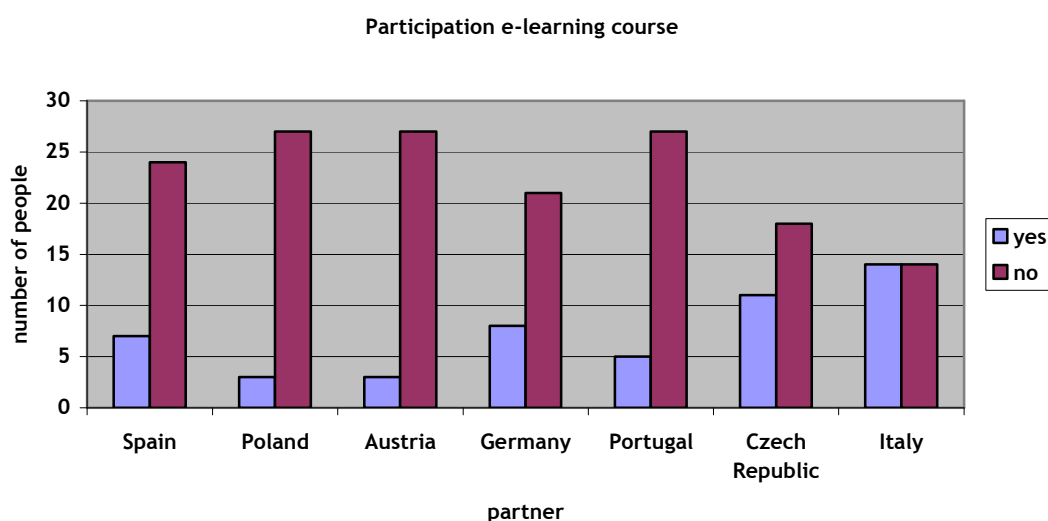
**Chart 29: Subscribe investment product online**

Regarding the knowledge to submit declarations online, 69% of them have never submitted a declaration online. However, it must be said that the majority of surveyed persons in Italy and Portugal gave positive answers. Also in Spain, the percentage of positive answers was quite high.



**Chart 30: Submit declaration online**

When being asked about the participation in e-Learning courses, 76% of the total number of interviewees has never participated in an e-Learning course. In Italy, the percentage of negative and positive answers was equal.



**Chart 31: Participation in an e-learning course**

### 1.5 Development of competences

The survey has shown that the majority (64%) of all participants consider improving competences in ICT and Internet knowledge for their professional life as very important (32%) and important (32%), 24% - as relevant and only 12% - as irrelevant. Remarkable is that the result in Poland is completely different: the majority of Polish interviewees consider improving of competences as relevant and irrelevant and only 26.6% of them consider it as important and very important.

### Importance of improving ICT/Internet knowledge for profession

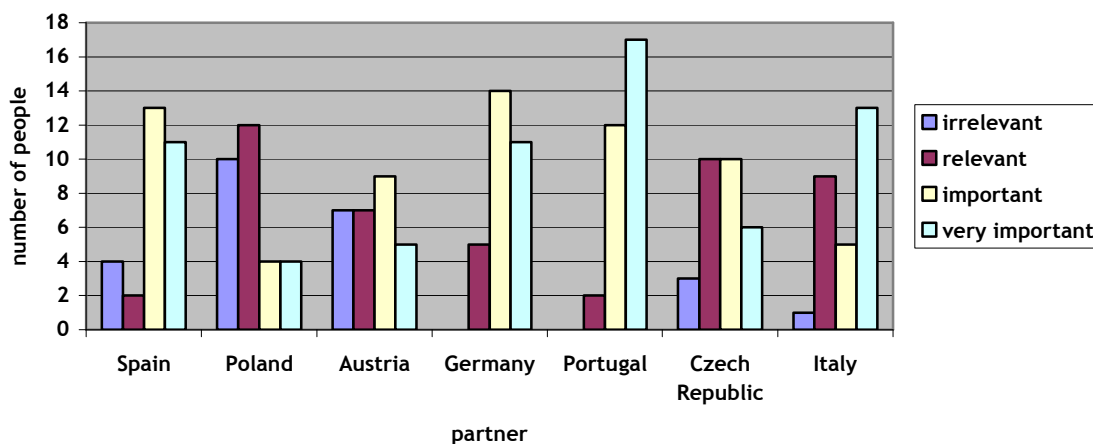


Chart 32: Importance of improving ICT / Internet knowledge for profession

56% of the total number of surveyed persons holds that competences regarding the use of ICT and Internet make their daily life very much (21%) and a lot (35%) easier. Still 38% holds that these competences make their daily life only a little bit easier.

