Digital literacy of the population of Ukraine

2019
# Methodology

**Focus group discussion**

- **Quantity:** 4 Focus group discussions (by 2 Focus group discussions in urban and rural areas)
- **Objective:** To obtain project target audience insights regarding needs to obtain digital skills and as to existing "pains" that can/to be addressed through starting digital literacy courses

**Opinion polling of the population of Ukraine**

- **Data collection methods:** Face-to-face interview in the home area of respondents.
- **Sampled population:** 1800 people aged 18-70 years
- **Sample type:** Stratified, quota
- **Quota parameters:** Gender, age, place of residence
- **Objective:** To obtain quantitative data on digital literacy of the population of Ukraine

**Youth polls**

- **Data collection method:** Group questionnaire survey in the place where they attend education
- **Sampled population:** 859 people aged 10-17 years
- **Objective:** To obtain quantitative data on digital literacy of middle and high school youth

**Polling of the population of the occupied territories of Donetsk and Luhansk regions**

- **Data collection methods:** 400 persons aged 18-70 residing in the territories of Donetsk and Luhansk regions not controlled by the Government of Ukraine.
- **Sample type:** Stratified, quota
- **Quota parameters:** Gender, age
- **Objective:** To obtain quantitative data on the digital literacy of the population residing in the territories of Donetsk and Luhansk regions not controlled by the Government of Ukraine

**IMPORTANT:**
The results of the polling of the population of the occupied territories of Donetsk and Luhansk regions are illustrative as a result of:
- lack of reliable statistics data on the actual sex-age structure of the population;
- inability to conduct a rural pollings — the polling was conducted in regional centers and cities.
Methodology

Abbreviations used in the report:

Ukraine as a whole:
The population of Ukraine aged 18–70 years except for the occupied territories of Donetsk and Luhansk regions including the Autonomous Republic of Crimea.

Uncontrolled territories:
Territories of Donetsk and Luhansk regions uncontrolled by the Government of Ukraine.

Region (regions are united into macro-regions):
Western — Volyn, Zakarpattia, Ivano-Frankivsk, Lviv, Rivne, Ternopil, Khmelnytskyi, Chernivtsi regions;
Central — Vinnytsia, Kirovohrad, Poltava, Cherkasy regions;
Northern — Zhytomyr, Kyiv, Sumy, Chernihiv regions, Kyiv;
Southern — Odesa, Mykolaiv, Kherson regions;
Eastern — Dnipropetrovsk, Donetsk, Zaporizhia, Luhansk, Kharkiv regions.
The methodology used by the European Commission to calculate the Digital Economy and Society Index was used to determine the level of digital skills.

This index summarizes such indicators:
- connection to the Internet network;
- human capital;
- use of internet;
- integration of digital technology;
- digital public services.
In the course of our study, the methodology of calculating one of the indicators — an **indicator of digital skills**, which content was substantially and linguistically adapted to the Ukrainian realities, was used to determine the level of digital skills of the Ukrainian population.

The level of digital skills includes **four competence areas**:

01 **Information skills**
02 **Communication skills**
03 **Problem-solving skills**
04 **Software skills**
Each of the four competence areas consists of a set of certain actions that can be performed by an Internet user.

Each competence determines the level of skills according to the frequency and complexity of the activities performed.

- no skills
- basic
- above basic

An overall digital skills index is calculated based on the levels determined for each of the four competencies.
Key conclusions

What digital skills are more developed in the population of Ukraine as a whole?

37.9% of Ukrainians aged 18-70 years have digital skills at a below average level.

15.1% do not have any digital skills at all.

Thus

53% of the population of Ukraine are below the average mark.

*according to the digital skills assessment methodology used by the European Commission.
What digital skills are more advanced in the population of Ukraine as a whole?

75.3%  Communication skills — level above basic skills

74.4%  Information skills — level above basic skills

55.6%  Problem solving skills — level above basic skills

28.8%  Software Skills — level above basic skills
Key conclusions

Where do Ukrainians use the Internet most often?

Mainly 86.5% of Ukrainians (those who have Internet connection and connected to the network for the last 3 months) use the Internet at home.

But youth aged 12-17 years, as well as hearing impaired people, heavily use the online space resource at their place of study and/or work, and the first category is the most active Internet user at catering establishments.

How much time is spent most often on the Internet?

<table>
<thead>
<tr>
<th></th>
<th>Workday</th>
<th>Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of Ukraine as a whole</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Population of the uncontrolled territories</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>People with hearing impairments</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Youth aged 10–17 years</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
except of the occupied territories of Donetsk and Luhansk regions, as well as the Autonomous Republic of Crimea
What device do you use the most to access the Internet?

- **93.4%**
  - Youth aged 18–29 years
- **85%**
  - Population aged 30–59 years
- **64.5%**
  - Population aged 60–70 years
How many Ukrainians have been victims of fraudulent activity in the Internet?

- 34% of Ukrainian citizens aged 18–70 years for the last year
- 37.1% of the population in non-controlled territories

- 46.1% of people with hearing impairment
- 49.5% of youth aged 10–17 years

What fraudulent activities become the Ukrainians most often victims of?

- Receiving of fraudulent messages
Key conclusions

How many Ukrainians are interested in digital skills learning?

- 47% of Ukrainians aged 18–70 years
- 61.4% of the youth aged 18–29 years
- 67.5% of middle and high school children (10–17 years old)
- 65% of people with hearing impairments
Relevance of digital skills learning
Ukraine as a whole

38.5%
Desire to learn is not relevant, status of target group “To develop request”

<table>
<thead>
<tr>
<th>No skills</th>
<th>Low skills</th>
<th>Basic skills</th>
<th>Above basic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.8</td>
<td>51.5</td>
<td>16.1</td>
<td>17.6</td>
</tr>
</tbody>
</table>

47.8%
Desire to learn is relevant, status of target group “To satisfy request”

<table>
<thead>
<tr>
<th>No skills</th>
<th>Low skills</th>
<th>Basic skills</th>
<th>Above basic skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4</td>
<td>30.3</td>
<td>30.4</td>
<td>35.8</td>
</tr>
</tbody>
</table>

13.7%
No desire to learn and no internet connection

TOP-5 courses one would like to complete

<table>
<thead>
<tr>
<th>TOP-5 courses one would like to complete</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online safety</td>
<td>12.7%</td>
</tr>
<tr>
<td>Distinguishing reliable and unreliable sources of information</td>
<td>11.8%</td>
</tr>
<tr>
<td>Online child safety</td>
<td>9.3%</td>
</tr>
<tr>
<td>Fast and high-quality information search on the Internet</td>
<td>8.9%</td>
</tr>
<tr>
<td>Use of online banking services</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

TOP-5 courses one would like to complete

<table>
<thead>
<tr>
<th>TOP-5 courses one would like to complete</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online safety</td>
<td>50.4%</td>
</tr>
<tr>
<td>Distinguishing reliable and unreliable sources of information</td>
<td>43.4%</td>
</tr>
<tr>
<td>Online child safety</td>
<td>39.3%</td>
</tr>
<tr>
<td>Fast and high-quality information search on the Internet</td>
<td>36.7%</td>
</tr>
<tr>
<td>Use of online banking services</td>
<td>36.1%</td>
</tr>
</tbody>
</table>
Relevance of digital skills learning
Ukraine (portrait of rural area)

Level of digital skills (in %)

- No skills: 19.8%
- Low skills: 38.8%
- Basic skills: 21.2%
- Above basic skills: 20.2%

- Information: 72.1%
- Communication: 69.9%
- Problem solving: 51.5%
- Software: 22.3%

- Level of digital skills «low» + «no skills»: 77.6%
- Level of digital skills «basic» + «above basic»: 63.5%
- Level of digital skills «low» + «no skills»: 36.5%

TOP 5 courses the person would like to complete, among those who have an actual need for learning.
Level of digital skills «low» + «no skills»

1. Online safety: 55.4%
2. Use of online banking services: 52.2%
3. Distinguishing reliable and unreliable sources of information: 48.9%
4. Fast and high-quality information search on the Internet: 46.7%
5. Making online purchases: 42.4%

Top 5 courses the person would like to complete, among those who have an actual need for learning.
Level of digital skills «basic» + «above basic»

1. Software installation: 55%
2. Online safety: 53.1%
3. Video processing, editing (non-professional level, for personal use): 51.9%
4. Distinguishing reliable and unreliable sources of information: 46.9%
5. Use of online banking services: 46.3%
Relevance of digital skills learning
Ukraine (portrait of urban area)

Level of digital skills (in %)

- No skills: 13.6%
- Low skills: 37.5%
- Basic skills: 21.6%
- Above basic skills: 27.9%

Information: 75.5%
Communication: 77.7%
Problem solving: 57.5%
Software: 31.7%

TOP 5 courses the person would like to complete, among those who have an actual need for learning. Level of digital skills «low» + «no skills»

1. Online safety: 53.6%
2. Distinguishing reliable and unreliable sources of information: 47.4%
3. Use of online banking services: 46.9%
4. Fast and high-quality information search on the Internet: 44.3%
5. Online child safety: 37.6%

Top 5 courses the person would like to complete, among those who have an actual need for learning. Level of digital skills «basic» + «above basic»

1. Online safety: 46.5%
2. Video processing, editing (non-professional level, for personal use): 43.8%
3. Website Creation (template based): 42.3%
4. Work with photo editors: 40.5%
5. Distinguishing between reliable and unreliable sources of information: 38.8%
6. The fundamentals of graphic design: 38.8%
Section 1

Level of digital skills
Portrait of people lacking digital skills

15.1%

Socio-demographic features
- people aged 60–70 years
- who reside outside the regional centers (in regional towns and villages)
- with level of education: vocational secondary
- employment status: Not employed population

Specific features of the Internet use
- no access to the Internet network
- never used the Internet

Relevance of digital skills learning
- digital skills learning for them is not relevant
- digital skills they want to develop:
  - Smartphone use
  - Social media use
  - Skills of searching information on the Internet
- The most desirable form of digital skills learning: children (grandchildren) teach their parents (grandparents)
Portrait of people lacking digital skills

People aged 30-59 years
Who reside in cities (outside the regional centers)
With level of education: vocational secondary
Employment status: employed population

Socio-demographic features

No access to the Internet network
Used the Internet for the last 3 months
For the last 3 months used the Internet for:
• Making online calls
• Instant messages use
• Watching video

Specific features of the Internet use

Digital skills learning for them is not relevant
Digital skills they want to develop:
• Online banking services use
• Online safety skills
• Skills to distinguish reliable and unreliable sources of information

Relevance of digital skills learning

The most desirable form of digital skills learning: online

37.9%
Portrait of people lacking digital skills

21.5%

Socio-demographic features:
- People aged 30-39 years
- Who reside in regional centers
- With level of education: incomplete higher / higher
- Employment status: employed population

Specific features of the Internet use:
- No access to the Internet network
- Used the Internet for the last 3 months
- For the last 3 months used the Internet for:
  - Instant messages use
  - Making online calls
  - Watching video
  - Search for information about goods and services

Relevance of digital skills learning:
- Digital skills learning for them is relevant
- Digital skills they want to develop:
  - Online safety skills
  - Skills to distinguish reliable and unreliable sources of information
  - How to install software
  - Photo editing skills
- The most desirable form of digital skills learning: online
### Portrait of people lacking digital skills

<table>
<thead>
<tr>
<th>Socio-demographic features</th>
<th>Specific features of the Internet use</th>
<th>Relevance of digital skills learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>People aged 18-29 years</td>
<td>Have access to the Internet network</td>
<td>Digital skills learning for them is relevant</td>
</tr>
<tr>
<td>Who reside in regional centers</td>
<td>Used the Internet within last 3 months</td>
<td>Digital skills they want to develop:</td>
</tr>
<tr>
<td>With level of education: incomplete higher / higher</td>
<td>For the last 3 months used the Internet for:</td>
<td>• Online safety skills</td>
</tr>
<tr>
<td>Employment status: employed population</td>
<td>• Instant messages use</td>
<td>• Video processing and editing skills</td>
</tr>
<tr>
<td></td>
<td>• Making online calls</td>
<td>• Photo editing skills</td>
</tr>
<tr>
<td></td>
<td>• Watching video</td>
<td>• Skills to distinguish reliable and unreliable sources of information</td>
</tr>
<tr>
<td></td>
<td>• Search for information about goods and services</td>
<td>• How to install software</td>
</tr>
</tbody>
</table>

The most desirable form of digital skills learning: online

- **25.5%**
Overall digital skills assessment

No skills
No digital skills in all four areas (information, communication, problem-solving, software) and/or did not use Internet for the last 3 months.

Low skills
No digital skills in one of four competence areas.

Basic skills
Digital skills level is not below ‘average’ in all four areas.

Above basic skills
Digital skills level is not below ‘above average’ in all four areas.
Overall digital skills assessment
Ukraine as a whole

By age (in %)

18–29
1,1 28,1 27,0 43,8
30–39
3,8 37,2 25,1 33,9
40–49
9,7 40,7 24,2 25,3
50–59
19,2 45,6 19,2 16,0
60–70
46,7 38,2 10,3 4,7

No skills  Low  Basic  Above basic

By region (in %)

Western
15,0 37,8 22,7 24,5
Southern
9,0 55,0 12,8 23,2
Northern
14,4 33,4 23,8 28,3
Eastern
15,3 37,4 23,7 23,5
Central
21,2 30,9 18,6 29,3

By type of area (in %)

Regional center
9,3 35,5 25,1 30,1
Cities
16,2 39,3 18,6 25,9
Villages
19,8 38,8 21,2 20,1

By type of education level (in %)

Incomplete / complete secondary
27,9 45,2 14,6 12,2
Vocational secondary
20,7 47,3 19,2 12,7
Incomplete higher / higher
5,2 27,0 26,3 41,5

By employment status (in %)

Employed population
6,9 36,4 24,5 32,3
Not employed population
31,3 41 15,9 11,9
People with hearing impairment

By age (in %)

18-35:
- No skills: 16.9%
- Low: 33.7%
- Basic: 13.3%
- Above Basic: 36.1%

36-59:
- No skills: 16.2%
- Low: 30.8%
- Basic: 22.2%
- Above Basic: 30.8%

By employment status

Employed population:
- No skills: 18.2%
- Low: 31.8%
- Basic: 15.9%
- Above Basic: 34.1%

Not employed population:
- No skills: 10.6%
- Low: 34.0%
- Basic: 27.7%
- Above Basic: 27.7%
Youth aged 10–17 years

By age (in %)

- 10-12: 19.7%, 34.3%, 46.0%
- 13-15: 10.4%, 19.4%, 70.1%
- 16-17: 8.6%, 14.1%, 77.3%
Uncontrolled territories

By age (in %)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>No skills</th>
<th>Low</th>
<th>Basic</th>
<th>Above Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>39,2</td>
<td>21,5</td>
<td>21,5</td>
<td>39,2</td>
</tr>
<tr>
<td>30-45</td>
<td>0,6</td>
<td>54,0</td>
<td>26,7</td>
<td>18,8</td>
</tr>
<tr>
<td>46-60</td>
<td>4,1</td>
<td>73,3</td>
<td>17,1</td>
<td>5,5</td>
</tr>
</tbody>
</table>

By employment status

<table>
<thead>
<tr>
<th>Status</th>
<th>No skills</th>
<th>Low</th>
<th>Basic</th>
<th>Above Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed population</td>
<td>0,8</td>
<td>52,3</td>
<td>26,7</td>
<td>20,2</td>
</tr>
<tr>
<td>Not employed population</td>
<td>4,3</td>
<td>70,7</td>
<td>12,9</td>
<td>12,1</td>
</tr>
</tbody>
</table>
Information skills

Digital competence definition:

to identify, search, download, store, organize and analyze digital information, according to its relevance and purpose.

