

Focus groups and surveys: findings



Objectives

- **Analyze and map training needs about digital technologies and human rights among educators of ICTs for older persons, as well as among caregivers of older persons.**
- Identify best practices on digital inclusion and human rights in older age, considering the national background and context of the partners country.

Methods

- Surveys
- Desktop research
- Focus groups



Questionnaire

- Demographics (occupation, setting, education, age, gender, country, etc.).
- Endorsement of older person's human and digital rights as important issues.
- Perception of human and digital rights as relevant to care profession / education.
- Training Needs Analysis (TNA) developed by Hicks et al. (1996) and used by Pavlidis et al. (2019) – the items developed by the project team.

Endorsement of human and digital rights as important issues

Items

7-points Likert scale / totally disagree to totally agree

1. I believe that the issue of digital illiteracy among older persons is a human rights issue.
2. I believe that the right of older persons **not** to use Information and Communication Technologies (ICTs) is a human rights issue.
3. I believe that data security, data ownership, and “digital” privacy, are human-rights issues.
4. I believe that the tensions between the right to freedom of expression and the protection against the spread of misinformation in digital media are human-rights issues.

Perception of human/digital rights as relevant to care/education

Items 7-points Likert scale / totally disagree to totally agree

Care

1. Human rights and digital rights are relevant to the provision of health and social care.
2. Human rights and digital rights are relevant to my professional practice.

Education

1. Human rights and digital rights are relevant to the provision of "digital" education to older persons.
2. Human rights and digital rights are relevant to my professional practice.