### ICT/Internet competences facilitate daily life

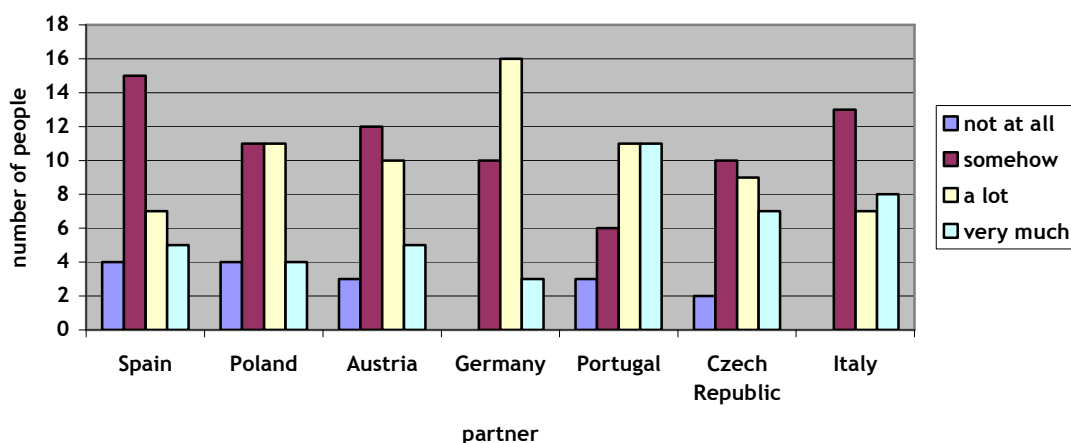


Chart 33: ICT / Internet competences facilitate daily life

In order to better understand the situation of the target group, the participants of the survey have been asked about the barriers for development of e-skills. For 136 participants is lack of time a huge (57) or big (79) barrier. 82 of them named lacking information on training opportunities as huge (15) or big (67) barrier. Not a barrier is friends for 177 participants, family for 139 participants and employer for 109 participants. Employer,

family, lacking information on training opportunities, recognition of qualification and lack of time are considered as small barrier for 38 to 58 participants.

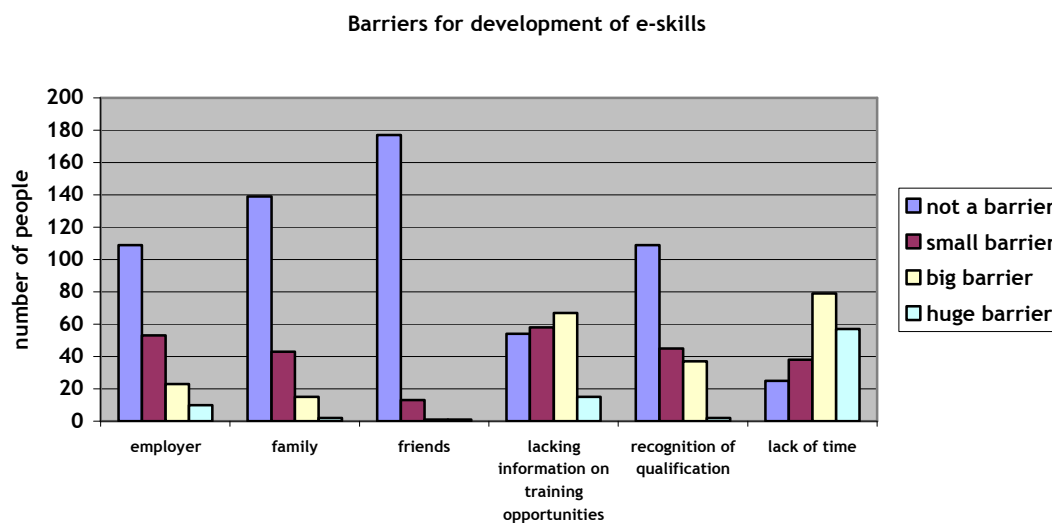


Chart 34: Barriers for development of e-skills

### 1.6 Further information

The survey has shown that ICT knowledge and competences and e-skills of the target group are incomplete and insufficient in their both professional and private life. Nevertheless, only 53% of the total number of them would like to have a special support to find out which competences they should improve or develop in order to progress in their work and carrier.