Skills:

- To download/print official forms
- To copy and/or move files/folders
- To receive information from websites or apps
- To submit of completed forms on the Internet
- To search for information regarding work issues
- To search for information regarding products and services
- To search for information not related with work issues. e.g., regarding health-related issues (injuries, illnesses, nutrition, wellness, etc.), recipes, parenting, etc.
- To search for Job or resume submission
- To read online news websites, magazines, newspapers

Ukraine as a whole

- Above basic skills: 74.4%
- Basic skills: 82.8%
- No skills: 71.7%

Uncontrolled territories

- Above basic skills: 18.6%
- Basic skills: 9.2%
- No skills: 6.9%

People with hearing impairment

- Above basic skills: 22.4%
- Basic skills: 5.9%
- No skills: 16.6%

Youth aged 10-17 years

- Above basic skills: 76.1%
- Basic skills: 7.3%
- No skills: 18.6%
<table>
<thead>
<tr>
<th>By age</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>2.5</td>
<td>4.8</td>
<td>92.7</td>
</tr>
<tr>
<td>30-39</td>
<td>6.9</td>
<td>6.9</td>
<td>86.2</td>
</tr>
<tr>
<td>40-49</td>
<td>12.3</td>
<td>5.6</td>
<td>82.2</td>
</tr>
<tr>
<td>50-59</td>
<td>22.7</td>
<td>11.0</td>
<td>66.3</td>
</tr>
<tr>
<td>60-70</td>
<td>54.5</td>
<td>6.6</td>
<td>38.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By employment status</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed population</td>
<td>9.6</td>
<td>6.0</td>
<td>84.3</td>
</tr>
<tr>
<td>Not employed</td>
<td>36.5</td>
<td>8.7</td>
<td>54.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By education level</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete/complete</td>
<td>33.0</td>
<td>9.9</td>
<td>57.1</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td>25.9</td>
<td>7.7</td>
<td>66.4</td>
</tr>
<tr>
<td>Incomplete/complete</td>
<td>6.9</td>
<td>5.3</td>
<td>87.8</td>
</tr>
<tr>
<td>Higher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By type of area</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional center</td>
<td>12.7</td>
<td>6.5</td>
<td>80.7</td>
</tr>
<tr>
<td>Cities</td>
<td>20.8</td>
<td>8.2</td>
<td>70.9</td>
</tr>
<tr>
<td>Villages</td>
<td>22.1</td>
<td>5.8</td>
<td>72.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By region</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>19.3</td>
<td>7.1</td>
<td>73.6</td>
</tr>
<tr>
<td>Northern</td>
<td>12.3</td>
<td>6.2</td>
<td>81.5</td>
</tr>
<tr>
<td>Southern</td>
<td>17.4</td>
<td>3.7</td>
<td>78.9</td>
</tr>
<tr>
<td>Eastern</td>
<td>18.7</td>
<td>10.9</td>
<td>70.4</td>
</tr>
<tr>
<td>Central</td>
<td>24.6</td>
<td>4.2</td>
<td>71.2</td>
</tr>
</tbody>
</table>
Information skills
Uncontrolled territories

By age

<table>
<thead>
<tr>
<th>Age</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>2,5</td>
<td>10,1</td>
<td>87,3</td>
</tr>
<tr>
<td>30-45</td>
<td>4,0</td>
<td>6,8</td>
<td>89,2</td>
</tr>
<tr>
<td>46-60</td>
<td>19,2</td>
<td>8,2</td>
<td>72,6</td>
</tr>
</tbody>
</table>

By employment status

<table>
<thead>
<tr>
<th>Employment status</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed population</td>
<td>6,9</td>
<td>7,6</td>
<td>85,6</td>
</tr>
<tr>
<td>Not employed population</td>
<td>15,5</td>
<td>9,5</td>
<td>75,0</td>
</tr>
</tbody>
</table>

By education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete/complete secondary</td>
<td>15,8</td>
<td>15,8</td>
<td>68,4</td>
</tr>
<tr>
<td>Vocational secondary</td>
<td>12,4</td>
<td>10,2</td>
<td>77,4</td>
</tr>
<tr>
<td>Incomplete/completer higher</td>
<td>5,4</td>
<td>4,3</td>
<td>90,2</td>
</tr>
</tbody>
</table>
Information skills
People with hearing impairment

By age

<table>
<thead>
<tr>
<th>Age</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-35</td>
<td>20,5</td>
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<td>77,1</td>
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<tr>
<td>36-59</td>
<td>23,1</td>
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</table>

By employment status

<table>
<thead>
<tr>
<th>Employment status</th>
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<th>Total</th>
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<tbody>
<tr>
<td>Employed population</td>
<td>24,1</td>
<td>5,3</td>
<td>70,6</td>
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<tr>
<td>Not employed population</td>
<td>17,0</td>
<td>8,5</td>
<td>74,5</td>
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</tr>
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</table>

By education level

<table>
<thead>
<tr>
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<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete/complete secondary</td>
<td>28,4</td>
<td>9,1</td>
<td>62,5</td>
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</tr>
<tr>
<td>Vocational secondary</td>
<td>20,0</td>
<td>3,6</td>
<td>76,4</td>
<td></td>
</tr>
<tr>
<td>Incomplete/complete higher</td>
<td>17,3</td>
<td>4,0</td>
<td>78,7</td>
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</table>

Youth aged 10–17 years

By age

<table>
<thead>
<tr>
<th>Age</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>11,3</td>
<td>28,5</td>
<td>60,2</td>
<td></td>
</tr>
<tr>
<td>13-15</td>
<td>5,7</td>
<td>8,1</td>
<td>86,2</td>
<td></td>
</tr>
<tr>
<td>16-17</td>
<td>1,6</td>
<td>8,6</td>
<td>89,8</td>
<td></td>
</tr>
</tbody>
</table>
## Communication skills

**Digital competence definition:**

to communicate in digital environments, to share resources via online tools, to connect with other people, and to collaborate with them using digital tools, engagement and participation in communities and networks.

**Skills:**

- Instant messaging use, i.e. messages exchange, e.g. via Telegram, Messenger, WhatsApp, Viber
- To send/receive emails
- To upload self-created material (content) (text, photos, music, videos, software, etc.) to any website from which you can share of downloaded content
- To make calls (including video calls) via Internet, e.g., via Telegram, Messenger, WhatsApp, Facetime
- To create posts on social and/or political topics (blogs, social media)
- Participation in online consultations or voting on certain social or political issues (e.g., signing a petition, voting for public budget projects, participating in electronic consultations)
- Presence in social media (creating a user profile, posting on Facebook, Twitter, Instagram, Vkontakte, Odnoklasniki, etc.)

### Graphs and Statistics

<table>
<thead>
<tr>
<th>Group</th>
<th>Above basic skills</th>
<th>Basic skills</th>
<th>No skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukraine as a whole</td>
<td>19,1</td>
<td>5,6</td>
<td>75,3</td>
</tr>
<tr>
<td>Uncontrolled territories</td>
<td>4,2</td>
<td>3,7</td>
<td>92,1</td>
</tr>
<tr>
<td>People with hearing impairment</td>
<td>17,4</td>
<td>2,7</td>
<td>79,9</td>
</tr>
<tr>
<td>Youth aged 10-17 years</td>
<td>7,3</td>
<td>6,5</td>
<td>86,2</td>
</tr>
</tbody>
</table>

- **Ukraine as a whole**
- **Uncontrolled territories**
- **People with hearing impairment**
- **Youth aged 10-17 years**

**Legend:**
- **Above basic skills**
- **Basic skills**
- **No skills**
# Communication skills in Ukraine as a whole

## By age

<table>
<thead>
<tr>
<th>Age</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>1.6</td>
<td>3.7</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>6.7</td>
<td>3.8</td>
<td>89.5</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>12.3</td>
<td>6.1</td>
<td>81.6</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>27.1</td>
<td>8.7</td>
<td>64.2</td>
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<td>60-70</td>
<td>53.9</td>
<td>6.0</td>
<td>40.1</td>
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## By educational level

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>No skills</th>
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<th>Above basic</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Incomplete/complete secondary</td>
<td>33.0</td>
<td>6.8</td>
<td>60.2</td>
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</tr>
<tr>
<td>Vocational secondary</td>
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<td>7.7</td>
<td>66.6</td>
<td></td>
</tr>
<tr>
<td>Incomplete/complete higher</td>
<td>7.7</td>
<td>3.3</td>
<td>89.0</td>
<td></td>
</tr>
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## By type of area

<table>
<thead>
<tr>
<th>Type of Area</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
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<tbody>
<tr>
<td>Regional center</td>
<td>13.4</td>
<td>5.3</td>
<td>81.2</td>
<td></td>
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<tr>
<td>Cities</td>
<td>20.2</td>
<td>5.1</td>
<td>74.7</td>
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</tr>
<tr>
<td>Villages</td>
<td>23.8</td>
<td>6.4</td>
<td>69.8</td>
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</tr>
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</table>

## By employment status

<table>
<thead>
<tr>
<th>Employment Status</th>
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<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Employed population</td>
<td>10.3</td>
<td>6.0</td>
<td>83.7</td>
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</tr>
<tr>
<td>Not employed population</td>
<td>36.6</td>
<td>4.8</td>
<td>58.6</td>
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</table>

## By region

<table>
<thead>
<tr>
<th>Region</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>19.3</td>
<td>5.0</td>
<td>75.7</td>
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</tr>
<tr>
<td>Southern</td>
<td>12.3</td>
<td>2.8</td>
<td>84.8</td>
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<tr>
<td>Northern</td>
<td>17.6</td>
<td>2.4</td>
<td>79.9</td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>19.7</td>
<td>9.9</td>
<td>70.4</td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>25.8</td>
<td>5.1</td>
<td>69.1</td>
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</table>
Communication skills
Uncontrolled territories

By age

<table>
<thead>
<tr>
<th>Age</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>100,0</td>
<td>2,9</td>
<td>2,9</td>
<td></td>
</tr>
<tr>
<td>30-45</td>
<td>96,0</td>
<td>7,5</td>
<td>1,7</td>
<td></td>
</tr>
<tr>
<td>46-60</td>
<td>82,9</td>
<td>9,6</td>
<td>2,3</td>
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</tr>
</tbody>
</table>

By education level

<table>
<thead>
<tr>
<th>Education Level</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete/complete secondary</td>
<td>100,0</td>
<td>7,0</td>
<td>5,4</td>
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<tr>
<td>Vocational secondary</td>
<td>87,6</td>
<td>5,4</td>
<td>7,0</td>
<td></td>
</tr>
<tr>
<td>Incomplete/complete higher</td>
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<td>2,2</td>
<td>2,2</td>
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By employment status

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Employed population</td>
<td>94,2</td>
<td>2,9</td>
<td>2,9</td>
<td></td>
</tr>
<tr>
<td>Not employed population</td>
<td>86,2</td>
<td>6,0</td>
<td>7,8</td>
<td></td>
</tr>
</tbody>
</table>
Information skills
People with hearing impairment

By age
- 18-35: 16.9% No skills, 1.2% Basic, 81.9% Above basic
- 36-59: 17.7% No skills, 3.8% Basic, 78.5% Above basic

By employment status
- Employed population: 19.4% No skills, 1.8% Basic, 78.8% Above basic
- Not employed population: 10.6% No skills, 6.4% Basic, 83.0% Above basic

By educational level
- Incomplete/complete secondary: 21.6% No skills, 5.7% Basic, 72.7% Above basic
- Vocational secondary: 10.9% No skills, 89.1% Above basic
- Incomplete/complete higher: 17.3% No skills, 1.4% Basic, 81.3% Above basic

Youth aged 10–17 years

By age
- 10-12: 10.9% No skills, 10.0% Basic, 79.1% Above basic
- 13-15: 3.8% No skills, 3.3% Basic, 92.9% Above basic
- 16-17: 5.5% No skills, 4.7% Basic, 89.8% Above basic
Problem solving skills

Digital competence definition: to identify digital needs and resources, make informed decisions about what are the most appropriate digital tools for the purpose or how to solve conceptual problems using digital tools, creatively use technology, solve technical problems, update your own and others' competencies.

Skills:
- Online banking (to pay for utilities, mobile phone, card to card money transfer, etc.)
- To watch video (video streams, concerts, etc.)
- To buy/sell goods or services online
- Listen to music (online radio, music streams, etc.)
- Online learning (including recorded)
- To complete online courses (including recorded)
  To use study material online, in addition to the full online course (e.g., audiovisual materials, online learning software, electronic tools, textbooks.
- To communicate with teachers or students using educational websites / portals.
Problem solving skills
Ukraine as a whole

By age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
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<tr>
<td>18-29</td>
<td>2.8</td>
<td>17.1</td>
<td>80.1</td>
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</tr>
<tr>
<td>30-39</td>
<td>6.7</td>
<td>22.7</td>
<td>70.6</td>
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<tr>
<td>40-49</td>
<td>13.4</td>
<td>25.3</td>
<td>61.3</td>
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<tr>
<td>50-59</td>
<td>26.2</td>
<td>30.5</td>
<td>43.3</td>
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</tr>
<tr>
<td>60-70</td>
<td>57.4</td>
<td>27.0</td>
<td>15.6</td>
<td></td>
</tr>
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</table>

By educational level

<table>
<thead>
<tr>
<th>Level</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
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</thead>
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<tr>
<td>Incomplete/complete secondary</td>
<td>33.7</td>
<td>27.9</td>
<td>39.4</td>
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<tr>
<td>Vocational secondary</td>
<td>27.9</td>
<td>29.8</td>
<td>43.0</td>
<td></td>
</tr>
<tr>
<td>Incomplete/complete higher</td>
<td>8.5</td>
<td>18.3</td>
<td>73.2</td>
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</table>

By type of area

<table>
<thead>
<tr>
<th>Area</th>
<th>Employed population</th>
<th>Not employed population</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional center</td>
<td>14.1 23.4</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>Cities</td>
<td>20.8 26.1</td>
<td>53.1</td>
<td></td>
</tr>
<tr>
<td>Cella</td>
<td>25.2 23.3</td>
<td>51.1</td>
<td></td>
</tr>
</tbody>
</table>

By region

<table>
<thead>
<tr>
<th>Region</th>
<th>No skills</th>
<th>Basic</th>
<th>Above basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>21.4</td>
<td>21.4</td>
<td>57.2</td>
<td></td>
</tr>
<tr>
<td>Southern</td>
<td>15.6</td>
<td>36.0</td>
<td>48.3</td>
<td></td>
</tr>
<tr>
<td>Northern</td>
<td>18.7</td>
<td>24.3</td>
<td>57.0</td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>17.9</td>
<td>25.4</td>
<td>56.7</td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>27.5</td>
<td>17.8</td>
<td>54.7</td>
<td></td>
</tr>
</tbody>
</table>
Communication skills
Uncontrolled territories

By age

18-29
No skills: 12
Basic: 16.5
Above basic: 82.3

30-45
No skills: 5.1
Basic: 27.3
Above basic: 67.6

46-60
No skills: 23.3
Basic: 46.6
Above basic: 30.1

By employment status

Employed population
No skills: 7.6
Basic: 27.8
Above basic: 64.6

Not employed population
No skills: 19.8
Basic: 43.1
Above basic: 37.1

By educational level

Incomplete/complete secondary
No skills: 5.3
Basic: 42.1
Above basic: 52.6

Vocational secondary
No skills: 15.6
Basic: 44.1
Above basic: 40.3

Incomplete/complete higher
No skills: 7.6
Basic: 19.6
Above basic: 72.6
Software skills for content manipulation

Digital competence definition:
to create and edit new content (from word to images and videos processing); to integrate and modify prior knowledge and content; to make creative expressions, mass media and programming software; to deal with and use intellectual property rights and licenses.