TNA analysis (A-B) Care



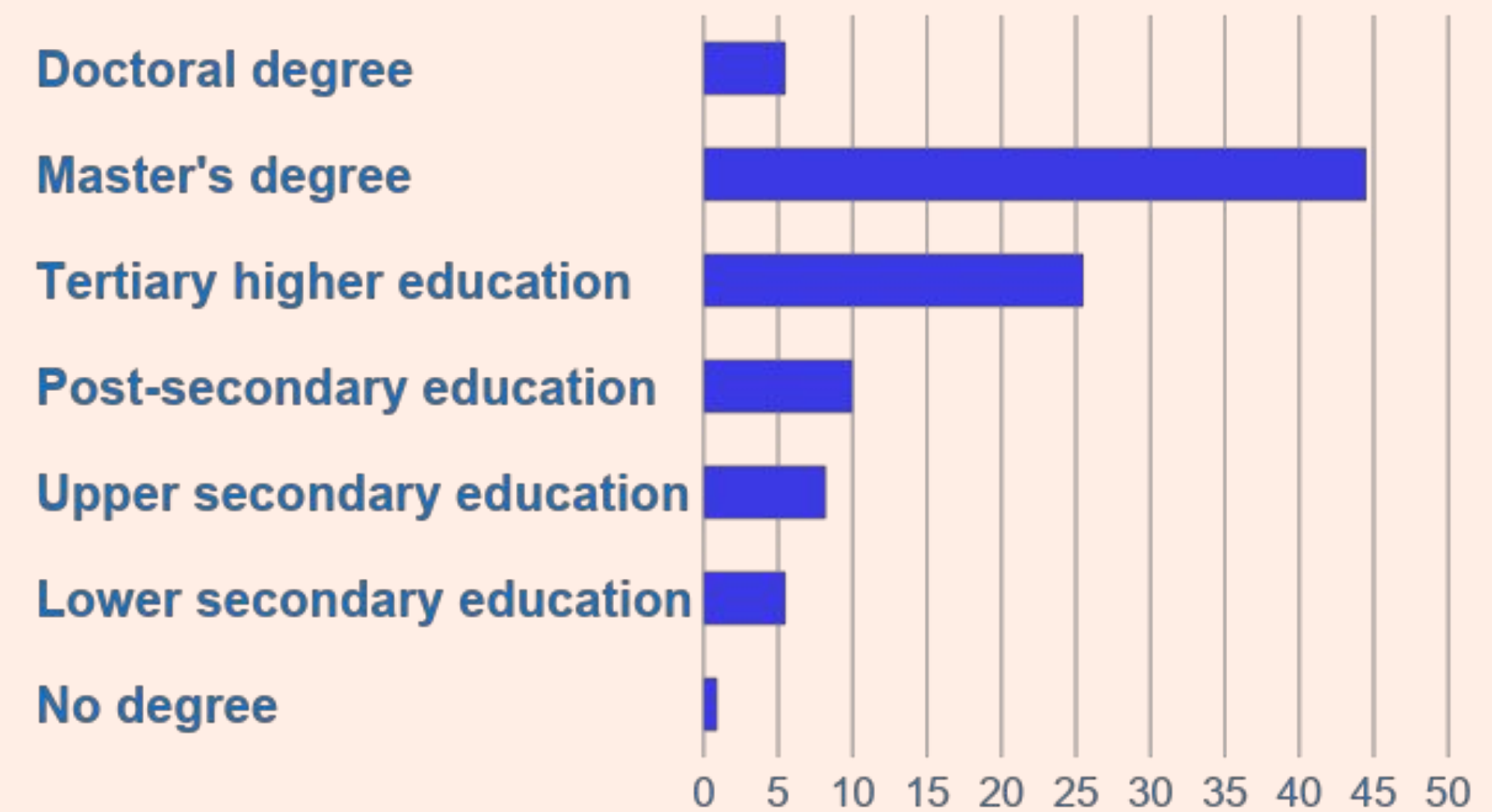
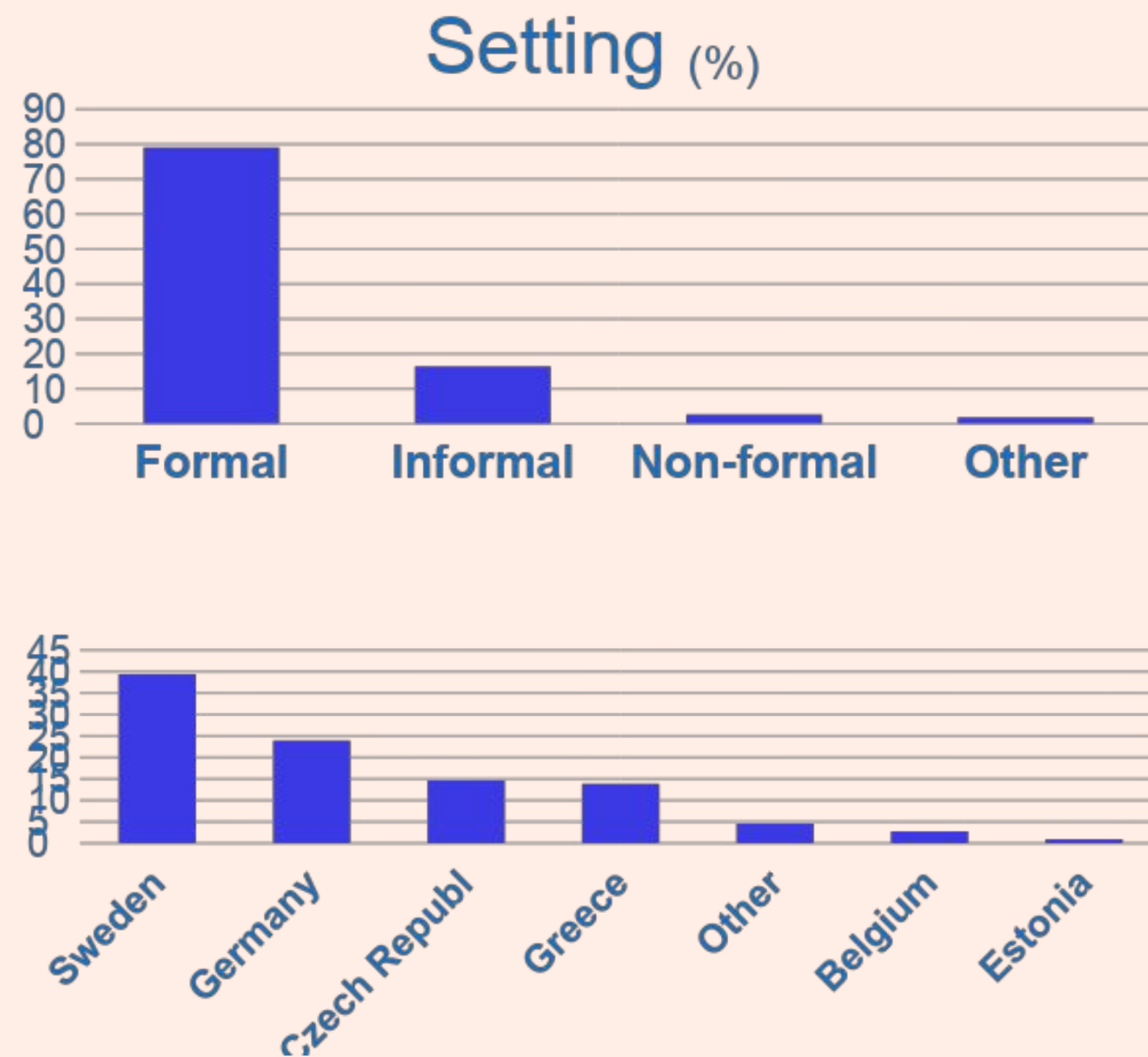
**Co-funded by
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1. Human rights
2. Digital rights
3. The legal framework that regulates the provision of health or social care
4. The human rights framework for the provision of health or social care
5. The legal framework that regulates the provision of digitally mediated care
6. The human rights implications of providing digitally mediated care
7. How to provide care to older persons that are digitally illiterate
8. How to provide care to older persons that choose not to use digitally mediated health services
9. Data security, data ownership, and “digital” privacy in the context of digitally mediated care provision
10. How to safeguard data security, data ownership, and “digital” privacy in the context of care provision from a human rights perspective