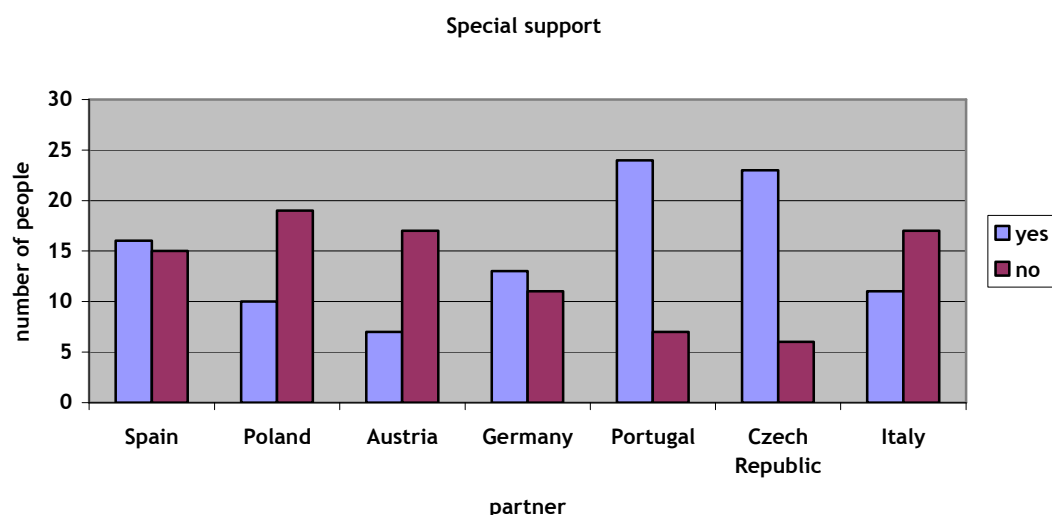


Chart 35: Special support

Only 46% of them would like to create a portfolio of their skills.

### Create portfolio



Chart 36: Create portfolio

Remarkable is the number of surveyed people who would be interested in participating in a Pilot Course of the KEMP project: only 18% of the total number would be interested in it.

### Participation in pilot course

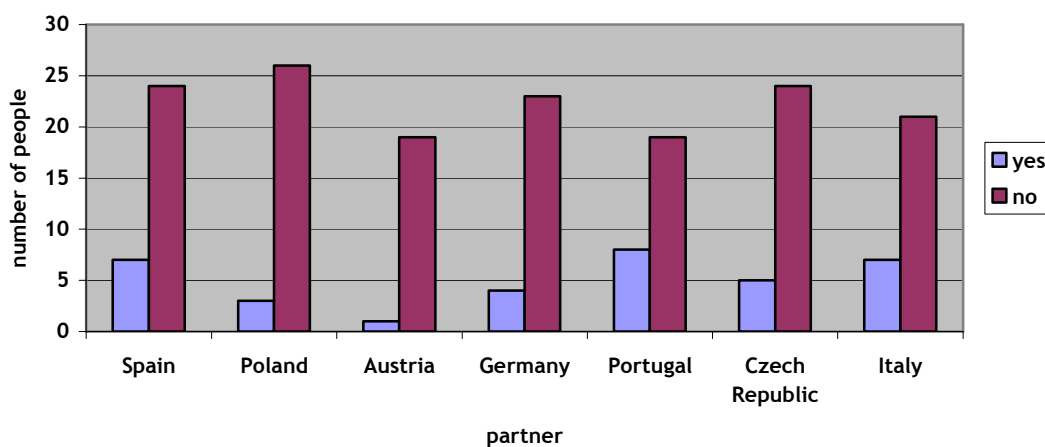


Chart 37: Participation in KEMP pilot course

This analysis shows that a further barrier for development of competences in ICT field for the target group is lacking openness to new opportunities and possibilities which is probably appropriate to this generation. Although the vast majority (81,5%) of the total number of surveyed persons assess their e-skills and their ability to deal with ICT based tools as sufficient and good or excellent and only 24% of all interviewees assess them as insufficient, on the basis of this analysis one can notice that in fact it is by far not so. The participants tend to overestimate their own knowledge and competences and to underestimate their resistance to the daily use of ICT-based tools and services and, above

all, the tempo with which the Information and Communication Technology develops and changes.