Skills:
- To use photo, video or audio editing software
- To use software for work with texts (Word)
- To use data management software (Excel)
- To use advanced functions for organizing and analyzing data such as sorting, filtering, using formulas, creating diagrams
- To write a code in the programming language
- To create presentations or documents that integrate text, drawings, tables or diagrams

![Chart showing software skills distribution](chart.png)
Software skills for content manipulation
Ukraine as a whole

**By age**

- **18-29**: 28.7% No skills, 24.1% Basic, 47.2% Above basic
- **30-39**: 40.1% No skills, 22.4% Basic, 37.5% Above basic
- **40-49**: 49.6% No skills, 20.9% Basic, 29.5% Above basic
- **50-59**: 64.2% No skills, 16.9% Basic, 18.9% Above basic
- **60-70**: 84.3% No skills, 8.8% Basic, 6.9% Above basic

**By employment status**

- **Employed population**: 42.2% No skills, 21.8% Basic, 36.0% Above basic
- **Not employed population**: 72.1% No skills, 13.5% Basic, 14.4% Above basic

**By educational level**

- **Incomplete / complete secondary**: 72.8% No skills, 14.3% Basic, 12.9% Above basic
- **Vocational secondary**: 67.6% No skills, 17.1% Basic, 15.3% Above basic
- **Incomplete / complete higher**: 31.3% No skills, 22.3% Basic, 46.4% Above basic

**By type of area**

- **Regional center**: 43.7% No skills, 22.2% Basic, 34.1% Above basic
- **Cities**: 54.6% No skills, 15.9% Basic, 29.5% Above basic
- **Villages**: 58.4% No skills, 19.3% Basic, 22.3% Above basic

**By region**

- **Western**: 52.4% No skills, 18.3% Basic, 29.3% Above basic
- **Southern**: 64.0% No skills, 10.4% Basic, 25.6% Above basic
- **Northern**: 47.6% No skills, 22.5% Basic, 29.9% Above basic
- **Eastern**: 51.3% No skills, 21.1% Basic, 27.6% Above basic
- **Central**: 50.8% No skills, 17.8% Basic, 31.4% Above basic
Software skills for content manipulation
Uncontrolled territories

By age

18-29
- No skills: 39.2
- Basic: 19.0
- Above basic: 41.8

30-45
- No skills: 54.5
- Basic: 26.2
- Above basic: 19.3

46-60
- No skills: 77.4
- Basic: 15.1
- Above basic: 7.5

By educational level

Incomplete / complete secondary
- No skills: 78.9
- Basic: 10.6
- Above basic: 10.5

Vocational secondary
- No skills: 73.7
- Basic: 14.5
- Above basic: 11.8

Incomplete / complete higher
- No skills: 42.9
- Basic: 28.3
- Above basic: 28.8

By employment status

Employed population
- No skills: 53.0
- Basic: 25.3
- Above basic: 21.7

Not employed population
- No skills: 75.0
- Basic: 11.2
- Above basic: 13.8
Software skills for content manipulation
People with hearing impairment

By age

- 18-35: 50.6% No skills, 13.3% Basic, 36.1% Above basic
- 36-59: 46.2% No skills, 20.0% Basic, 33.8% Above basic

By employment status

- Employed population: 49.4% No skills, 15.3% Basic, 35.3% Above basic
- Not employed population: 44.7% No skills, 23.4% Basic, 31.9% Above basic

By educational level

- Incomplete / complete secondary: 59.1% No skills, 14.8% Basic, 26.1% Above basic
- Vocational secondary: 49.1% No skills, 18.2% Basic, 32.7% Above basic
- Incomplete / complete higher: 36.0% No skills, 18.7% Basic, 45.3% Above basic

Youth aged 10-17 years

By age

- 10-12: 10.5% No skills, 19.7% Basic, 69.8% Above basic
- 13-15: 6.6% No skills, 14.2% Basic, 79.2% Above basic
- 16-17: 3.9% No skills, 7.8% Basic, 88.3% Above basic
Level of digital skills

Ukraine in a whole

People with hearing impairment

Uncontrolled territories

Youth aged 10-17 years

Information skills
Communication skills
Problem solving skills
Software skills

Above basic skills  Basic skills  No skills
Internet use for the last 3 months
Ukraine as a whole

- Using instant messages: 82.2%
- Making calls: 80.8%
- Watching videos: 79.4%
- Presence in social media: 74.9%
- Searching for information about goods and services: 74.6%
- Searching for information not related with work issues: 74.3%
- Listening to music: 73.1%
- Reading news websites: 73.0%
- Sending/receiving emails: 59.7%
- Buying/selling goods: 56.9%
- Online banking: 55.1%
- Uploading self-created material: 42.1%
- Searching for information regarding work issues: 39.4%
- Creating posts/messages: 30.8%
- Job searching or resume submission: 23.3%
- Use of study material: 21.3%
- Participation in online consultations or voting: 20.1%
- Online learning completion: 17.5%
- Communication with teachers or students: 9.9%
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using instant messages</td>
<td>91,1%</td>
</tr>
<tr>
<td>Making calls</td>
<td>91,1%</td>
</tr>
<tr>
<td>Watching videos</td>
<td>81,5%</td>
</tr>
<tr>
<td>Searching for information not related with work issues</td>
<td>78,7%</td>
</tr>
<tr>
<td>Presence in social media</td>
<td>76,6%</td>
</tr>
<tr>
<td>Searching for information about goods and services</td>
<td>72,3%</td>
</tr>
<tr>
<td>Listening to music</td>
<td>72,1%</td>
</tr>
<tr>
<td>Reading news websites</td>
<td>63,2%</td>
</tr>
<tr>
<td>Sending/receiving emails</td>
<td>50,8%</td>
</tr>
<tr>
<td>Uploading self-created material to any website</td>
<td>50,5%</td>
</tr>
<tr>
<td>Searching for information regarding work issues</td>
<td>36,0%</td>
</tr>
<tr>
<td>Buying/selling goods</td>
<td>34,8%</td>
</tr>
<tr>
<td>Creating posts/messages</td>
<td>33,8%</td>
</tr>
<tr>
<td>Participation in online consultations or voting</td>
<td>23,1%</td>
</tr>
<tr>
<td>Job searching or resume submission</td>
<td>19,8%</td>
</tr>
<tr>
<td>Online banking</td>
<td>19,0%</td>
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<tr>
<td>Online learning completion</td>
<td>17,8%</td>
</tr>
<tr>
<td>Use of study material</td>
<td>13,2%</td>
</tr>
<tr>
<td>Communication with teachers or students</td>
<td>6,1%</td>
</tr>
</tbody>
</table>
Internet use for the last 3 months
People with hearing impairment

- Using instant messages: 95.7%
- Making calls: 94.0%
- Presence in social media: 79.9%
- Reading online news websites: 76.6%
- Watching videos: 73.4%
- Searching for information about goods and services: 73.4%
- Searching for information not related with work issues: 71.7%
- Online banking: 70.1%
- Buying/selling goods: 59.8%
- Sending/receiving emails: 57.1%
- Uploading content to any website: 54.3%
- Creating posts/messages: 39.7%
- Searching for information regarding work issues: 35.9%
- Listening to music: 30.4%
- Participation in online consultations or voting: 23.9%
- Use of study material: 19.6%
- Job searching or resume submission: 15.8%
- Online learning completion: 13.6%
- Communication with teachers or students: 13.0%
### Internet use for the last 3 months
#### Youth aged 10–17 years

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching videos</td>
<td>87.6%</td>
</tr>
<tr>
<td>Listening to music</td>
<td>81.8%</td>
</tr>
<tr>
<td>Using instant messages</td>
<td>81.1%</td>
</tr>
<tr>
<td>Presence in social media</td>
<td>78.1%</td>
</tr>
<tr>
<td>Making calls</td>
<td>77.9%</td>
</tr>
<tr>
<td>Searching for information not related with study issues</td>
<td>74.2%</td>
</tr>
<tr>
<td>Uploading content to any website</td>
<td>67.4%</td>
</tr>
<tr>
<td>Use of study material</td>
<td>65.1%</td>
</tr>
<tr>
<td>Searching for information about goods and services</td>
<td>62.7%</td>
</tr>
<tr>
<td>Sending/receiving emails</td>
<td>54.7%</td>
</tr>
<tr>
<td>Buying/selling goods</td>
<td>49.4%</td>
</tr>
<tr>
<td>Reading news websites</td>
<td>47.1%</td>
</tr>
<tr>
<td>Online learning completion</td>
<td>40.9%</td>
</tr>
<tr>
<td>Online banking</td>
<td>34.5%</td>
</tr>
<tr>
<td>Communication with teachers or students</td>
<td>25.0%</td>
</tr>
</tbody>
</table>
Contacting public authorities / state services via the Internet for the last 12 months

### Getting information from the websites or apps

- **Ukraine as a whole**: 22.4%
- **Uncontrolled territories**: 10.8%
- **People with hearing impairment**: 30.0%

### Online submission of completed forms

- **Ukraine as a whole**: 13.8%
- **Uncontrolled territories**: 6.5%
- **People with hearing impairment**: 21.4%

### Downloading or printing official forms

- **Ukraine as a whole**: 13.7%
- **Uncontrolled territories**: 6.5%
- **People with hearing impairment**: 12.8%
Which of the following have you done for the last 12 months?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Ukraine as a whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferring files between the PC's or other devices</td>
<td>52.3%</td>
</tr>
<tr>
<td>Software installation</td>
<td>34.2%</td>
</tr>
<tr>
<td>Changing security settings</td>
<td>26.2%</td>
</tr>
</tbody>
</table>
Which of the following have you done for the last 12 months?

- Writing a code in the programming language: 7.6%
- Using advanced functions for organizing data: 16.5%
- Creating presentations or documents: 25.0%
- Editing photo, video or audio: 25.7%
- Working with data in Excel: 29.2%
- Working with texts in Word: 37.5%
- Copying or moving files: 52.5%
Which of the following have you done for the last 12 months?

- Related to the PC or mobile phone
  - Transferring files between the PC's or other devices
  - Software installation
  - Changing security settings

Uncontrolled territories
Which of the following have you done for the last 12 months?

- Uncontrolled territories

Related to software

- Copying or moving files: 44.6%
- Working with texts in Word: 28.2%
- Editing photo, video or audio: 22.9%
- Working with data in Excel: 21.2%
- Creating presentations or documents: 18.7%
- Using advanced functions for organizing data: 8.7%
- Writing a code in the programming language: 5%
Which of the following have you done for the last 12 months?

- Related to the PC or mobile phone
  - Transferring files between the PC's or other devices: 72.6%
  - Software installation: 52.5%
  - Changing security settings: 36.1%

People with hearing impairment
Which of the following have you done for the last 12 months?

- People with hearing impairment

**Related to software**

- Copying or moving files: 68.9%
- Work with texts in Word: 50.2%
- Editing photo, video or audio: 49.3%
- Creating presentations or documents: 37.9%
- Work with data in Excel: 33.8%
- Using advanced functions for organizing data: 17.4%
- Writing a code in the programming language: 13.2%
Which of the following have you done for the last 12 months?

- Changing security settings
- Software installation
- Transferring files between the PC's or other devices

Youth aged 10–17 years

- Changing security settings: 48.2%
- Software installation: 68.9%
- Transferring files between the PC's or other devices: 71%
Which of the following have you done for the last 12 months?

**Youth aged 10–17 years**

### Related to software

- **Copying or moving files**: 75.4%
- **Editing photo, video or audio**: 73.2%
- **Creating presentations or documents**: 70.6%
- **Work with texts in Word**: 64%
- **Work with data in Excel**: 46.7%
- **Using advanced functions for organizing data**: 35%
- **Writing a code in the programming language**: 28.9%
Section 2

Access to the Internet
What do you think includes the concept of digital literacy?

Ukraine as a whole 🇺🇦

<table>
<thead>
<tr>
<th>Capability</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to use device for personal and professional use</td>
<td>30.3</td>
</tr>
<tr>
<td>The ability to quickly navigate how to work with new programs or devices</td>
<td>25.3</td>
</tr>
<tr>
<td>Knowing how to use your devices</td>
<td>24.5</td>
</tr>
<tr>
<td>Know how to protect your data on the Internet</td>
<td>14.2</td>
</tr>
<tr>
<td>Hard to say</td>
<td>5.5</td>
</tr>
<tr>
<td>Your option</td>
<td>0.1</td>
</tr>
</tbody>
</table>
What do you think includes the concept of digital literacy?

People with hearing impairment

- Knowing how to use your devices: 31.1%
- Ability to use device for personal and professional use: 28.8%
- The ability to quickly navigate how to work with new programs or devices: 20.2%
- Know how to protect your data on the Internet: 11.9%
- Hard to say: 8%
What do you think includes the concept of digital literacy?

Uncontrolled territories

- Ability to use device for personal and professional use: 29.6%
- Knowing how to use your devices: 28.3%
- The ability to quickly navigate how to work with new programs or devices: 24.7%
- Know how to protect your data on the Internet: 17%
- Hard to say: 0.3%
Internet access at home

<table>
<thead>
<tr>
<th>Category</th>
<th>Connected</th>
<th>Not connected</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukraine as a whole</td>
<td>88,4</td>
<td>11,2</td>
<td>0,4</td>
</tr>
<tr>
<td>Uncontrolled territories</td>
<td>97,5</td>
<td>2,5</td>
<td></td>
</tr>
<tr>
<td>People with hearing impairment</td>
<td>91,3</td>
<td>8,2</td>
<td>0,5</td>
</tr>
<tr>
<td>Youth aged 10–17 years</td>
<td>97,6</td>
<td>1,9</td>
<td></td>
</tr>
</tbody>
</table>

Portrait of people with no internet connection at home

- people aged 60-70 years
- living outside regional centers (in towns and villages of the region)
- with educational level: secondary professional
- employment status: not employed people
- with income: Below average
- digital skills learning is irrelevant for them
Internet access at home

Ukraine in a whole

By age

<table>
<thead>
<tr>
<th>Age</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Don't know (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>96,3</td>
<td>3,7</td>
<td>0,1</td>
</tr>
<tr>
<td>30-39</td>
<td>96,9</td>
<td>3,1</td>
<td>0,1</td>
</tr>
<tr>
<td>40-49</td>
<td>93,3</td>
<td>6,7</td>
<td>0,9</td>
</tr>
<tr>
<td>50-59</td>
<td>85,5</td>
<td>13,7</td>
<td>0,9</td>
</tr>
<tr>
<td>60-70</td>
<td>66,1</td>
<td>32,6</td>
<td>1,3</td>
</tr>
</tbody>
</table>

By employment status

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Don't know (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed population</td>
<td>94,1</td>
<td>5,8</td>
<td>0,1</td>
</tr>
<tr>
<td>Not employed population</td>
<td>77,1</td>
<td>21,9</td>
<td>1,0</td>
</tr>
</tbody>
</table>

By type of area

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Don't know (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional center</td>
<td>93,6</td>
<td>6,2</td>
<td>0,2</td>
</tr>
<tr>
<td>Cities</td>
<td>87,1</td>
<td>12,3</td>
<td>0,6</td>
</tr>
<tr>
<td>Villages</td>
<td>84,9</td>
<td>14,7</td>
<td>0,4</td>
</tr>
</tbody>
</table>
Internet access at home

Ukraine in a whole

Reasons for not having Internet access at home:

- Don't know how to use
- No Internet required
- Internet access costs are too high
- The cost of Internet access equipment is too high
- I have access to the Internet elsewhere
- Not sure about the privacy of my data
- Broadband Internet is not available in our area
- Hard to say
Internet access at home

People with hearing impairment 🤫

By age

18-35
- Yes: 94.0%
- No: 0.8%
- Don't know: 6.0%

36-59
- Yes: 89.2%
- No: 10.0%
- Don't know: 0.8%

By employment status

Employed population
- Yes: 92.4%
- No: 12.8%
- Don't know: 0.5%

Not employed population
- Yes: 87.2%
- No: 7.1%
- Don't know: 0.5%

By type of area

Regional center
- Yes: 94.3%
- No: 12.5%
- Don't know: 0.8%

Cities
- Yes: 87.5%
- No: 11.1%
- Don't know: 0.8%

Villages
- Yes: 88.9%
- No: 11.1%
- Don't know: 0.8%
Internet access at home

Uncontrolled territories

By age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>30-45</td>
<td>98,9</td>
<td>1,1</td>
</tr>
<tr>
<td>46-60</td>
<td>94,5</td>
<td>5,5</td>
</tr>
</tbody>
</table>