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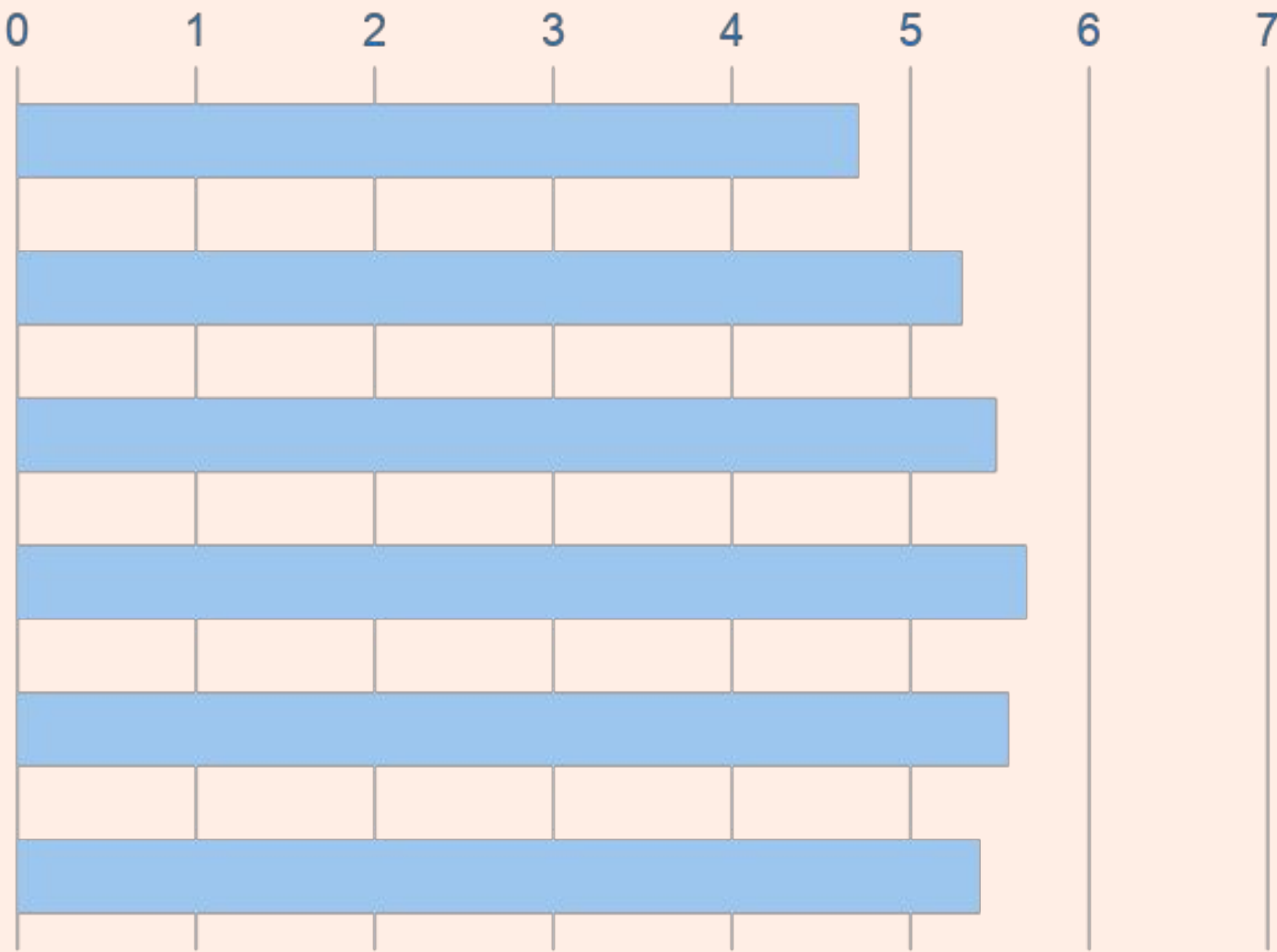
Survey care - Sample

- $N = 110$ participants
- Age $M = 46.06$, $SD = 12.27$, $Range = 18-71$
- Female 79%, Male 19.2%, Other 1.8%