## 2. Interview with e-service providers

According to the project application, each project partner had to interview minimum 3 e-service providers in their region. In total, the project partners succeeded to interview 23 e-service providers. The interviews have been undertaken on the basis of common guidelines for interview in the respective local languages.

The below annexed table features an overview of e-service providers which have been contacted by project partners and kind of provided services.

Table 2 - E-Service Providers

E-Service Providers		
	Name of e-service provider	Kind of provider services
Poland	Telekomunikacja Polska TPsa	Internet - Neostrada; Internet Phone service-Voip; communicator-neofon
Poland	Polish Virtual University	e-Learning
Poland	BANK mBank, Retail Banking of BRE Bank SA	e-Banking
Poland	Financial Institution - a bank	e-Banking
Germany	Stadt Jena	Governmental, cultural, touristic
Germany	Bundesagentur für Arbeit Jena	online job fair, pre-printed forms and brochures, service centre (e-mail, phone)
Germany	O2 Germany	Information, sale, service, advertising
Portugal	Teleformar, Lda	Basically e-learning platforms, is one. We have a videocallcenter platform, that's another service. And the development of websites on demand.
Portugal	PMELINK	Pmlink.pt provides several innovative products and services online to support Portuguese SME.
Portugal	BES - Banco Espírito do Santo	E-banking - traditional services and commercial services
Portugal	Finibanco	E-banking
Czech Republic	ENET SYSTEMS, s.r.o.	Networking, Training
Czech Republic	FIFEJDY.CZ	Providing of I-net connection, training
Czech Republic	Radim Stefan	Hardware, Software, developing of e-Learning
Italy	CNA Informatica e Servizi srl	Servizi fiscali, gestionali, consulenza, ecc.

Table 2 - E-Service Providers (cont.)

E-Service Providers		
	Name of e-service provider	Kind of provider services
Italy	FONDAZIONE RINASCIMENTO DIGITALE	Informative and research services for Cultural Heritage
Italy	Giunti O.S. Organizzazioni Speciali S.r.l.	Servizi di testing on-line
Spain	CURSOFORUM S.L.	CURSOFORUM is a company which provides formative contents, and it is specialize in design, graphic arts, edition and production of formative contents of e-learning courses.
Spain	BBVA	Banking online
Spain	IA VIAJES	TOURISM
Austria	bit media e-learning solution	e-learning training courses
Austria	eBay.at	eCommerce
Austria	BKS BANK AG	Online banking

## 2.1 Importance of e-services nowadays

All interviewed persons who represented the above mentioned e-service providers underlined consentaneous the importance of e-services nowadays. They reason follows arguments:

- E-Services are very important because they allow saving time and make communication easier.
- E-channel is the basic access channel to the bank, on account of its speed, convenience and costs.
- E-Services are of great importance also on account not only of their convenience but also of their flexibility.
- One of the main factors of the productive process is the information that gets through the network. E-services are the cheapest factors of productive processes allowing the opening towards new markets not reachable otherwise.
- E-Services are essential to give service to the enterprises, because the most of them have an Internet connection, and almost all the services related to the information distribution and transactions can be done by a telematics transmission nowadays.
- Even some face-to-face services can be replaced by virtual meetings.
- They can build a new market segment for providers (additional turnover potential).
- On consumer side it can make easier the access of products and services.

- Product e-banking is core element and basic service within monetary transactions and has to be offered within bank account packages. Payment transfers can be optimized and transaction fees can be minimized. Customers do not need to go the bank and can transact finances at home (time=money).

There are several reasons to provide e-services from the point of view of e-service providers:

- The development of technology requires us to market newer and newer products.
- E-services are cheaper than the traditional ones which attracts customers.
- E-services save the citizens administrative visits and make the town more attractive to visitors and investors.
- E-services are advertising; acquire new customers, support service for regular customer.
- E-services are a big save of costs.
- E-services are essential to about the 80% of training courses because they have an e-learning format.
- It is fundamental to be in the world on line to offer a universe of possibilities that can offer a financial entity in Internet.
- E-services are a core element of the company's business and sales strategy and they improve the additional turnover potential.
- E-services provide a new way of e-commerce. They increase Shareholder Value.
- E-banking is a MUST of monetary transactions nowadays. E-services are indispensable for business competition.