By employment status

<table>
<thead>
<tr>
<th>Status</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed population</td>
<td>98,6</td>
<td>1,4</td>
</tr>
<tr>
<td>Not employed population</td>
<td>94,8</td>
<td>5,2</td>
</tr>
</tbody>
</table>

By type of area

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional center</td>
<td>94,7</td>
<td>5,3</td>
</tr>
<tr>
<td>Cities</td>
<td>98,2</td>
<td>1,8</td>
</tr>
</tbody>
</table>
Types of home Internet connections

- Fixed broadband connections, such as DSL, ADSL, cable, optical fiber, satellite, public Wi-Fi connections
- Mobile broadband connections (via a cellular network, at least 3G, use of a sim-card or USB key of a mobile phone or smartphone as a modem)
- Access via normal telephone line
- Mobile narrowband connections (via mobile phone network less than 3G such as 2G + / GP)
- Don't know
Types of home Internet connections

Ukraine in a whole

Fixed broadband connections: 86.9%
Mobile broadband connections:
- Regional center: 4.4%
- City: 10.6%
- Village: 12.2%
Access via home telephone line:
- Regional center: 2.9%
- City: 3.5%
- Village: 8.6%
Mobile narrowband connection:
- Regional center: 0.9%
- City: 2.4%
- Village: 5.6%
Types of home Internet connections

People with hearing impairment

- Fixed broadband connections: 89.9%
- Mobile broadband connections: 2.2%
- Access via home telephone line: 1.1%
- Mobile narrowband connection: 1.9%
Types of home Internet connections

Uncontrolled territories

<table>
<thead>
<tr>
<th></th>
<th>Regional center</th>
<th>City</th>
<th>Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed broadband connections</td>
<td>83.2</td>
<td>72.9</td>
<td>68.8</td>
</tr>
<tr>
<td>Mobile broadband connections</td>
<td>13.3</td>
<td>15.7</td>
<td></td>
</tr>
<tr>
<td>Access via home telephone line</td>
<td>0.9</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Mobile narrowband connection</td>
<td>0.9</td>
<td>1.4</td>
<td></td>
</tr>
</tbody>
</table>
Places of Internet use for the last 6 months

**Ukraine in a whole**

- Catering establishments: 39.5% at home, 60.5% at work
- In public places: 35.4% at home, 64.6% at work
- By place of study: 12.5% at home, 87.5% at work
- At work: 49.7% at home, 50.3% at work
- At home: 86.5% at home, 13.5% at work

**People with hearing impairment**

- Catering establishments: 33.8% at home, 66.2% at work
- In public places: 49.3% at home, 50.7% at work
- By place of study: 24.7% at home, 75.3% at work
- At work: 64.4% at home, 35.6% at work
- At home: 92.7% at home, 7.3% at work

**Uncontrolled territories**

- Catering establishments: 41.6% at home, 58.4% at work
- In public places: 30.2% at home, 69.8% at work
- By place of study: 9.2% at home, 90.8% at work
- At work: 47.1% at home, 52.9% at work
- At home: 97% at home, 3% at work

**Youth aged 10–17 years**

- Catering establishments: 70.5% at home, 29.5% at work
- In public places: 44.5% at home, 55.5% at work
- By place of study: 75% at home, 25% at work
- At work: 95.6% at home, 4.4% at work
- At home: 95.6% at home, 4.4% at work
When was the last time you used the Internet?

- **Ukraine**: 85.5%
  - For the last 3 months: 21.8%
  - From 3 months to 1 year ago: 18.0%
  - More than 1 year ago: 10.5%
  - Never used: 10.5%

- **Uncontrolled territories**: 98.3%
  - For the last 3 months: 0.5%
  - From 3 months to 1 year ago: 0.2%
  - More than 1 year ago: 1.0%
  - Never used: 1.0%

- **People with hearing impairment**: 84.0%
  - For the last 3 months: 18.0%
  - From 3 months to 1 year ago: 10.0%
  - More than 1 year ago: 4.1%
  - Never used: 4.1%

- **Youth aged 10–17 years**: 95.8%
  - For the last 3 months: 1.0%
  - From 3 months to 1 year ago: 1.9%
  - More than 1 year ago: 1.2%
  - Never used: 1.2%
When was the last time you personally used the Internet?
Ukraine in a whole 🇺🇦

By age

- **18-29**: 99.2%
  - For the last 3 months: 0.8%
  - From 3 months to 1 year ago: 1.4%
  - More than 1 year ago: 1.0%
  - Never used: 0.2%
- **30-39**: 96.4%
  - For the last 3 months: 1.9%
  - From 3 months to 1 year ago: 9.1%
  - More than 1 year ago: 1.2%
  - Never used: 0.0%
- **40-49**: 91.3%
  - For the last 3 months: 5.6%
  - From 3 months to 1 year ago: 13.7%
  - More than 1 year ago: 6.6%
  - Never used: 4.4%
- **50-59**: 81.6%
  - For the last 3 months: 1.0%
  - From 3 months to 1 year ago: 18.2%
  - More than 1 year ago: 6.8%
  - Never used: 4.4%
- **60-70**: 53.9%
  - For the last 3 months: 35.0%
  - From 3 months to 1 year ago: 4.4%
  - More than 1 year ago: 6.6%
  - Never used: 2.0%

By employment status

- **For the last 3 months**: 93.7%
  - Employed population: 93.7%
  - Not employed population: 0.0%
- **From 3 months to 1 year ago**: 69.4%
  - Employed population: 2.0%
  - Not employed population: 2.4%
- **More than 1 year ago**: 4.2%
  - Employed population: 0.7%
  - Not employed population: 4.2%
- **Never used**: 24.1%
  - Employed population: 0.7%
  - Not employed population: 3.6%
When was the last time you personally used the Internet? Ukraine in a whole

By type of area

- Regional center
  - for the last 3 months: 90.9%
  - from 3 months to 1 year ago: 1.4%
  - more than 1 year ago: 2.9%
  - never used: 13.9%

- City
  - for the last 3 months: 84.4%
  - from 3 months to 1 year ago: 2.9%
  - more than 1 year ago: 2.0%
  - never used: 1.4%

- Village
  - for the last 3 months: 81.1%
  - from 3 months to 1 year ago: 1.4%
  - more than 1 year ago: 2.9%
  - never used: 13.9%

By financial status

- Do not have enough money for food: 61.4%
- Enough money for food, but it is difficult to buy clothes: 7.9%
- Have enough money for food, we can save some money: 30.7%
- We can afford to buy some expensive things: 30.7%
- We can afford to buy whatever we want: 30.7%

- for the last 3 months: 78.7%
- from 3 months to 1 year ago: 2.0%
- more than 1 year ago: 15.6%
- never used: 1.9%
When was the last time you personally used the Internet?

People with hearing impairment

By age

- **18-35**
  - For the last 3 months: 83.1%
  - From 3 months to 1 year ago: 10.8%
  - More than 1 year ago: 1.2%
  - Never used: 3.8%

- **36-59**
  - For the last 3 months: 83.8%
  - From 3 months to 1 year ago: 10.0%
  - More than 1 year ago: 2.3%
  - Never used: 2.4%

By employment status

- **Employed population**
  - For the last 3 months: 82.4%
  - From 3 months to 1 year ago: 10.6%
  - More than 1 year ago: 8.5%
  - Never used: 4.7%

- **Not employed population**
  - For the last 3 months: 89.4%
  - From 3 months to 1 year ago: 8.5%
  - More than 1 year ago: 2.1%
  - Never used: 2.1%
When was the last time you personally used the Internet? People with hearing impairment

By type of area

- Regional center: 89.3%
- City: 76.3%
- Village: 83.3%

By financial status

- Do not have enough money for food: 7.4%
- Have enough money for food, but it is difficult to buy clothes: 13.8%
- Have enough money for food, clothing and we can save some money: 5.6%
- Can afford to buy some expensive things: 11.1%
- We can afford to buy whatever we want: 73.4%

- for the last 3 months
- from 3 months to 1 year ago
- more than 1 year ago
- never used
Frequency of the Internet Use for the last 3 months

- Ukraine in a whole
  - 90,9 every day or almost every day
  - 7,6 at least once a week, but not every day
  - 1,5 less than once a week

- Uncontrolled territories
  - 90,8 every day or almost every day
  - 7,7 at least once a week, but not every day
  - 1,5 less than once a week

- People with hearing impairment
  - 95,1 every day or almost every day
  - 3,8 at least once a week, but not every day
  - 1,1 less than once a week

- Youth aged 10–17 years
  - 95,0 every day or almost every day
  - 4,1 at least once a week, but not every day
  - 0,9 less than once a week
Frequency of the Internet Use for the last 3 months

Ukraine in a whole

- every day or almost every day
- at least once a week, but not every day
- less than once a week
**Frequency of the Internet Use for the last 3 months**

**Uncontrolled territories**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Every day or almost every day</th>
<th>At least once a week, but not every day</th>
<th>Less than once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>98.7%</td>
<td>1.3%</td>
<td>0%</td>
</tr>
<tr>
<td>30-45</td>
<td>97.1%</td>
<td>2.9%</td>
<td>0%</td>
</tr>
<tr>
<td>46-60</td>
<td>78.4%</td>
<td>17.4%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>
Frequency of the Internet Use for the last 3 months

People with hearing impairment

- 98.6% of the 18-35 age group used the Internet daily or almost daily.
- 92.7% of the 36-59 age group used the Internet daily or almost daily.

- 1.4% of the 18-35 age group used the Internet less than once a week.
- 5.5% of the 36-59 age group used the Internet less than once a week.
- 1.8% of the 36-59 age group used the Internet at least once a week, but not every day.
Frequency of the Internet Use for the last 3 months

Youth aged 10–17 years

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10–12</td>
<td>91.4%</td>
</tr>
<tr>
<td>13–15</td>
<td>95.6%</td>
</tr>
<tr>
<td>16–17</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

- every day or almost every day
- at least once a week, but not every day
- less than once a week
Devices to access the Internet at home

Ukraine in a whole

<table>
<thead>
<tr>
<th>Device</th>
<th>Usage Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td>84,7</td>
</tr>
<tr>
<td>PC</td>
<td>47,8</td>
</tr>
<tr>
<td>Laptop</td>
<td>45,4</td>
</tr>
<tr>
<td>Tablet</td>
<td>22,6</td>
</tr>
<tr>
<td>Other devices</td>
<td>4,8</td>
</tr>
</tbody>
</table>

Uncontrolled territories

<table>
<thead>
<tr>
<th>Device</th>
<th>Usage Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td>82,7</td>
</tr>
<tr>
<td>Laptop</td>
<td>48,2</td>
</tr>
<tr>
<td>PC</td>
<td>35,3</td>
</tr>
<tr>
<td>Tablet</td>
<td>27,2</td>
</tr>
<tr>
<td>Other devices</td>
<td>2,0</td>
</tr>
</tbody>
</table>
Devices to access the Internet at home

People with hearing impairment

<table>
<thead>
<tr>
<th>Device</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td>90.8%</td>
</tr>
<tr>
<td>Laptop</td>
<td>47.8%</td>
</tr>
<tr>
<td>PC</td>
<td>39.1%</td>
</tr>
<tr>
<td>Tablet</td>
<td>26.6%</td>
</tr>
<tr>
<td>Other device</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

Youth aged 10–17 years

<table>
<thead>
<tr>
<th>Device</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td>90.4%</td>
</tr>
<tr>
<td>PC</td>
<td>59.9%</td>
</tr>
<tr>
<td>Laptop</td>
<td>54.6%</td>
</tr>
<tr>
<td>Tablet</td>
<td>47.5%</td>
</tr>
<tr>
<td>Other device</td>
<td>28.0%</td>
</tr>
</tbody>
</table>
Devices to access the Internet at work

Ukraine in a whole

<table>
<thead>
<tr>
<th>Device</th>
<th>Ukraine</th>
<th>Uncontrolled territories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td>42,9</td>
<td>38,8</td>
</tr>
<tr>
<td>PC</td>
<td>26,5</td>
<td>18,3</td>
</tr>
<tr>
<td>Laptop</td>
<td>12,6</td>
<td>18,0</td>
</tr>
<tr>
<td>Tablet</td>
<td>6,2</td>
<td>5,6</td>
</tr>
<tr>
<td>Other device</td>
<td>1,9</td>
<td>2,5</td>
</tr>
<tr>
<td>I do not use the Internet</td>
<td>11,6</td>
<td>18,3</td>
</tr>
<tr>
<td>I do not work</td>
<td>26,9</td>
<td>28,2</td>
</tr>
</tbody>
</table>
### Devices to access the Internet at work

#### People with hearing impairment

<table>
<thead>
<tr>
<th>Device</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td>58.1%</td>
</tr>
<tr>
<td>PC</td>
<td>21.8%</td>
</tr>
<tr>
<td>Laptop</td>
<td>14%</td>
</tr>
<tr>
<td>Tablet</td>
<td>11.7%</td>
</tr>
<tr>
<td>I do not use the Internet</td>
<td>10.1%</td>
</tr>
<tr>
<td>Other device</td>
<td>3.9%</td>
</tr>
<tr>
<td>I do not work</td>
<td>23.5%</td>
</tr>
</tbody>
</table>

#### Youth aged 10–17 years

<table>
<thead>
<tr>
<th>Device</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smartphone</td>
<td>64.4%</td>
</tr>
<tr>
<td>PC</td>
<td>45.9%</td>
</tr>
<tr>
<td>Laptop</td>
<td>14.5%</td>
</tr>
<tr>
<td>Tablet</td>
<td>13.1%</td>
</tr>
<tr>
<td>Other device</td>
<td>9.4%</td>
</tr>
<tr>
<td>I do not use the Internet</td>
<td>4.1%</td>
</tr>
</tbody>
</table>
Section 3

Electronic safety
Did you face any of the following safety issues related to the personal Internet use for the last 12 months? (percent of the population choosing "Yes" answer)

Ukraine in a whole

- Receiving fraudulent messages ("phishing") 21.2%
- Redirection to fake websites requesting personal information ("farming") 9.7%
- Fraudulent use of credit or debit card 9.6%
- Your social media or email has been hacked 8.7%
- Loss of documents, drawings or other data due to a virus attack 8.5%
- Child’s access to unwanted websites 6.2%
- Unlawful use of your personal information 3.4%
- Online identity theft 3.2%

Uncontrolled territories

- Receiving fraudulent messages ("phishing") 29.5%
- Your social media or email has been hacked 15.7%
- Redirection to fake websites requesting personal information ("farming") 12%
- Child’s access to unwanted websites 6.2%
- Loss of documents, drawings or other data due to a virus attack 3.2%
- Unlawful use of your personal information 2.7%
- Online identity theft 2%
- Fraudulent use of credit or debit card 1.7%
Did you face any of the following safety issues related to the personal Internet use for the last 12 months?

(Percent of the population choosing "Yes" answer)

### People with hearing impairment
- Receiving fraudulent messages ("phishing") 21.7%
- Loss of documents, drawings or other data due to a virus attack 13.8%
- Fraudulent use of credit or debit card 12.4%
- Your social media or email has been hacked 12.4%
- Child's access to unwanted websites 12.4%
- Redirection to fake websites requesting personal information ("farming") 8.8%
- Unlawful use of your personal information 6.5%
- Online identity theft 0.9%

### Youth aged 10–17 years
- Receiving fraudulent messages ("phishing") 22.8%
- Your social media or email has been hacked 19.7%
- Loss of documents, drawings or other data due to a virus attack 18.2%
- Redirecting to fake websites requesting personal information ("farming") 15.6%
- Fraudulent use of credit or debit card 8.1%
- Online identity theft 7.5%
- Unlawful use of your personal information 7.1%
- Child's access to unwanted websites
- This statement was not asked
Did you face any of the following safety issues related to the personal Internet use for the last 12 months?

