543115-LLP-1-2013-1-IT-KA3-KA3NW

ENTELIS

"European Network for Technology Enhanced Learning in an inclusive Society"

Deliverable Number	D.5.2
Title	Questionnaire on present barriers, emergent and future needs
Level of dissemination	Confidential
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Version	Final
Date version	01.12.2015
Date due	30.11.2015

This project has been funded with support from the European Commission (Grant Agreement 213-4195/001-001).
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Executive Summary

The survey was developed to identify present barriers, emergent and future needs in terms of analysis, acquisition and reinforcing of digital competences bridging the worlds of education, work and wider social participation. The design of the survey was based on the State of Art report delivered in Entelis – project in 2015. The survey includes four parts; user's needs, usability of technology, ICT/ICT-AT education, policy issues. The survey design was both quantitative and qualitative.

The eForm link was delivered by Entelis – project partners to five recognized stakeholder organizations in December 2015 – February 2016.

The results will be reported as part of the Road Map with recommendations and operational guidelines on the role of education agencies, socio-economic actors and the community in tackling the digital divides of vulnerable groups. The results will also be reported separately in Entelis Newsflash and scientific meetings as well as in journals.

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1. INTRODUCTION

Much has been done by different actors in European, national and local projects, to advance ICT and ICT-AT skills development of people with disabilities, and innovative pedagogical approaches fostering access to lifelong learning and the acquisition of key competences in ICT and AT are developed and validated. This includes the interest that some organizations have showed in systems to certificate training pathways in ICT and ICT-AT (such as the ECDL for persons with disability) and projects that aim equipping the community of end users with information and informal learning and exchange tools (such as the ETNA project and the ATis4All project). Never the less much more could and should be done.

The UN Convention on the Rights of People with Disabilities [1] and the very same idea of Lifelong Learning, so dear the Europe, challenge these limitations and require us to be proactive in developing and promoting a view that will help organizations to prioritize the development of digital skills of their students/clients/employees with disabilities and to gear resources towards shared goals.

This can be done in a network project through the exchange of good practice, through the development of a common framework of reference and the development of foresight scenarios and roadmaps for the future that will help to grow towards a common strategy in Europe for the ICT-AT based lifelong learning op people with disabilities of all ages.

The aim of this task is to identify present barriers, emergent and future needs in terms of analysis, acquisition and reinforcing of digital competences bridging the worlds of education, work and wider social participation.

[1] The Convention on the Rights of Persons with Disabilities was adopted on 13 December 2006 at the United Nations. The European Union is committed to its full implementation and has made this one of the priorities under the EU Disability Strategy 2010-2020.

2. FORMULATION OF THE QUESTIONNAIRE

Questionnaire is based on State on Art analysis and is based on proposition & Likert scale evaluation that have been stated in there.

The questionnaire concentrates into four topics, that have been pointed out in the earlier documents and during the discussions of Entelis – project meetings and seminars:

1) User's needs
2) Usability of technology
3) ICT/ICT-AT education
4) Policy issues

In the quantitative study part Likert – scale was decided to be used to find out the view of respondents concerning the statements.

In the qualitative study part open questions were formulated after each topic covering both present state and future issues.

Appendix 1. Questionnaire

3. DATA COLLECTION

The survey was delivered in eForm in the beginning of December 2015 and the aim was that data collection link should be send to five stakeholder organizations of each partner. The link for the survey was open until the beginning of February. In the middle of January reminder was sent to partners for facilitation of responses.

4. PURPOSE OF THIS REPORT

Informed by the ongoing state of art analysis as well as the previously conducted literature review we developed the questionnaire on the present weaknesses and barriers in ICT and ICT-AT learning, and emergent and future needs. This report describes the questionnaire and data collection process. The survey results are used for preparation of the Road Map and will be reported also separately in the Entelis Newsflash, in conferences and in scientific journals.

5. CONCLUSION

The questionnaire was developed and formulated into eForm. The link to answer was shared to each partner. The data collection process was done in two month-time.

6. DISCUSSION AND FURTHER DEVELOPMENT SUGGESTIONS

During the project meeting in November 2015 in Dublin the action plan and timetable of the questionnaire were discussed and agreed with the partners. Each partner should have delivered the internet survey link to five stakeholder organizations at the end of year 2015. When the data was not received from the amount of respondents agreed, the follow-up and reminder was sent to the partners in January and more time was given for data collection until February 2016.

Combining the results of survey and including it to the Road Map is taken place in March - June 2016.

Appendix 1.

eFORM QUESTIONNAIRE

What organisation or group you present: I present _

Background information: I live in _

Where My profession is _

Users' needs: Likert scale was used (disagree, agree, neural, agree strongly agree)

- Technology (ICT/ ICT-AT) helps the daily life of PwD /the elderly
- Digital services enhance participation in social life
- The safety of people with disability can be improved by the use of new technology
- The assistive technology can support longer independent living of people with disability and the elderly
- Taking care of the safety and security of people with disability/ the elderly through technology is acceptable if they are not able to take care of it themselves
- Technology will not help PwDs or the elderly to cope better in their daily life
- Technology helps Pwd/ the elderly to maintain contact with their family and friends
- Monitoring PwD/the elderly through technology is acceptable if it strengthens the feeling of safety
- ICT/ ICT-AT skills and knowledge facilitate public involvement of PwD/ the elderly (such as traveling, hobbies, social networking etc.)
- ICT/ ICT-AT support the working opportunities of people with disability
- Using job-related AT is beneficial to the productivity and self-esteem of people with disability
- ICT and ICT AT education is included in primary education of PwDs in my country
- The is no official ICT and ICT education for elderly in my country

Your comments of the present needs

Your comments of the future needs

Usability of technology: Likert scale was used (disagree, agree, neural, agree strongly agree)

- New technology is easy to use
- Sufficient help and support for the use of technology is not currently available (for PwD/ the elderly)
- Digital services are accessible for all
- The design of the devices/systems limits the usability of the technology

- Technology abandonment is mostly based on the fact that users are not confident in using it
- Technology abandonment is mostly based on the fact that the technology is difficult to use (involves a lot of learning)

Your comments of present technology usability.

Your wishes of technology usability in future

ICT/ ICT-AT education: Likert scale was used (disagree, agree, neural, agree strongly agree)

- Learning to use ICT/ ICT AT is not easy for the users
- Lack of ICT-AT competences among PwD and the elderly restricts the use of technology
- Teachers have to get further education in ICT/ ICT-AT skills
- The users have to develop more self-directed ICT/ ICT-AT skills
- Lack of ICT-AT competences among caregivers restricts the use of technology
- Families have to get training in the use of ICT and ICT-AT

Your comments on present ICT/ICT-AT education

Your comments on future ICT/ICT-AT education

Policy issues: Likert scale was used (disagree, agree, neural, agree strongly agree)

- Awareness of available ICT and ICT-AT solutions is on a sufficient level among PwD/ the elderly
- Awareness of available ICT and ICT-AT solutions is on a sufficient level among professional caregivers
- Digital divide is presently the most prominent challenge for the usage of ICT and ICT-AT
- The heterogeneity of PwDs & the elderly and their needs for ICT and ICT AT restricts creation of national guidelines for education
- High costs of ICT/ ICT-AT are the main reason for not using technology.
- More effective delivery of ICT and ICT-AT solutions is needed

Your comments on present policy issues

Your comments on future changes in policy issues