## 2.2 User of e-services

The vast majority of the interviewed e-service providers in all partners' countries specified people aged 20-45 as main user of e-services. The percentage of users over 50 indicated by 50% of interviewees remains quite low: up to 10%. Remarkable is that several e-service providers do not have such an information available. At last, only one e-service provider in Italy which provides psychological testing online have a very high percentage of users over 50: 60% - 65%.

When being asked about differences between young and elder people in using e-services, the vast majority of interviewees answered in the affirmative. They named several samples of such differences:

- Younger people are more open for changes what is different in case of elder people - they fear changes.

- Elder users have far lower IT skills. They need introductory training courses.
- Younger people usually know modern technologies better - they are surrounded by such technologies since their early youth, so they treat them as natural communication tools.
- The difference relays in the ability of computing by persons over 50. Among the elder people exists a kind of resistance to change and to the use of new machines. A person that got used to write by hand to change now to a computer's keyboard means a transitional period that brings certain difficulties.
- Older people do have problems with understanding to new things in the area of ICT and e-skills.
- Elder people also need more information to start using e-services because they are afraid that they would break down something and afraid of new and unknown things for them.
- Sometimes they are not willing to learn new and more difficult things. People over 50 are more reluctant to use e-services.

### 2.3 Barriers in accessing e-services for people over 50 and needs for getting over them

The opinions concerning barriers in accessing e-services for people over 50 from point of view of e-service providers overlap in all partners' countries. One of the main barriers is lacking confidence with the computer and its operation. Computers were invented in the 1980's, so people over 50 did not have as broad access to them as younger people, e.g. at school, universities etc. Training courses and services are usually aimed at younger people. Potentially, elder people are missing motivation to learn. Lacking learning experience is also a barrier. There is a gap between personal/professional experience and learning activities. Further barrier is lacking English knowledge and therefore difficulties in understanding technology in general. Elder people do not want to get help; they shy for insufficient of education. They need more time to be familiar with these tools. Further barrier is a psychological one: they are afraid of new technologies. Fear of technology in general; fear to fail by using technology, general rejection of electronics and technology are obstacles which are difficult to get over.

When being asked about needs to get over these barriers, all interviewees gave a clear answer: training. They specified also that the target group need a special designed trainings programmes which should be directly linked to practice. They recommend less theory and more practice exercises.

### 2.4 Workers over the age of 50 at SME in the service sector

All interviewed representatives of contacted e-service providers underlined the importance of e-skills for workers over the age of 50 at SME in the service sector. Only with good ICT und Internet knowledge und competences they have a better chance to keep their jobs or to progress in their carrier.

In order to improve their situation concerning lacking ICT and Internet competences, special training courses should be available for them which they could attend keeping employment.

## 2.5 Support tools for users over 50

When being asked about support tools developed extra for users over 50 the clear majority of the interviewees gave negative answers.

## 2.6 Recommendations for training programmes for workers over 50

Although the interviewed persons agreed in several opinions, the recommendations for training programmes for workers over 50 were quite different. They are as follows:

- Elder users have far lower IT skills. They need introductory training courses. Searching web pages; e-mail; installing the VOIP application; instruction how to use the service
- Training courses should concern most basic issues connected with using the computer and they should gradually introduce more advanced content. Moreover, the knowledge on using the information available on the Internet should be transferred in an easy and accessible way.
- Basic training courses on using e-mails and e-portals including other technologies used in e-services (mobile phones).
- Using the Internet and e-mails
- Teach the basics accordingly to the age
- Not only on training level, in courses of short duration or above 10 hours, but special offering one day workshops, half-day workshop. This is not so boring to the elder people, because one of the issues is concentration. It is really different to have a trainee who is a kid or to have a trainee with a certain age, that is tired and which work rhythm is already diverse. Thus, I suggest adapting the training to the rhythm of these people. Not having such tiring training, but offering shorter training programmes more addressed to specific objectives, for instance: not offering a training course on Internet, but offering a training course on Web Browsers or a training course on E-mail. This is, not a general training programme, but specific matters that can improve their productivity and their personal interest.
- The most important change is in the habits and behaviours of the targets groups. The training programmes shall address to people in a sense that can help and

motivate them to use the Internet in a daily basis at personnel level, and then in the professional level. If people can have a PC at home and start to explore Internet and Internet solutions and services, if they create and use a personal email account, if they start to access to their home banking system, they will be able to enter in the online world at a professional level, at the work place. By that way they will be able to use the home banking from the SME, to submit data online for tax proposes to buy online products and services, etc. I believe that first we must have and achieve a personal “conversion” to online, a change in the personal life style, in order to be possible to do the same changes at professional level.