(in %, by region, by "Yes" answer)

- Fraudulent use of credit or debit card
- Loss of documents, drawings or other data due to a virus attack
- Unlawful use of your personal information
- Your social media or email has been hacked
- Online identity theft
- Receiving fraudulent messages ("phishing")
- Redirection to fake websites requesting personal information ("farming")
- Child's access to unwanted websites
Did you face any of the following safety issues related to the personal Internet use for the last 12 months? (by "Yes" answer)

Ukraine in a whole

- Fraudulent use of credit or debit card
  - Western: 11.8
  - Southern: 12.9
  - Northern: 11.8
  - Eastern: 6.8
  - Central: 5.8

- Loss of documents, drawings or other data due to a virus attack
  - Western: 12.1
  - Southern: 11.2
  - Northern: 7
  - Eastern: 8.2
  - Central: 2.5

- Unlawful use of your personal information
  - Western: 4.8
  - Southern: 4.3
  - Northern: 4.5
  - Eastern: 0.9
  - Central: 2.2

- Your social media or email has been hacked
  - Western: 13.5
  - Southern: 11
  - Northern: 9.6
  - Eastern: 4.1
  - Central: 4.5

Other regions:

- Online identity theft
  - Western: 4.2
  - Southern: 3.6
  - Northern: 2.6
  - Eastern: 1.6
  - Central: 1.6

- Receiving fraudulent messages ("phishing")
  - Western: 26.7
  - Southern: 24.8
  - Northern: 23.9
  - Eastern: 18.8
  - Central: 14.3

- Redirection to fake websites requesting personal information ("farming")
  - Western: 14.9
  - Southern: 7.9
  - Northern: 7.1
  - Eastern: 2.9
  - Central: 2.9

- Child's access to unwanted websites
  - Western: 7
  - Southern: 7.6
  - Northern: 7.6
  - Eastern: 3.8
  - Central: 1.6
Did you experience any financial losses for the last 12 months as a result of theft, fraudulent messages, or redirection to fake websites?

(Percent of the population choosing "Yes" answer)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukraine</td>
<td>4.4</td>
</tr>
<tr>
<td>Uncontrolled territories</td>
<td>1.6</td>
</tr>
<tr>
<td>People with hearing impairments</td>
<td>2.3</td>
</tr>
<tr>
<td>Youth aged 10–17 years</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Do you backup your files on any external storage devices or online storage?

(Percent of the population choosing "Yes" answer)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukraine</td>
<td>35.7</td>
</tr>
<tr>
<td>Uncontrolled territories</td>
<td>40.6</td>
</tr>
<tr>
<td>People with hearing impairments</td>
<td>50.0</td>
</tr>
<tr>
<td>Youth aged 10–17 years</td>
<td>54.3</td>
</tr>
</tbody>
</table>
Were there moments when you had to give up these activities for safety reasons for the last 12 months? (by "Yes" answer)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Ukraine in a whole</th>
<th>Uncontrolled territories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordering or purchasing goods or services</td>
<td>24.4</td>
<td>22.4</td>
</tr>
<tr>
<td>Online banking</td>
<td>21.4</td>
<td>17.5</td>
</tr>
<tr>
<td>Downloading software or apps, music, videos, games</td>
<td>20.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Providing personal information for social or professional services</td>
<td>19.6</td>
<td>11.2</td>
</tr>
<tr>
<td>Using the Internet via public Wi-Fi</td>
<td>16.7</td>
<td>8</td>
</tr>
<tr>
<td>Communication with public services or administrations</td>
<td>11.1</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Were there moments when you had to give up these activities for safety reasons for the last 12 months?
(by "Yes" answer)

People with hearing impairment

- Ordering or purchasing goods or services: 41.1%
- Communication with public services or administrations: 40.4%
- Using the Internet via public Wi-Fi: 36.2%
- Downloading software or apps, music, videos, games: 32.1%
- Online banking: 26.9%
- Providing personal information for social or professional services: 12.8%

Youth aged 10–17 years

- Using the Internet via public Wi-Fi: 56%
- Communication with public services or administrations: 51.3%
- Ordering or purchasing goods or services: 41.9%
- Downloading software or apps, music, videos, games: 35.1%
- Online banking: 27.2%
- Providing personal information for social or professional services: This statement was not asked
Were there moments when you had to give up these activities for safety reasons for the last 12 months? (in %, by region, by "Yes" answer)

- Ordering or purchasing goods or services:
  - Western: 24.2%
  - Southern: 23.3%
  - Northern: 20.3%
  - Eastern: 21.9%
  - Central: 27.0%

- Online banking:
  - Western: 23.3%
  - Southern: 19.0%
  - Northern: 21.9%
  - Eastern: 19.9%
  - Central: 22.1%

- Providing personal information for social or professional services:
  - Western: 20.3%
  - Southern: 15.2%
  - Northern: 22.2%
  - Eastern: 17.3%
  - Central: 22.8%

- Communication with public services or administrations:
  - Western: 11.9%
  - Southern: 9.0%
  - Northern: 14.4%
  - Eastern: 9.5%
  - Central: 9.9%

- Downloading software or apps, music, videos, games:
  - Western: 18.0%
  - Southern: 16.2%
  - Northern: 21.4%
  - Eastern: 20.5%
  - Central: 28.0%

- Using the Internet via public Wi-Fi:
  - Western: 17.8%
  - Southern: 18.1%
  - Northern: 14.7%
  - Eastern: 16.3%
  - Central: 17.2%
Were there moments when you had to give up these activities for safety reasons for the last 12 months?

(By age, in %)

**Ukraine in a whole**

- Ordering or purchasing goods or services
  - 18-29: 13.4%
  - 30-39: 20.6%
  - 40-49: 27.8%
  - 50-59: 27.3%
  - 60-70: 31.3%

- Online banking
  - 18-29: 15.3%
  - 30-39: 22.5%
  - 40-49: 24.5%
  - 50-59: 24.3%
  - 60-70: 26.2%

- Providing personal information for social or professional services
  - 18-29: 13.5%
  - 30-39: 20.2%
  - 40-49: 24.3%
  - 50-59: 24.5%
  - 60-70: 26.2%

- Communication with public services or administrations
  - 18-29: 12.4%
  - 30-39: 27.3%
  - 40-49: 13.8%
  - 50-59: 11.5%
  - 60-70: 9.3%

- Downloading software or apps, music, videos, games
  - 18-29: 13.5%
  - 30-39: 21.9%
  - 40-49: 11.5%
  - 50-59: 11.5%
  - 60-70: 15.3%

- Using the Internet via public Wi-Fi
  - 18-29: 9.9%
  - 30-39: 13.5%
  - 40-49: 18.5%
  - 50-59: 13.5%
  - 60-70: 19.6%
Section 4

E-Commerce
When did you buy, order goods / services online for personal use for the last time?

### Ukraine in a whole 🇺🇦

- For the last 3 months: 40.3%
- From 3 months to 1 year ago: 8.1%
- More than 1 year ago: 16.7%
- Never used: 35%

### Uncontrolled territories �>>>>>>>>>

- For the last 3 months: 23.8%
- From 3 months to 1 year ago: 10.3%
- More than 1 year ago: 21.8%
- Never used: 44.3%
When did you buy, order goods / services online for personal use for the last time?

**People with hearing impairment**

- For the last 3 months: 45.8%
- From 3 months to 1 year ago: 15.7%
- More than 1 year ago: 9.3%
- Never used: 29.2%

**Youth aged 10–17 years**

- For the last 3 months: 46.4%
- From 3 months to 1 year ago: 14.8%
- More than 1 year ago: 13%
- Never used: 25.9%
E-commerce – national level
General analysis

- 54.3% of online shoppers made from 1 to 3 online purchases for the last 3 months.
- In general, the number of online purchases among the population of Ukraine varies from 1 to 150 purchases.
- More than 10 online orders were made by 7.2% of the population.
What goods and services did you buy, order online for personal use for the last 12 months?

(in %, several possible answers)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing, including sportswear</td>
<td>49.8%</td>
</tr>
<tr>
<td>Household goods</td>
<td>46.6%</td>
</tr>
<tr>
<td>Booking transport tickets</td>
<td>29.0%</td>
</tr>
<tr>
<td>Electronic devices</td>
<td>27.3%</td>
</tr>
<tr>
<td>PC's</td>
<td>14.0%</td>
</tr>
<tr>
<td>Telecommunication services</td>
<td>13.3%</td>
</tr>
<tr>
<td>Ordering tickets for various events</td>
<td>12.3%</td>
</tr>
<tr>
<td>Medicines</td>
<td>9.7%</td>
</tr>
<tr>
<td>Food</td>
<td>8.9%</td>
</tr>
<tr>
<td>Movies and music</td>
<td>6.0%</td>
</tr>
<tr>
<td>Games, software</td>
<td>4.6%</td>
</tr>
<tr>
<td>Newspapers, magazines, books</td>
<td>4.1%</td>
</tr>
<tr>
<td>Accommodation booking</td>
<td>3.2%</td>
</tr>
<tr>
<td>Online learning materials</td>
<td>3.2%</td>
</tr>
<tr>
<td>Other</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
Ukraine in a whole

**Bought goods or services online for the last 12 months**

By age:
- 18-29: 27.5%
- 30-39: 30.8%
- 40-49: 22%
- 50-59: 15.1%
- 60-70: 4.6%

By employment status:
- Employed population: 77.5%
- Not employed population: 22.5%

By region:
- Western: 25.4%
- Southern: 13.6%
- Northern: 25.5%
- Eastern: 22.8%
- Central: 12.6%

**Did not buy goods or services online for the last 12 months**

By age:
- 18-29: 12.7%
- 30-39: 16.6%
- 40-49: 18.0%
- 50-59: 22.8%
- 60-70: 29.9%

By employment status:
- Employed population: 56.4%
- Not employed population: 43.6%

By region:
- Western: 27.6%
- Southern: 10.1%
- Northern: 16.6%
- Eastern: 32.4%
- Central: 13.3%

Bought goods or services online for the last 12 months

Did not buy goods or services online for the last 12 months
E-commerce – uncontrolled territories

General analysis

- **70%** of online shoppers made from 1 to 3 online purchases for the last 3 months.

- The number of online purchases in uncontrolled territories varies from 1 to max 12 purchases for the last 3 months.

- **More than 5** online orders were made by **14.4%** of the population.
What goods and services did you buy, order online for personal use for the last 12 months?

(in %, several possible answers)

- Clothing, including sportswear: 66.4%
- Household goods: 37.3%
- Booking transport tickets: 24.6%
- Electronic devices: 16.4%
- PC's: 11.9%
- Medicines: 11.2%
- Food: 4.5%
- Games, software: 3.4%
- Telecommunication services: 2.2%
- Accommodation booking: 2.2%
- Ordering tickets for various events: 1.5%
- Movies and music: 0.7%
- Newspapers, magazines, books: 0.7%
- Online learning materials: 0.7%
- Other: 1.5%
E-commerce – people with hearing impairment

General analysis

- 47% of population made from 1 to 3 online purchases for the last 3 months.
- In general, the number of online purchases among the people with hearing impairment varies from 1 to 27 purchases.
- More than 10 online orders were made by 11.8% of the people with hearing impairment.
What goods and services did you buy, order online for personal use for the last 12 months?

(in %, several possible answers)

- Household goods: 60.4%
- Clothing, including sportswear: 48.5%
- Booking transport tickets: 41.0%
- Electronic devices: 37.3%
- PC's: 28.4%
- Telecommunication services: 23.9%
- Medicines: 17.9%
- Movies and music: 14.9%
- Games, software: 14.2%
- Food: 12.7%
- Newspapers, magazines, books: 12.7%
- Accommodation booking: 11.9%
- Ordering tickets for various events: 11.2%
- Online learning materials: 4.5%
- Other: 3.0%
E-commerce — youth aged 10–17 years
General analysis

- 38.9% of youth aged 10-17 years made from 1 to 3 online purchases for the last 3 months.
- The number of purchases among the youth varies from 1 to 50 purchases for the last 3 months.
- More than 10 online orders were made by 11.7% of the population.
What goods and services did you buy, order online for personal use for the last 12 months?

(in %, several possible answers)

- Clothing, including sportswear: 62.9%
- Household goods: 40.3%
- Ordering tickets for various events: 38.6%
- PC's: 29.6%
- Electronic devices: 28.4%
- Booking transport tickets: 27.5%
- Games, software: 24.3%
- Movies and music: 19.4%
- Online learning materials: 13.0%
- Newspapers, magazines, books: 12.5%
- Food: 11.6%
- Telecommunication services: 11.0%
- Accommodation booking: 7.2%
- Medicines: 5.5%
- Other: 7.0%
What were the reasons not to order goods or services online for personal use for the last 12 months?

(in %, several possible answers)

**Ukraine in a whole**

- Prefer to make purchases in person: 70.6%
- Lack of skills or knowledge: 14.5%
- Fears about receiving the goods: 12.4%
- I ask someone to do this for me: 10.8%
- Issues of payment security or privacy: 10.6%
- I don’t have a payment card: 7.3%
- Delivery is a problem: 6.6%
- Other: 3.5%
- Hard to say: 6.5%

**Uncontrolled territories**

- Prefer to make purchases in person: 65.6%
- Delivery is a problem: 22%
- Fears about receiving the goods: 20.1%
- I ask someone to do this for me: 18.9%
- Issues of payment security or privacy: 17.8%
- I don’t have a payment card: 13.9%
- Lack of skills or knowledge: 9.3%
- Other: 0.8%
- Hard to say: 3.5%
What were the reasons not to order goods or services online for personal use for the last 12 months?

(in %, several possible answers)

People with hearing impairment

Prefer to make purchases in person: 63.9%
Lack of skills or knowledge: 18.1%
Issues of payment security or privacy: 12%
I ask someone to do this for me: 12%
Fears about receiving the goods: 8.4%
I don’t have a payment card: 4.8%
Delivery is a problem: 3.6%
Other: 1.2%
Hard to say: 9.6%

Youth aged 10–17 years

Prefer to make purchases in person: 60.3%
I don’t have a payment card: 24.4%
Delivery of goods ordered online is a problem: 20.1%
Issues of payment security or privacy: 17.7%
I ask someone to do this for me: 16.7%
Fears about receiving the goods: 14.8%
Lack of skills or knowledge: 9.6%
Other: 4.8%
Hard to say: 10%
Section 5

Digital skills learning
Relevance of digital skills learning in Ukraine in a whole.

47.4% Relevant to one extent or another.

By age:
- 18-29: 61.4% Relevant, 31.5% Rather, 7.1% Absolutely.
- 30-39: 55.9% Relevant, 37.9% Rather, 6.2% Absolutely.
- 40-49: 48.3% Relevant, 45.5% Rather, 6.2% Absolutely.
- 50-59: 42.1% Relevant, 53.8% Rather, 4.1% Absolutely.
- 60-70: 25.6% Relevant, 66.8% Rather, 7.6% Absolutely.

By education:
- Incomplete/complete secondary: 34.1% Relevant, 59.7% Rather, 6.2% Absolutely.
- Vocational secondary: 41.6% Relevant, 51.7% Rather, 6.7% Absolutely.
- Incomplete/complete higher: 57.6% Relevant, 36.6% Rather, 5.9% Absolutely.
Relevance of digital skills learning in Ukraine in a whole

By type of area

- Regional center: Employed population 52.2%, Not employed population 44.2%
- Cities: Employed population 44.2%, Not employed population 46.2%
- Villages: Employed population 48.4%, Not employed population 46.6%

By employment status

- Employed population: Regional center 52.2%, Cities 48.4%, Villages 46.6%
- Not employed population: Regional center 44.2%, Cities 46.6%, Villages 48.4%
Reasons for relevance of digital skills learning

- To stay up to date with the latest technologies: 78.8%
- Ability to use the gadgets and feel free on the Internet: 43.0%
- To expand opportunities of communication: 33.7%
- To stay up to date: 27.5%
- To stay competitive on the labor market: 25.9%
- Not to seek help: 22.3%
- To diversify leisure time: 19.2%
- Hard to say: 1.0%
Reasons for irrelevance of digital skills learning

- I already know everything I need: 38.1
- If a specific question arises, I find the answer and that's all: 36.3
- Ability to use the gadgets and feel free on the Internet: 35.3
- I don't have time for this: 24.4
- I have no technical ability to apply these skills: 14.9
- I do not understand how and what to learn: 9.3
- Hard to say: 2.5
- Other: 1.9
Advanced skills

- How to install software: 25.4
- Photo editing skills: 23.6
- Video processing and editing skills: 22.9
- Skills of working with Excel: 18.9
- How to connect to the Internet: 18.9
- Planning skills using specific apps: 18.0
- Skills of working with a text editor: 17.5
- Presentation making skills: 16.7
Basic skills

- Online safety skills: 33.9%
- Skills to distinguish reliable and unreliable sources of information: 29.8%
- Online banking services use: 26.0%
- Smartphone use: 23.4%
- Skills of searching information on the Internet: 23.3%
- Social media use: 21.3%
- Apps installation skills: 21.0%
- Online shopping: 20.3%
- Skills of working with media files: 19.3%
- Emailing: 19.3%
- Messengers use: 19.0%
Digital skills one would like to develop

- 35.3% would like to develop basic courses
- 10.8% would like to develop advanced and/or basic professional courses
- 13.0% would like to develop basic and/or advanced and/or basic professional courses
- 15.2% would like to develop basic and advanced and basic professional courses
- 25.7% would like to develop none of the courses

By age:
- 35.1% of 18-29 would like to develop basic courses
- 33.2% of 30-39 would like to develop basic courses
- 27.1% of 40-49 would like to develop basic courses
- 21.7% of 50-59 would like to develop basic courses
- 8.0% of 60-70 would like to develop basic courses

By educational level:
- 31.7% of incomplete/complete vocational secondary would like to develop basic courses
- 23.0% of incomplete/complete higher would like to develop basic courses
- 16.8% of incomplete/complete higher would like to develop basic courses

By employment status:
- 17.8% of not employed population would like to develop basic courses
- 46.8% of not employed population would like to develop basic courses
- 29.9% of employed population would like to develop basic courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online safety</td>
<td>31,0</td>
</tr>
<tr>
<td>Distinguish reliable and unreliable sources of information</td>
<td>27,3</td>
</tr>
<tr>
<td>Fast and high-quality search on the Internet</td>
<td>23,1</td>
</tr>
<tr>
<td>Online safety for children</td>
<td>22,0</td>
</tr>
<tr>
<td>Online banking services use</td>
<td>20,4</td>
</tr>
<tr>
<td>Apps installation</td>
<td>18,3</td>
</tr>
<tr>
<td>Online shopping Smartphone</td>
<td>17,4</td>
</tr>
<tr>
<td>Smartphones use</td>
<td>16,3</td>
</tr>
<tr>
<td>Working with media files</td>
<td>15,7</td>
</tr>
<tr>
<td>Social media use</td>
<td>15,6</td>
</tr>
<tr>
<td>Messengers use</td>
<td>14,8</td>
</tr>
<tr>
<td>Emailing</td>
<td>13,4</td>
</tr>
</tbody>
</table>

**Basic courses**
Advanced courses

- Video processing and editing: 21.7
- Software installation: 21.5
- Photo editing: 20.7
- Working with Excel: 16.9
- Connection to the Internet: 15.9
- Making presentations: 15.7
- Working with a text editor: 14.4
Basic professional courses

- Website creation 18.5
- The fundamentals of creating photos 16.8
- The fundamentals of graphic design 16.3
- Creating and promoting a YouTube channel 15.7
- Cloud services for safe data storage 15.1
- Fundamentals of programming 15
- Fundamentals of web design 14.8
- Facebook for business 13.8
- Fundamentals 3D modeling 13.7
- Instagram for business 13.4
- Modern CV and job search 12.6
- The fundamentals of animation 11.7
- Google calendar for scheduling 11.4
- Writing texts or modern journalism 11.3
- The fundamentals of motion graphics 11
- SMM promotion basics 10.1
Relevance of digital skills learning
Uncontrolled territories

48.1% Relevant to one extent or another

By age
- 18-29: 68.4% Relevant, 29.1% Irrelevant, 2.5% Hard to say
- 30-39: 55.1% Relevant, 44.9% Irrelevant, 0.7% Hard to say
- 40-49: 28.8% Relevant, 70.5% Irrelevant, 0.7% Hard to say

By education
- Incomplete/complete: 73.7% Relevant, 21.1% Irrelevant, 5.3% Hard to say
- Vocational secondary: 37.7% Relevant, 60.8% Irrelevant, 0.5% Hard to say
- Incomplete/complete: 53.8% Relevant, 45.7% Irrelevant, 0.5% Hard to say

By employment status
- Employed population: 51.6% Relevant, 47.3% Irrelevant, 1.1% Hard to say
- Not employed population: 37.1% Relevant, 62.9% Irrelevant
Reasons for relevance of digital skills learning

- To stay up to date with the latest technologies: 62.3%
- Ability to comfortably use the gadgets and feel free on the Internet: 35.3%
- To expand opportunities of communication / information sharing: 34.8%
- To stay competitive on labor market: 23.2%
- To stay up to date with / be on equal with one's own children: 19.1%
- To diversify leisure time: 17.0%
- Not to seek help: 16.8%
- Other: 0.1%
- Hard to say: 2.8%
Reasons for irrelevance of digital skills learning

- I have no need to learn; if a specific question arises, I find the answer and that's all: 58.8%
- I have no need to learn new digital skills, and I already know everything I need: 42.6%
- I don't have time for this: 37.3%
- Ability to comfortably use the gadgets and feel free on the Internet: 35.3%
- I do not understand how and what to learn: 6.4%
- I have no technical ability to apply these skills: 5.4%
- Other: 1.5%
- Hard to say: 0.5%
Digital skills one would like to develop

- Basic and advanced skills
- Advanced skills
- Basic skills
- None of the digital skills

By age:
- 18-29: 62.0%
- 30-45: 44.9%
- 46-60: 21.2%

By educational level:
- Incomplete/complete secondary: 62.0%
- Vocational secondary: 44.9%
- Incomplete/complete higher: 21.2%

By employment status:
- Not employed population: 32.8%
- Employed population: 43.0%
### Advanced skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video processing and editing skills</td>
<td>40.6%</td>
</tr>
<tr>
<td>Photo editing skills</td>
<td>37.7%</td>
</tr>
<tr>
<td>How to install software</td>
<td>36.9%</td>
</tr>
<tr>
<td>Planning skills using specific apps / programs</td>
<td>28.6%</td>
</tr>
<tr>
<td>Presentation making skills</td>
<td>26.2%</td>
</tr>
<tr>
<td>How to connect to the Internet</td>
<td>25.7%</td>
</tr>
<tr>
<td>Skills of working with a text editor (Word)</td>
<td>25.2%</td>
</tr>
<tr>
<td>Skills of working with Excel</td>
<td>24.7%</td>
</tr>
</tbody>
</table>
Basic skills

- Online safety skills: 55.1%
- Skills to distinguish reliable and unreliable sources of information: 49.6%
- Apps installation skills: 46.6%
- Skills of searching information on the Internet: 38.4%
- Smartphone use: 37.2%
- Messengers use: 36.4%
- Social media use: 36.4%
- Online shopping: 34.9%
- Online banking services use: 34.4%
- Emailing: 33.4%
Courses one would like to complete

- Basic courses
- Advanced and / or basic professional courses
- Basic and / or advanced and / or basic professional courses
- Basic and advanced and basic professional courses

By age

- 18-29: 62,0% basic courses, 17,7% advanced courses, 11,4% basic and advanced courses, 3,8% basic and advanced professional courses, 5,1% advanced and basic professional courses
- 30-45: 44,9% basic courses, 15,9% advanced courses, 6,8% basic and advanced courses, 14,2% basic and advanced professional courses, 23,3% advanced and basic professional courses
- 46-60: 21,2% basic courses, 21,9% advanced courses, 4,8% basic and advanced courses, 28,8% basic and advanced professional courses, 23,3% advanced and basic professional courses

By educational level

- Incomplete/complete secondary: 47,8% basic courses, 15,2% advanced courses, 14,7% basic and advanced courses, 8,7% basic and advanced professional courses, 13,6% advanced and basic professional courses
- Vocational secondary: 31,7% basic courses, 22,6% advanced courses, 16,7% basic and advanced courses, 16,7% basic and advanced professional courses, 22,6% advanced and basic professional courses
- Incomplete/complete higher: 31,6% basic courses, 26,3% advanced courses, 15,8% basic and advanced courses, 10,5% basic and advanced professional courses, 15,8% advanced and basic professional courses

By employment status

- Not employed population: 32,8% basic courses, 18,1% advanced courses, 6,9% basic and advanced courses, 20,6% basic and advanced professional courses, 19,5% advanced and basic professional courses
- Employed population: 43,0% basic courses, 19,5% advanced courses, 12,6% basic and advanced courses, 8,7% basic and advanced professional courses, 16,2% advanced and basic professional courses
Basic courses

- Online safety: 50.9%
- Distinguishing reliable and unreliable sources of information: 45.1%
- Online safety for children: 42.1%
- Apps installation: 41.1%
- Fast and high-quality search on the Internet: 33.9%
- Social media use: 32.7%
- Online banking services use: 32.4%
- Messengers use: 32.4%
- Smartphone use: 31.9%
- Working with media files: 31.4%
- Online shopping: 30.9%
- Emailing: 28.9%
Advanced courses

- Video processing and editing: 35.2%
- Photo editing: 33.4%
- Software installation: 28.2%
- Presentation making: 19.5%
- Working with a text editor: 18.0%
- Working with Excel: 16.5%
- Connection to the Internet: 16.2%
<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of photos creation</td>
<td>27.7</td>
</tr>
<tr>
<td>Fundamentals of graphic design</td>
<td>25.7</td>
</tr>
<tr>
<td>Fundamentals of Web-design</td>
<td>24.7</td>
</tr>
<tr>
<td>Website creation (based on the templates)</td>
<td>23.7</td>
</tr>
<tr>
<td>Fundamentals of programming</td>
<td>22.4</td>
</tr>
<tr>
<td>Modern CV and job searching</td>
<td>21.7</td>
</tr>
<tr>
<td>Instagram for business</td>
<td>21.2</td>
</tr>
<tr>
<td>Creating and promoting a Youtube channel</td>
<td>20.9</td>
</tr>
<tr>
<td>Writing texts or modern journalism</td>
<td>20.4</td>
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<tr>
<td>Fundamentals of 3D modeling</td>
<td>20.2</td>
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<tr>
<td>Google calendar for scheduling one's own work day and team work</td>
<td>19.5</td>
</tr>
<tr>
<td>Cloud services for safe data storage</td>
<td>18.5</td>
</tr>
<tr>
<td>Fundamentals of animation</td>
<td>17.7</td>
</tr>
<tr>
<td>Fundamentals of SMM-promotion</td>
<td>16.0</td>
</tr>
<tr>
<td>Fundamentals of motion graphics</td>
<td>16.0</td>
</tr>
<tr>
<td>Facebook for business</td>
<td>13.2</td>
</tr>
</tbody>
</table>
Relevance of digital skills learning
People with hearing impairment

65% Relevant to one extent or another

By age
- 18-35: 75.6% Relevant, 11.0% Rather irrelevant, 13.4% Absolutely irrelevant
- 36-59: 56.9% Relevant, 15.4% Rather irrelevant, 27.7% Absolutely irrelevant

By education
- Incomplete/complete...: 62.5% Relevant, 15.9% Rather irrelevant, 21.6% Absolutely irrelevant
- Vocational secondary: 61.1% Relevant, 11.1% Rather irrelevant, 21.6% Absolutely irrelevant
- Incomplete/complete...: 70.7% Relevant, 12.0% Rather irrelevant, 17.3% Absolutely irrelevant

By employment status
- Employed population: 65.1% Relevant, 13.0% Rather irrelevant, 21.9% Absolutely irrelevant
- Not employed population: 66.0% Relevant, 14.9% Rather irrelevant, 19.1% Absolutely irrelevant
Reasons for relevance of digital skills learning

- Ability to comfortably use the gadgets and feel free on the Internet: 47.3%
- To stay up to date with the latest technologies: 45.7%
- To expand opportunities of communication/information sharing: 32.3%
- Not to seek help: 22.6%
- To diversify leisure time: 21.5%
- To stay up to date with/be on equal with one's own children: 13.4%
- To stay competitive on labor market: 8.1%
- Other: 1.1%
- Hard to say: 14.0%
Reasons for irrelevance of digital skills learning

- If a specific question arises, I find the answer and that's all: 58.8%
- I already know everything I need: 40.0%
- I don't have time for this: 26.7%
- I have no technical ability to apply these skills: 6.7%
- I do not understand how and what to learn: 3.3%
- Other: 3.3%
- Hard to say: 6.7%
Digital skills one would like to develop

- Basic and advanced skills
- Advanced skills
- Basic skills
- None of the digital skills

By age:
- 18-35: 78.3%
  - Basic and advanced: 6.0%
  - None of the digital skills: 3.6%
- 36-59: 69.2%
  - Basic and advanced: 12.0%
  - None of the digital skills: 10.8%

By educational level:
- Incomplete/completer secondary: 78.7%
  - Basic and advanced: 9.3%
  - None of the digital skills: 6.7%
- Vocational secondary: 69.1%
  - Basic and advanced: 14.5%
  - None of the digital skills: 9.1%
- Incomplete/completer higher: 67.1%
  - Basic and advanced: 17.0%
  - None of the digital skills: 9.1%

By employment status:
- Not employed population: 28.7%
  - Basic and advanced: 4.9%
  - None of the digital skills: 20.7%
- Employed population: 45.2%
  - Basic and advanced: 9.7%
  - None of the digital skills: 15.1%
Advanced skills

- How to install software: 53.9%
- How to connect to the Internet: 52.1%
- Video processing and editing skills: 51.1%
- Photo editing skills: 48.9%
- Planning skills using specific apps: 47%
- Skills of working with a text editor: 41.1%
- Skills of working with Excel: 36.5%
- Presentation making skills: 36.1%
Basic skills

- Smartphone use: 61.2
- Online banking services use: 61.1
- Online safety skills: 57.6
- Skills of searching information on the Internet: 55.3
- Social media use: 53.4
- Emailing: 49.3
- Skills to distinguish reliable and unreliable sources of information: 48.9
- Apps installation skills: 47.5
- Online shopping: 44.3
- Messengers use: 44.3
- Skills of working with media files: 40.2
Courses one would like to complete

- Basic courses
- Advanced and / or basic professional courses
- Basic and / or advanced and / or basic professional courses
- Basic and advanced and basic professional courses
- None of the courses

By age
- 18-35: 65,1%
  - Basic courses: 6,2%
  - Advanced and / or basic professional courses: 7,7%
  - Basic and / or advanced and / or basic professional courses: 14,5%
  - Basic and advanced and basic professional courses: 4,8%
  - None of the courses: 4,8%
- 36-59: 60,8%
  - Basic courses: 6,2%
  - Advanced and / or basic professional courses: 7,7%
  - Basic and / or advanced and / or basic professional courses: 9,1%
  - Basic and advanced and basic professional courses: 4,8%
  - None of the courses: 16,2%

By educational level
- Incomplete/complete secondary: 47,8%
  - 18-35: 22,6%
  - 36-59: 22,6%
- Vocational secondary: 31,7%
  - 18-35: 16,7%
  - 36-59: 16,7%
- Incomplete/complete higher: 31,6%
  - 18-35: 10,5%
  - 36-59: 10,5%