- It must be a programme where people do/practice by themselves. They can't have another person doing by them. This is crucial: they have to practice; they can't have another person practicing instead. It is also important to do a good choice of the contents that must be motivated and easily comprehensible, with exercises or activities very interesting and able to increase the motivation levels. One example for the contents and exercises/activities can be: how to buy online? How to do online shopping for groceries? But pay attention that cannot be just that! It's important to show them also different services that are not easily available in a daily bases, because we don't want to have Internet and e-services substituting the social behaviours and relations of oldest people. So the training contents must be balanced between things that represent their interests and needs and also new things. It is very important that people experiment daily activities and services, that they can practice, that they feel that if they use them, their daily life will be easier, and that they will have the need to use them after training: or because they need it for professional contexts or because it will make their personal or professional life easier. It is also important that people understand how the Internet works, because things have advance in the last 5 years and people also need to understand that dynamics. It's also important to bear in mind that some people do not have basic competences to use computers and Internet, so some subjects like the use of email and other “basic” tools, shall also be addressed in the contents.
- Real exercises from life used at training courses showing the advantages of using of e-applications against other approaches
- Active participation at ICT courses which point at the most problematic areas of the concrete group
- Providing face-to-face long term courses
- Training programmes starting from the professional/working experiences, no OFFICE, tutoring; establishing of Internet points within libraries free of charge or with lowest charge with possibility of a tutor; short-term courses

- Training programmes should take into account the life cycle of the workers to understand their needs in each moment. Training for people over 50 should move the focus from conceptual aspects to personal and technological skills, developing engaging and brief courses. People over 50 prefer to work off-line using DVDs and other tools but not because of their age, but because of wrong technology policies.
- To know all in their day's work, to know their labour needs and how the new technologies facilitate the work and help them. Based on this, to approach the new tools as a solution
- To be easier and simple
- Technical training: internet, e-participation, e-citizenship, help for self-help
- Independent communities and forums organized by this group, themselves. Universities to give them the opportunity to ask questions to professionals
- Permanent use of ICT, also in privacy

### 3. Conclusion

After the information gained through survey of the target group and interviews with e-service providers has been processed and analyzed, following conclusions can be drawn in order to prepare the next stage of the project viz. contents, methodology and structure of the final KEMP course.

The target group belongs to that generation which, in its majority, did not learn how to deal with ICT neither at school nor during further education. Therefore, they do possess neither basic ICT education nor long lasting practical experience with ICT. This is the first grave disadvantage of the target group in comparison to other employees on the European manpower market.

By mean of this analysis we come to the conclusion that there is a gap between the assessment of proper e-skills and the real degree of knowledge and competences of the target group in the field of ICT. The interviewees have clearly overestimated their skills. This can be considered as a part of human nature. Other reason for this can be lacking or not updated information about ICT standards. It is necessary to raise their awareness about it and about the particular importance of updating the ICT knowledge and competences.

On the other hand, it must be said that the target group is absolutely aware in its majority about the need and importance of e-skills not only for daily use but above all for their professional life.

As to the concrete knowledge and competences, this analysis shows that e-mail is the only ICT tool which is very familiar for the target group. On the contrary, VOIP Systems is the less known tool, but also Chats and MSN Messenger are little known. Several questions have been put in the survey in order to find out how professional participants' knowledge about e-mail is. The result is the following: 34.5% of all surveyed persons are not able to create an e-mail account; still 12% cannot send an e-mail; still 18% are not able to attach a document to an e-mail; still 16.5% cannot save information that they receive by e-mail. Probably, it would make sense to include into the course structure not only Chats, MSN Messenger and VOIP Systems but also make a deepening into or recapitulation of e-mail knowledge and competences.