By employment status
- Not employed population: 59,6%
  - Incomplete/complete secondary: 12,8%
  - Vocational secondary: 12,8%
  - Incomplete/complete higher: 6,4%
- Employed population: 62,7%
  - Incomplete/complete secondary: 7,2%
  - Vocational secondary: 9,6%
  - Incomplete/complete higher: 7,2%
Basic courses

- Online safety: 59.5
- Online safety for children: 47.9
- Fast and high-quality search on the Internet: 47.4
- Distinguishing reliable and unreliable sources of information: 46.5
- Apps installation: 45.6
- Smartphone use: 45.1
- Working with media files: 42.8
- Social media use: 41.9
- Online banking services use: 40.0
- Emailing: 38.1
- Messengers use: 33.5
- Online shopping: 33.0
Advanced courses

- Video processing and editing: 53.0
- Software installation: 52.6
- Photo editing: 50.2
- Connection to the Internet: 46.0
- Working with Excel: 38.1
- Presentation making: 37.2
- Working with a text editor: 36.7
<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of photos creation</td>
<td>49,3</td>
</tr>
<tr>
<td>Fundamentals of graphic design</td>
<td>40,9</td>
</tr>
<tr>
<td>Cloud services for safe data storage</td>
<td>40,5</td>
</tr>
<tr>
<td>Fundamentals of programming</td>
<td>39,5</td>
</tr>
<tr>
<td>Website creation</td>
<td>37,7</td>
</tr>
<tr>
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<td>36,3</td>
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<tr>
<td>Google calendar for scheduling one's own work day and team work</td>
<td>34,0</td>
</tr>
<tr>
<td>Creating and promoting a YouTube channel</td>
<td>34,0</td>
</tr>
<tr>
<td>Fundamentals of animation</td>
<td>32,1</td>
</tr>
<tr>
<td>Instagram for business</td>
<td>31,6</td>
</tr>
<tr>
<td>Fundamentals of 3D modeling</td>
<td>29,3</td>
</tr>
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<td>Facebook for business</td>
<td>28,4</td>
</tr>
<tr>
<td>Writing texts or modern journalism</td>
<td>26,0</td>
</tr>
<tr>
<td>Fundamentals of motion graphics</td>
<td>26,0</td>
</tr>
<tr>
<td>Fundamentals of SMM-promotion</td>
<td>23,7</td>
</tr>
</tbody>
</table>
Relevance of digital skills learning
Youth aged 10–17 years

67.5% Relevant to one extent or another

By age

<table>
<thead>
<tr>
<th>Age</th>
<th>Relevant to one extent or another</th>
<th>Irrelevant to one extent or another</th>
<th>Hard to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>10–12</td>
<td>58.7</td>
<td>19.1</td>
<td>22.2</td>
</tr>
<tr>
<td>13–15</td>
<td>71.5</td>
<td>12.1</td>
<td>16.4</td>
</tr>
<tr>
<td>16–17</td>
<td>76.4</td>
<td>7.9</td>
<td>15.7</td>
</tr>
</tbody>
</table>
Reasons for relevance of digital skills learning

- Ability to comfortably use the gadgets and feel free on the Internet: 52.9%
- To stay up to date with the latest technologies: 50.7%
- To expand opportunities of communication / information sharing: 47.1%
- To diversify leisure time: 26.2%
- To expand opportunities of communication / information sharing: 26.0%
- Not to seek help: 20.4%
- Hard to say: 8.4%
Reasons for irrelevance of digital skills learning

- If a specific question arises, I find the answer and that's all: 58.8%
- I already know everything I need: 37.6%
- I don't have time for this: 21.5%
- I do not understand how and what to learn: 12.9%
- I have no technical ability to apply these skills: 9.7%
- Other: 1.1%
- Hard to say: 15.1%
Digital skills one would like to develop

- Basic and advanced skills: 79.2%
- Advanced skills: 10.3%
- Basic skills: 6.1%
- None of the digital skills: 4.4%

By age:

- 10-12:
  - Basic and advanced skills: 61%
  - Advanced skills: 17%
  - Basic skills: 5.2%
  - None of the digital skills: 7.9%

- 13-15:
  - Basic and advanced skills: 74.9%
  - Advanced skills: 9.2%
  - Basic skills: 5.3%
  - None of the digital skills: 3.2%

- 16-17:
  - Basic and advanced skills: 70.6%
  - Advanced skills: 10.6%
  - Basic skills: 7.9%
  - None of the digital skills: 18.3%
Advanced skills

- Video processing and editing skills: 59.0%
- Photo editing skills: 56.9%
- How to install software: 48.9%
- How to connect to the Internet: 48.5%
- Planning skills using specific apps / programs: 42.6%
- Presentation making skills: 41.7%
- Skills of working with a text editor: 41.7%
- Skills of working with Excel: 35.7%
**Basic skills**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online safety skills</td>
<td>52.0</td>
</tr>
<tr>
<td>Skills to distinguish reliable and unreliable sources of information</td>
<td>48.7</td>
</tr>
<tr>
<td>Social media use</td>
<td>48.7</td>
</tr>
<tr>
<td>Skills of searching information on the Internet</td>
<td>48.0</td>
</tr>
<tr>
<td>Smartphone use</td>
<td>46.6</td>
</tr>
<tr>
<td>Online shopping</td>
<td>42.0</td>
</tr>
<tr>
<td>Skills of working with media files</td>
<td>40.5</td>
</tr>
<tr>
<td>Emailing</td>
<td>39.2</td>
</tr>
<tr>
<td>Online banking services use</td>
<td>38.9</td>
</tr>
<tr>
<td>Apps installation skills</td>
<td>38.4</td>
</tr>
<tr>
<td>Messengers use</td>
<td>37.0</td>
</tr>
</tbody>
</table>
Courses one would like to complete

- Basic courses
- Advanced and / or basic professional courses
- Basic and / or advanced and / or basic professional courses
- Basic and advanced and basic professional courses
- None of the courses

By age:

- 10-12: 74,8%
  - Basic courses: 5,7%
  - Advanced and / or basic professional courses: 10,4%
  - Basic and / or advanced and / or basic professional courses: 1,3%
  - Basic and advanced and basic professional courses: 7,8%
  - None of the courses: 13%

- 13-15: 65,0%
  - Basic courses: 8,3%
  - Advanced and / or basic professional courses: 16,1%
  - Basic and / or advanced and / or basic professional courses: 5,3%
  - Basic and advanced and basic professional courses: 5,3%
  - None of the courses: 3,1%

- 16-17: 66,1%
  - Basic courses: 3,1%
  - Advanced and / or basic professional courses: 21,3%
  - Basic and / or advanced and / or basic professional courses: 1,6%
  - Basic and advanced and basic professional courses: 7,9%
  - None of the courses: 13%
Basic courses

- Online safety
- Fast and high-quality search on the Internet
- Distinguishing reliable and unreliable sources of information
- Online shopping
- Social media use
- Online banking services use
- Working with media files
- Smartphone use
- Messengers use
- Apps installation
- Emailing
Advanced courses

- Video processing and editing: 54.2
- Photo editing: 50.5
- Software installation: 43.2
- Connection to the Internet: 39.2
- Presentation making: 35.1
- Working with a text editor: 30.9
- Working with Excel: 27.1
<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of photos creation</td>
<td>52,8</td>
</tr>
<tr>
<td>Fundamentals of animation</td>
<td>49,7</td>
</tr>
<tr>
<td>Website creation</td>
<td>49,3</td>
</tr>
<tr>
<td>Fundamentals of graphic design</td>
<td>46,9</td>
</tr>
<tr>
<td>Fundamentals of 3D modeling</td>
<td>46,7</td>
</tr>
<tr>
<td>Creating and promoting a YouTube channel</td>
<td>46,7</td>
</tr>
<tr>
<td>Fundamentals of programming</td>
<td>44,8</td>
</tr>
<tr>
<td>Fundamentals of web-design</td>
<td>44,1</td>
</tr>
<tr>
<td>Instagram for business</td>
<td>42,3</td>
</tr>
<tr>
<td>Writing texts or modern journalism</td>
<td>39,0</td>
</tr>
<tr>
<td>Modern CV and job searching</td>
<td>38,8</td>
</tr>
<tr>
<td>Fundamentals of motion graphics</td>
<td>36,7</td>
</tr>
<tr>
<td>Google calendar for scheduling one's own work day and team work</td>
<td>31,5</td>
</tr>
<tr>
<td>Cloud services for safe data storage</td>
<td>30,2</td>
</tr>
<tr>
<td>Facebook for business</td>
<td>26,4</td>
</tr>
<tr>
<td>Fundamentals of SMM-promotion</td>
<td>24,1</td>
</tr>
</tbody>
</table>
Form of digital skills learning

(in %, several possible answers)

Ukraine in a whole

<table>
<thead>
<tr>
<th>Form of Learning</th>
<th>Online</th>
<th>Offline hubs</th>
<th>Combination of online and offline learning</th>
<th>Children teach their parents</th>
<th>Would not study at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>50,9</td>
<td>46,7</td>
<td>46,3</td>
<td>30,1</td>
<td>34,8</td>
</tr>
<tr>
<td>Offline hubs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combination of online and offline learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children teach their parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would not study at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

People with hearing impairment

<table>
<thead>
<tr>
<th>Form of Learning</th>
<th>Online</th>
<th>Combination of online and offline learning</th>
<th>Children teach their parents</th>
<th>Offline hubs</th>
<th>Would not study at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>63,0</td>
<td></td>
<td></td>
<td></td>
<td>10,0</td>
</tr>
<tr>
<td>Combination of online and offline learning</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children teach their parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offline hubs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would not study at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Uncontrolled territories

<table>
<thead>
<tr>
<th>Form of Learning</th>
<th>Combination of online and offline learning</th>
<th>Online</th>
<th>Offline hubs</th>
<th>Children teach their parents</th>
<th>Would not study at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combination of online and offline learning</td>
<td>50,4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>47,4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offline hubs</td>
<td>46,4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children teach their parents</td>
<td>27,6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would not study at all</td>
<td>36,8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Youth aged 10–17 years

<table>
<thead>
<tr>
<th>Form of Learning</th>
<th>Online</th>
<th>Combination of online and offline learning</th>
<th>Children teach their parents</th>
<th>Offline hubs</th>
<th>Would not study at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>82,1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combination of online and offline learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children teach their parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offline hubs</td>
<td>79,9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would not study at all</td>
<td>8,6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Forms of learning

Ukraine in a whole

By age

- **Online**: 64.6% (64.6%), 54.8%, 42.0%, 24.3%
- **Offline hubs**: 55.8%, 58.7%, 38.3%, 27.5%
- **Combination of online and offline learning**: 55.5%, 55.2%, 50.0%, 25.9%
- **Children teach their parents**: 20.7%, 24.3%, 33.6%, 37.3%
- **Would not study at all**: 27.7%, 26.3%, 30.7%, 40.4% 51.5%

By type of area

- **Online**: 57.6%, 48.7%, 46.4%
- **Offline hubs**: 54.2%, 43.4%, 42.6%
- **Combination of online and offline learning**: 52.2%, 44.8%, 41.8%
- **Children teach their parents**: 30.6%, 30.6%, 29.0%
- **Would not study at all**: 28.4%, 37.8%, 38.0%
Forms of learning

Ukraine in a whole

By educational level

- Online: 39.2%
- Offline: 39.2%
- Combination of online and offline learning: 37.8%
- Children teach their parents: 26.6%
- Would not study at all: 25.1%

By employment status

- Online: 39.5%
- Offline hubs: 38.3%
- Combination of online and offline learning: 37.4%
- Children teach their parents: 30.7%
- Would not study at all: 29.7%
Forms of learning

Uncontrolled territories

By age

- Online
  - 18-29: 24.1
  - 30-45: 35.4
  - 46-60: 45.5
  - 75.0
- Offline hubs
  - 18-29: 27.4
  - 30-45: 37.2
  - 46-60: 46.9
  - 70.9
- Combination of online and offline learning
  - 18-29: 34.5
  - 30-45: 54.9
  - 46-60: 69.6
- Children teach their parents
  - 18-29: 10.1
  - 30-45: 27.4
  - 46-60: 37.2
- Would not study at all
  - 18-29: 21.1
  - 30-45: 32.2
  - 46-60: 44.9

By type of area

- Online
  - Incomplete/complete secondary: 32.4
  - Secondary vocational: 32.4
  - Incomplete/complete higher: 58.5
- Offline
  - Incomplete/complete secondary: 33.5
  - Secondary vocational: 56.3
  - Incomplete/complete higher: 57.9
- Combination of online and offline learning
  - Incomplete/complete secondary: 38.9
  - Secondary vocational: 56.8
  - Incomplete/complete higher: 78.9
- Children teach their parents
  - Incomplete/complete secondary: 26.3
  - Secondary vocational: 32.4
  - Incomplete/complete higher: 23.5
- Would not study at all
  - Incomplete/complete secondary: 21.1
  - Secondary vocational: 44.9
  - Incomplete/complete higher: 32.2
Forms of learning

Uncontrolled territories

By employment status

- Online
  - Employed population: 51.6%
  - Not employed population: 35.3%

- Offline hubs
  - Employed population: 49.5%
  - Not employed population: 36.2%

- Combination of online and offline learning
  - Employed population: 54.2%
  - Not employed population: 40.5%

- Children teach their parents
  - Employed population: 27.6%
  - Not employed population: 26.7%

- Would not study at all
  - Employed population: 33.8%
  - Not employed population: 45.7%
Forms of learning

People with hearing impairments

By age

- Online: 86.6% (18-35), 47.4% (36-59)
- Offline hubs: 73.2% (18-35), 19.8% (36-59)
- Combination of online and offline learning: 69.5% (18-35), 34.5% (36-59)
- Children teach their parents: 64.4% (18-35), 34.5% (36-59)
- Would not study at all: 17.2% (18-35), 8.3% (36-59)

By type of area

- Online: 63.5% (Incomplete/complete secondary), 68.1% (Secondary vocational)
- Offline: 40.4% (Incomplete/complete secondary), 50.0% (Secondary vocational)
- Combination of online and offline learning: 56.6% (Incomplete/complete secondary), 52.8% (Secondary vocational)
- Children teach their parents: 44.7% (Incomplete/complete secondary), 40.4% (Secondary vocational)
- Would not study at all: 5.3% (Incomplete/complete secondary), 19.2% (Secondary vocational)
Forms of learning

People with hearing impairment

By employment status

- Online: Employed population 62.4% vs. Not employed population 64.3%
- Offline hubs: Employed population 38.9% vs. Not employed population 50.0%
- Combination of online and offline learning: Employed population 46.5% vs. Not employed population 57.1%
- Children teach their parents: Employed population 47.1% vs. Not employed population 47.6%
- Would not study at all: Employed population 10.8% vs. Not employed population 7.1%

- Graphs indicate the percentage of people in each employment status category choosing different forms of learning.
## Forms of learning

### Youth aged 10–17 years

<table>
<thead>
<tr>
<th>Learning Method</th>
<th>10–12</th>
<th>13–15</th>
<th>16–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>85.7%</td>
<td>80.7%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Offline hubs</td>
<td>80.4%</td>
<td>78.4%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Combination of online and offline learning</td>
<td>78.3%</td>
<td>77.8%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Would not study at all</td>
<td>5.3%</td>
<td>11.1%</td>
<td>10.4%</td>
</tr>
</tbody>
</table>
Number of devices

Ukraine in a whole

<table>
<thead>
<tr>
<th>PC</th>
<th>None</th>
<th>51.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One</td>
<td>45.6</td>
</tr>
<tr>
<td></td>
<td>Two</td>
<td>3.1</td>
</tr>
<tr>
<td>More than three</td>
<td>0.3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Laptop</th>
<th>None</th>
<th>49.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One</td>
<td>42.7</td>
</tr>
<tr>
<td></td>
<td>Two</td>
<td>6.5</td>
</tr>
<tr>
<td>More than three</td>
<td>1.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tablet</th>
<th>None</th>
<th>67.6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>Two</td>
<td>3.8</td>
</tr>
<tr>
<td>More than three</td>
<td>1.1</td>
<td></td>
</tr>
</tbody>
</table>

| Smartphone | None | 15.7 |
|            | One  | 30.6 |
|            | Two  | 26.4 |
|            | Three | 16.5 |
|            | More than four | 10.8 |
Total number of devices

(PC's, laptops, tablets and smartphones in one household)

- None: 8.6
- 1 device: 12.1
- 2 devices: 18.6
- 3 devices: 18.8
- 4 devices: 16.8
- 5 devices: 10.0
- More than 6 devices: 15.1

An average of 3 devices per household or An average of 1 device per a household owner
Number of devices

Youth aged 10–17 years

<table>
<thead>
<tr>
<th>Device Type</th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>More than three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>26.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td></td>
<td>57.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>11.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than three</td>
<td>4.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Laptop</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>27.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td></td>
<td>46.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>17.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than three</td>
<td>9.1</td>
<td>7.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tablet</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>27.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td></td>
<td>44.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>20.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than three</td>
<td>7.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smartphone</strong></td>
<td>2.0</td>
<td>11.6</td>
<td>10.2</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than four</td>
<td>24.2</td>
<td>52.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number of devices

People with hearing impairment

PC
- None: 54.6%
- One: 38.1%
- Two: 4.1%
- More than three: 3.2%

Laptop
- None: 44.0%
- One: 42.2%
- Two: 10.6%
- More than three: 3.2%

Tablet
- None: 62.4%
- One: 29.8%
- Two: 7.3%
- More than three: 0.5%

Smartphone
- None: 8.3%
- One: 41.7%
- Two: 22.9%
- Three: 12.4%
- More than four: 14.8%
Methodology

What was the purpose of focus group discussions performed?

To get insights of the project target group concerning the needs in digital skills acquisition and existing "pains", that can / to be solved by implementing digital literacy courses.

How many focus groups were organized?

4 focus groups, including
2 in urban areas
2 in rural areas

In what localities and when was the focus group study conducted?

19.11.2019 — Dzvyniach village (Ivano-Frankivsk region);
20.11.2019 — Kreminna city (Luhansk region);
21.11.2019 — Bila Tserkva city (Kyiv region);
22.11.2019 — Sinhury village (Zhytomyr region).
### Who participated in focus groups?

<table>
<thead>
<tr>
<th>Sex / Age</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 – 45</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>46 – 60</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Employment

<table>
<thead>
<tr>
<th></th>
<th>Employed</th>
<th>Not employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft quota</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

### Total urban focus groups

<table>
<thead>
<tr>
<th>Sex / Age</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 – 45</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>46 – 60</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Employment

<table>
<thead>
<tr>
<th></th>
<th>Employed</th>
<th>Not employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft quota</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

### Total rural focus groups

<table>
<thead>
<tr>
<th>Sex / Age</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 – 45</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>46 – 60</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Employment

<table>
<thead>
<tr>
<th></th>
<th>Employed</th>
<th>Not employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft quota</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>
Barriers preventing the policy in improving the level of digital skills of the population being implemented

The level of the people's awareness of the Ministry of Digital Transformation existence is low and it prevents from distribution of information concerning its specific activity.

Non-awareness about the Ministry leads to ignorance of its activity resulting in high level of distrust towards the end result of its work.

Common opinion: 😞

If I don't know who they are, then I'm not sure about the quality of courses offered by them; I doubt whether it is not done for money laundering, and whether this time everything is accomplished.
Key conclusions and recommendations

Barriers preventing the policy in improving the level of digital skills of the population being implemented

Barrier #1

Recommendation

1. To adapt own communication strategy to the socio-demographic structure of Ukrainian society, considering the fact that when using online channels (the main focus on them) of target groups notification, the level of access of the population over 50, as well as the population living in rural (including mountainous) areas, decreases.

2. To generally increase provision of information about the Ministry using online and offline channels, and do it as simply and clearly as possible (for example, short videos about the essence of the Ministry of Digital Transformation activity for the average citizen, which would be broadcast on television, on the screens of the social welfare institutions, transport etc.)
The country's infrastructural unreadiness for a high-quality digital jump in the field of level increase of digital skills of the population. There is undeniable infrastructure disproportion between the cities and villages, which is reflected in unequal access to telecommunication services, of different provision quality and cost.

Common opinion: 😞

Implemented online digital skills learning will involve those, who already have basic knowledge and skills, while categories of the population with zero level will stay out of this policy, same as before.
Key conclusions and recommendations

Barriers preventing the policy in improving the level of digital skills of the population being implemented

Recommendation

1. To synchronize as maximum as possible actions to introduce ‘soft’ (training) and ‘hard’ (offline hubs, Internet-covering in the territory of Ukraine, provision of the population of the country with technical means) components of the people digital literacy policy being implemented.

2. To make qualitative improvements of technical support of state institutions acting as specific providers of digital changes (social, educational, medical and cultural institutions): conformity of PC technical performances to the requirements of the software being used, work performance improvement.
Digital skills learning request is not relevant enough, especially among the older age group, as well as among the representatives of the rural areas. Age, level of education, employment status, and place of residence are a set of independent performances that determine the need for learning in general and digital skills learning in particular. The people mostly interested in are those who have digital skills and need to improve, expand and deepen them.

Common opinion: 😞

If there is a need, they will think over the learning, but such a need may not occur because of the lack of understanding of "for what?"
Key conclusions and recommendations

Barriers preventing the policy in improving the level of digital skills of the population being implemented

Recommendation

1. Purposefully and systematically to form demand for digital skills among the population, using not only messages about convenience, time saving, simplicity, but also about inevitability of transition of all (most) processes into the online space and automation of many social and public services.
Key conclusions and recommendations

Barriers preventing the policy in improving the level of digital skills of the population being implemented

Distrust towards online education for safety reasons, as well as quality concerns.

Common opinion #1: 😕
Online space raises fear (especially in the older population from rural areas), because people do not understand how to behave there. Repeated experience of falling victim to fraudulent actions enhances such distrust and results in giving up even the simplest digital services (e.g., withdrawal of pension from ATM).

Common opinion #2 😐
A large number of training courses results in decreasing their value and trust as for their quality. The ‘state’ status is not synonym for ‘quality’ in people’s mind and it rather causes skepticism.
Key conclusions and recommendations

Barriers preventing the policy in improving the level of digital skills of the population being implemented

Barrier #4

Recommendation

1. To develop as simple as possible, intuitively comprehensible and at the same time safe mechanism of ‘entry’ into the digital skills learning platform and provide promotional support focusing on this component. That is, in this case, we inform not just about the product, but about the safety and easy use of it, etc.
Problems with implementation of systematic both technical and informational support for digitization / automation initiatives in the country.

Common opinion: 😞

If a program is implemented, then everything should work, starting from the service itself and ending with information support; and when the service is ready to operate, but there are problems with registration and no information on how to handle it, there is no desire to learn out details, moreover, the feeling of distrust and confidence that ‘everything as always’ are growing.
Key conclusions and recommendations

Barriers preventing the policy in improving the level of digital skills of the population being implemented

Recommendation

1. To launch a test run of the Digital Learning Platform with a limited number of users but with a well-defined target group.

2. A full-scale launch of the platform for all target groups should occur when the product is already adjusted under the results of testing period with full information and service support.
Key conclusions and recommendations

Key point #1

The effectiveness of implementation the policy in increasing the level of digital skills of the population depends on a comprehensive introduction of online and offline education mechanisms.

**If we want to develop basic skills we focus on offline support provided at the place of residence of a person (in his/her locality).**

The available staff and infrastructural resources include: libraries, clubs, educational institutions, youth cultural spaces, ASCs (Administrative Services Centers), etc. and their employees; employees of local self-government, social protection and pension provision bodies.

**If we want to deepen / expand our existing digital skills - we are focusing on online education.**
Key conclusions and recommendations

Key point #1

Recommendation

1. To allocate pilot territories to run simultaneously online courses and offline hubs. It is important to declare launching of both components at the same time, even if offline operates in test mode only in the designated area. This approach will make the declared plans to be the subject matter in people’s eyes. That is, we are not just planning to open hubs with offline support over the next five years, we are we show that we already do it. And then we will extrapolate the tested experience over the territory of Ukraine. To consider the opportunity to synchronize the actions of the Ministry with logistical assistance programs, in particular. It’s nice where a similar focus can be traced: the arrangement of spaces for sharing by different age categories. For example, teaching digital literacy to old people basing on young people space.

2. To introduce a network of ‘shared workplaces’ throughout Ukraine focusing on the rural areas. To allocate workplaces available for people without any technical support to use certain online services - pay for utilities, make a doctor’s appointment, etc. The premises of village councils, ASCs (Administrative Services Centers) can be used as the basis for such ‘workplaces’.
Key conclusions and recommendations

Key point #2

Regarding their attitude to developing digital skills the target group can be divided into the following subcategories:

- **No desire to learn**  ➔  Status of non-target group
- **Desire to learn is not relevant**  ➔  status of target group "To develop request"
- **Desire to learn is relevant**  ➔  status of target group "To satisfy request"

Recommendation

1. **To exclude those listed in sub-category 1 from the primary target group**, because of the need to maximize the impact, and based on the need to optimize existing resources, including the information ones.
2. **To focus the main system activities on sub-categories 2 and 3**, developing different information campaigns for them.
The 30 to 60 year old people are heterogeneous in their requests for digital skills development. The people up to 45 are more focused on expanding the knowledge and skills they already have with a primary focus on their own safety, and safety of their children, as well as on improving basic professional competencies: to learn how to develop promo and template websites, SMM competencies and opportunities to use QR code in their professional activity.

The people over 45 are more interested in deepening and detalization their existing skills. For example, we know how to use a smartphone, but understand that only know a small part of the features in it; we use social media, but feel uncomfortable if we need to replace the cover photo, allow to repost a message; we also feel some stress if an application should be installed.
Key conclusions and recommendations

Key point #3

Recommendation

To develop multilevel courses on the same subject taking into account specific features of information perception by each group. Thus, it is ineffective way to teach different sub-categories of the target group how to make their Internet stay safe using the only one universal course, because they have different expectations from the content and different starting level of knowledge and skills. Thus, it is important to have different offers within the subject of Internet Safety.
The online education is perceived by most focus group participants as real time training. Besides, it is not always clear that online education can also use visual aids and step-by-step illustration of how to do an activity, e.g., how to create a user account or sign up for a social media.

**Recommendation**

To focus on explanations what online education is by showing the actual action algorithm as well as its benefits comparing with offline. It is appropriate to involve traditional channels of information such as television by analogy with T2 advertising, which was rated by the participants as effective and exemplary relating to this issue.
The very idea of digital skills development is supported by focus group participants and is rated as promising. In case of the absence of significant results, it will be taken as "nothing new", and if it is successful and shows real performance metrics it will be taken as an unexpected but desirable outcome.

**Key point #5**

**Recommendation**

To base an information campaign on the message of a systematic and comprehensive approach to solve an existing issue:

- have learnt
- have developed
- have launched online testing for a limited target group
- have launched offline pilot in a definite locality
- have got the following feedback
- plan to start a full-scale launching of a platform on date
- monitoring target groups requests
- make changes in the content
- make the course list more... and again start passing all points circle wise
How do people understand digital literacy?

The primary understanding is based on the idea that digital literacy means the following:

01 Ability to use different gadgets
Starting from smartphone and ending with, e.g., smart home.

02 Common practice «using in a similar way»
«Using all digital devices to get information. Even if you don't know how to use this device, you understand where to enter».
«To take an unknown device and to learn how it operates for a certain period of time».

03 Knowledge and skills to use safety all gadgets
«Safe use means to know where to enter, where not to enter, how to clean up traces if any». 
The digital literacy association area

- Speed
- Easiness
- Work
- Accessibility
- Comfort
- Simplicity
- Independence
- Development
- Secuirty
- Functionality
- Opportunities
- Convenience
- Time saving
- Communication
- Freedom
- User friendly

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**Word Cloud**

- Speed
- Easiness
- Work
- Accessibility
- Comfort
- Simplicity
- Independence
- Development
- Security
- Functionality
- Opportunities
- Convenience
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- Communication
- Freedom
- User friendly
What determines digital literacy?

<table>
<thead>
<tr>
<th>Location</th>
<th>Availability of trained staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>urban or rural</td>
<td>those who can teach and provide support</td>
</tr>
</tbody>
</table>

The infrastructure component

<table>
<thead>
<tr>
<th>Availability of material and technical base</th>
<th>The availability of the complete ecosystem to implement the governmental digitalization policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>smartphones/tablets/PC's</td>
<td>availability of a working mechanism to support all launched processes</td>
</tr>
</tbody>
</table>
What determines digital literacy?

- Age
- Education
- Profession

Sociodemographic indicators
What should the government do to increase the level of digital literacy?
Infrastructure

To provide infrastructure for digitalization

Education

To adapt the governmental educational policy to the digitalization strategy of the country

Informing

To provide information support for the policy of the population digital skills development
What should the government do to increase the level of digital literacy?

**Locality**

- to balance the disproportion between urban and rural areas regarding telecommunication services
- to introduce the quality standards for telecommunication services providers
What should the government do to increase the level of digital literacy?

Availability of material and technical basis
to create conditions to access to digital gadgets
What should the government do to increase the level of digital literacy?

**Availability to train staff**

to train personnel who work with people offline and provide online support
What should the government do to increase the level of digital literacy?

**Availability of the complete ecosystem to implement governmental digitalization policy**

- The product should be intellectual and well-tested, the infrastructure for its full support should be available.
- Offline support system for the population should be introduced.
- Training programs for various segments of the population should be introduced.
What should the government do to increase the level of digital literacy?

To adapt education policy of the states under the strategy of digitalization of the country.
What should the government do to increase the level of digital literacy?

To provide information support for the policy of the population digital skills development

This information campaign should be based on understanding of all target groups targeted by the Ministry, regarding the specific features of the information perception by each category, as well as the effectiveness of communication channels.
Digital skills of a modern human

**The minimum set of digital skills of modern human**

- Be able to use household appliances
- Be able to make calls, including video calls using their gadgets
- Be able to search for information
- Be able to create personal online account (for any purpose)
- Be able to take, send, and receive photos
- Be able to find, launch movie / music online
- Be able to pay for services online, full the mobile phone balance / payment card via terminal, withdraw salary / pension in ATM
- Be able to communicate through social media, email

**Learnt depending on request / need**

- Be able to work with Word
- Be able to work with Excel
- Be able to work with PowerPoint
- Be able to set up the Wi-Fi
- Be able to reinstall the software
Навчання цифровій грамотності: драйвери та причини незацікавленості

**Drivers**

The desire to be up to date, be on equal with children / grandchildren / colleagues

Need stimulated by professional activity

Desire to be independent and prove personal level of competency

**Disinterest**

is explained by...

evaluation of one's personal digital skills as sufficient for existing needs

opportunity to learn what is needed personally
Internet safety
Safety on the Internet is the key requirement of various age categories.

2/3 of all participants of focus group discussions faced at least one fraudulent action as a result of their activity on the Internet.

The participants consider the following categories to be **the most vulnerable**:

- Youth under 16
- Older generation, mostly 60+

The most common safety issues are:

- Page / mail accounts hacked
- Getting of fraudulent messages
- Loss of information because of viruses
Existing requests for safety training

The Internet safety for children

- “To learn how to protect your child better”
- “Courses at the psychological level... How to get a child to understand; because the child has objections if you prohibit something”.
- “Developing business on the Internet - communication with children, racket”
- “It's totally unsafe environment for our kids”

The Internet safety for everyone

- “To show the process: a user opens PC, starts the Internet, and what happens then. To show what data where get, and who can use certain data, how to avoid this. There is such a certain problem, it happened because of..., so the solution is as follows”
- “I can't determine which website is safety and which is viral”
The study was conducted With financial support from