Regarding e-services, it arises from this analysis that e-banking is the most used e-service followed by e-learning. Nevertheless, the expectation of the target group is to improve the knowledge and competences on all e-services. Now, it must be said that even if the interviewees have declared to have used e-banking the results of survey show that still 38% of them are not informed about security sending data online; still 32% of them are not able

to pay products and services online; still 42% of them is not able to make bank transfer online; 81% of them have never requested a credit card online; 85% of them have never subscribed an investment product online; 69% of them have never submitted a declaration online; 76% of them have never participated in an e-Learning course. All these key aspects should be included into the course structure.

Concerning barriers for developing e-skills, most of interviewees named lack of time, lacking information about training opportunities and employer as huge and big barriers. For most of them is friends and family no barrier.

From the point of view of the e-services providers, the little familiarity with the computer and its operation is a big barrier. Older people are said to have difficulties in understanding technology in general. Furthermore, they face a psychological barrier as the majority of them are afraid of new technologies and fears to fail by using technology. According to the e-services providers, a general rejection of electronics and technology by people over the age of 50 can be recognized.

Quite often, they are also considered to be lazy to learn new things and to miss the motivation to learn the handling of the computer and the internet.

Older people show a certain resistance to change and they are less eager to use new solutions. They often stick to their habits and mentality that they always had (for example going to stores instead of shopping online). Thus, their habits are a big barrier as well, because changing old methods for new ones suppose a huge effort.

Besides, older people are often lacking technical infrastructure and internet connections are less frequent in their homes.

The security issue plays an important role for older people as well as they are afraid of online transactions.

Another problem is that training courses and services are usually aimed at younger people. In addition, older people are said to have huge problems with the high frequency of Anglicism in the world of PC and Internet.

There are also people facing visual difficulties because sometimes the hardware is not as user-friendly as it should be so impaired vision and small font size are common problems.

Regarding the recommendations, the most common recommendation was to provide face-to-face courses with practical and true-to-life exercises for example searching web pages,

sending and receiving e-mails, installing the VOIP applications and instruction how to use e-services as well as including other technologies used in e-services (e.g. mobile phones).

Furthermore, the courses should be long-term but classes should be only of short duration because one of the problems for older people is maintaining their concentration over a long time.

Training courses should concern most basic and interesting issues connected to using the computer accordingly to the age and they should gradually introduce more advanced content. The training contents must be balanced between things that represent their professional interests and needs but also new technologies, that is something both personal and theoretical issues. Moreover, the knowledge should be transferred in an easy and accessible way and the participants should mostly practice by themselves.

Trainers should clearly indicate the advantages of the use of e-applications against other approaches, point out the most problematic areas, show the participants how to learn with e-Learning and also encourage them to permanently use the computer and ICT also afterwards.

Trainers should know exactly the labor needs of the participants and present to them how the new technologies and skills will enrich and facilitate their personal as well as their professional life.

At last, it is important to underline that remarkable is the number of surveyed people who would be interested in participating in a Pilot Course of the KEMP project: only **18%** of the total number would be interested in participating. We believe that even this fact shows the biggest barrier and problem of this target group - lacking openness to new opportunities and possibilities which is probably appropriate to this generation. Even this could be the content of our future projects.

## 4. Main difficulties and obstacles

We also consider very important to highlight some difficulties and obstacles connected with this work.

First of all, it must be said that not all questionnaires were filled in completely. Therefore the percentage of single data corresponds to the relative number of answers but not or not always to the total number of interviewed persons. This relative number of answers varies from 196 to 211, while the total number of questionnaires is 213.

Furthermore, it must be said that introduction of the age group <45 has in part confound this analysis. This age group is another generation with other characteristics. We could observe the difference of this age group and their influence on the whole evaluation results during this analysis.

At last but not at least, we have also noticed that “service sector” is a too wide term for specifying a target group. As we indicated in the first part of this work, there are several branches of the service sector which have different nature and above all different ICT use. For example, the ICT use in a bank is quite different from the ICT use in the catering. It would have been better to restrict branches field of the service sector.

However, this analysis gives a general image of the effective status quo and the training needs of the target group of the KEMP Project. Regional differences have been considered and showed and it can be said that regardless of historical and political background of the partner regions, there are more similarities than differences between partner regions concerning the target group and its training needs.

## 5. Annexes



### ICT (Information and Communication Technologies) Skills

3. Did you learn how to deal with ICT at school and/or during further education?  Yes  No

4. How do you assess your e-skills or your ability to deal with ICT based tools?

Insufficient  Sufficient  Good  Excellent

5. Do you use computer and internet at home?  Yes  No

6. Do you use computer and internet at work?  Yes  No

7. Do you need e-skills on your work place (for performing your job)?

Never  Usually  Sometimes  Always

8. How do you assess the importance of e-skills at your enterprise?

Not Important  Somehow Important  Important  Very Important

9. From the tools below, please mark the ones you are familiar with:

e-Mail  VOIP Systems  Chats  MSN Messenger

10. From the tools below, please mark the ones you use regularly:

e-Mail  VOIP Systems  Chats  MSN Messenger

11. Are you able to create an e-mail account?  Yes  No

12. Are you able to send e-mails?  Yes  No

13. Do you know how to attach documents to an e-mail?  Yes  No

14. Can you save information that you received by e-mail?  Yes  No

15. From the tools below, please mark the ones you would like to know how to use or use better:

e-Mail  VOIP Systems  Chats  MSN Messenger

### e-Services Knowledge and Use

16. From the services below, please mark the ones you know about:

e-Banking  e-Government  e-Business  e-Learning

17. From the services below, please mark the ones you have already use:

e-Banking  e-Government  e-Business  e-Learning

18. From the tools below, please mark the ones you would like to know how to use or use better:

e-Banking  e-Government  e-Business  e-Learning

19. Are you informed about security sending data online?  Yes  No

20. Do you know how to pay products and services online?  Yes  No

21. Have you ever made a bank transfer online?  Yes  No

22. Have you ever request a credit card online?  Yes  No

23. Have you ever subscribed an investment product online?  Yes  No

24. Have you ever requested a declaration online?  Yes  No

25. Have you ever submitted a declaration online?  Yes  No

26. Have you ever participated in an e-Learning course?  Yes  No

### Development of Competences

27. How do you assess the importance of improving competences in ICT and Internet knowledge for your professional life?

Irrelevant  Relevant  Important  Very Important

28. Can competences regarding the use of ICT and Internet make your daily life easier?

Not at all  Somehow  A lot  Very Much

29. Do you think that these competences are important for keeping your job or even for promoting new jobs opportunities?  Yes  No

30. What do you regard as barriers to follow a training programme for development of e-skills?

	Not a barrier	Small Barrier	Big Barrier	Huge Barrier
Employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacking information on training opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, please specify:

31. What are your expectations regarding training programmes for workers over 50?

Please specify:

### Further Information

32. Would you like to have a special support to find out which competences you should improve/develop in order to progress in your work and career?  Yes  No

33. Would you like to create a portfolio of your skills?  Yes  No

34. Would you be interested in participating in a Pilot Course of the KEMP Project?  Yes  No

If yes, please leave your contact details below:

Surname: \_\_\_\_\_ First name: \_\_\_\_\_ Mr.  Mrs.  Ms.

Zip code, place: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Thank you for participating in the survey!

## Annex II - Guidelines for interview with e-service providers

### Guidelines for interview with e-service providers

The project KEMP – Keep employment by developing e-skills, aims to deliver awareness about the importance of e-skills for senior workers at SME in the services sector by promoting a training course that will focus on the development of e-skills and also fostering the importance of lifelong learning in the ICT (Information and Communication Technology) area.

This questionnaire aims at collecting information about the effective status quo and the training needs concerning the usage of ICT in professional contexts by senior workers working in SME at services sector.

Name of e-service provider:
Location:
Contact person: Address: Phone: E-mail: Internet site:
Kind of provided services:
Market on which e-service provider in operating (local, regional, other):

### Interview

How important are the e-services nowadays in your opinion and why?
Why does <i>the interviewer</i> provide e-services?
Which age group is the main user of e-services?
What is the percentage of users over 50?
Is there a difference between young and elder people in using e-services? If yes, which one?
Which barriers have people over the age of 50 in accessing e-services and why?
Which are their needs for getting over these barriers?

How important are e-skills for workers over the age of 50 at SME in the service sector?
Which difficulties do have workers over the age of 50 to keep up with technological change?
What actions could be taken to improve this situation?
Do you have help or support tools developed extra for users over 50 considering their specific difficulties and barriers?
Which are your recommendations for training programmes for workers over the age of 50?

**For technical personnel:**

The interview shall be conducted personally or by phone.

Please write down the interview result into the template in order to facilitate the editing.