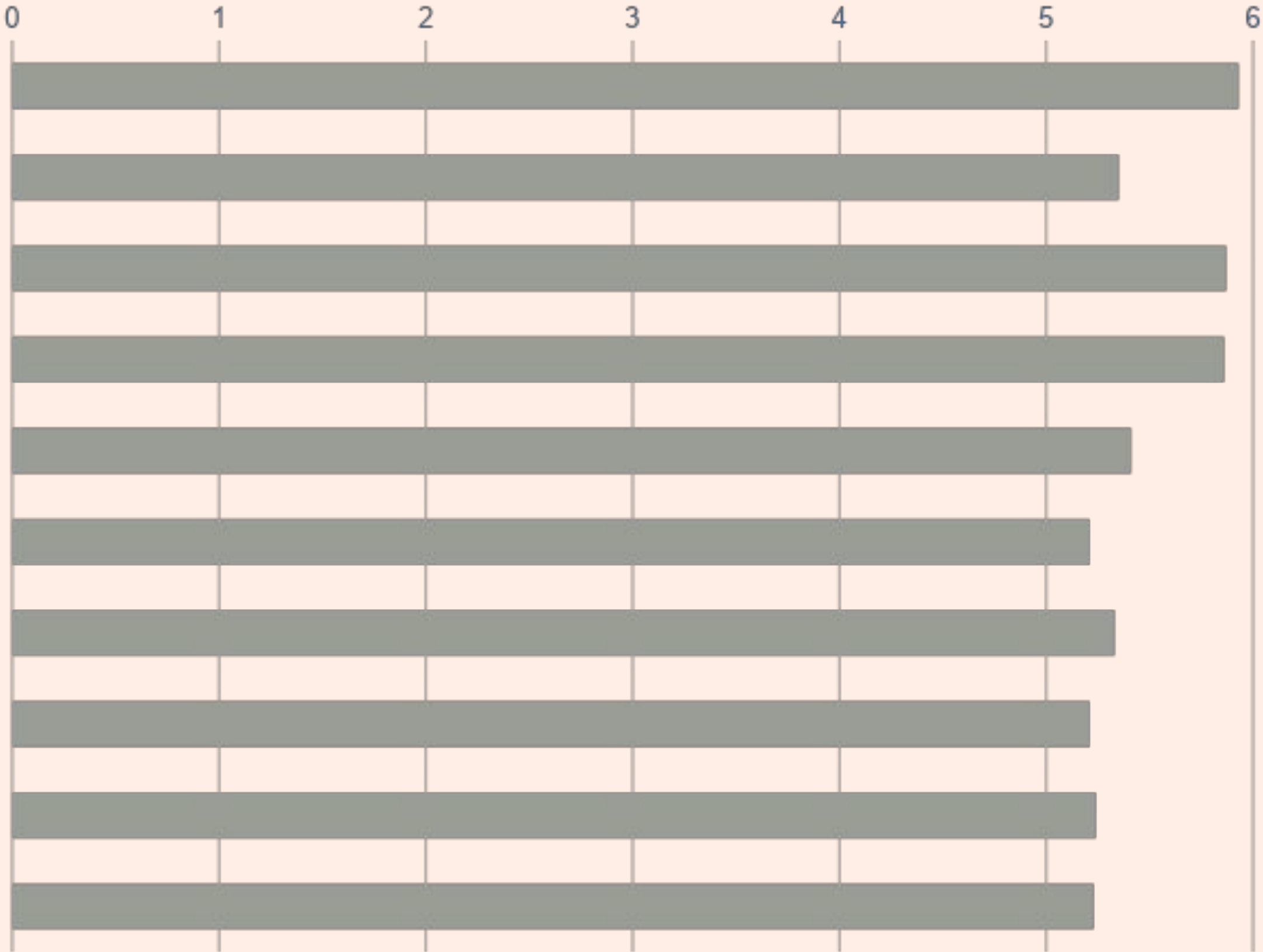
Endorsement of human and digital rights as important issues

	<i>M</i>	<i>SD</i>
I believe that the issue of digital illiteracy among older persons is a human rights issue	4.71	1.61
I believe that the right of older persons not to use Information and Communication Technologies (ICTs) is a human rights issue	5.29	1.57
I believe that data security, data ownership, and “digital” privacy, are human rights issues	5.48	1.58
I believe that the tensions between the right to freedom of expression and the protection against the spread of misinformation in digital media are human rights-related issues	5.65	1.45
Human rights and digital rights are relevant to the provision of health and social care	5.55	1.55
Human rights and digital rights are relevant to my professional practice	5.39	1.65



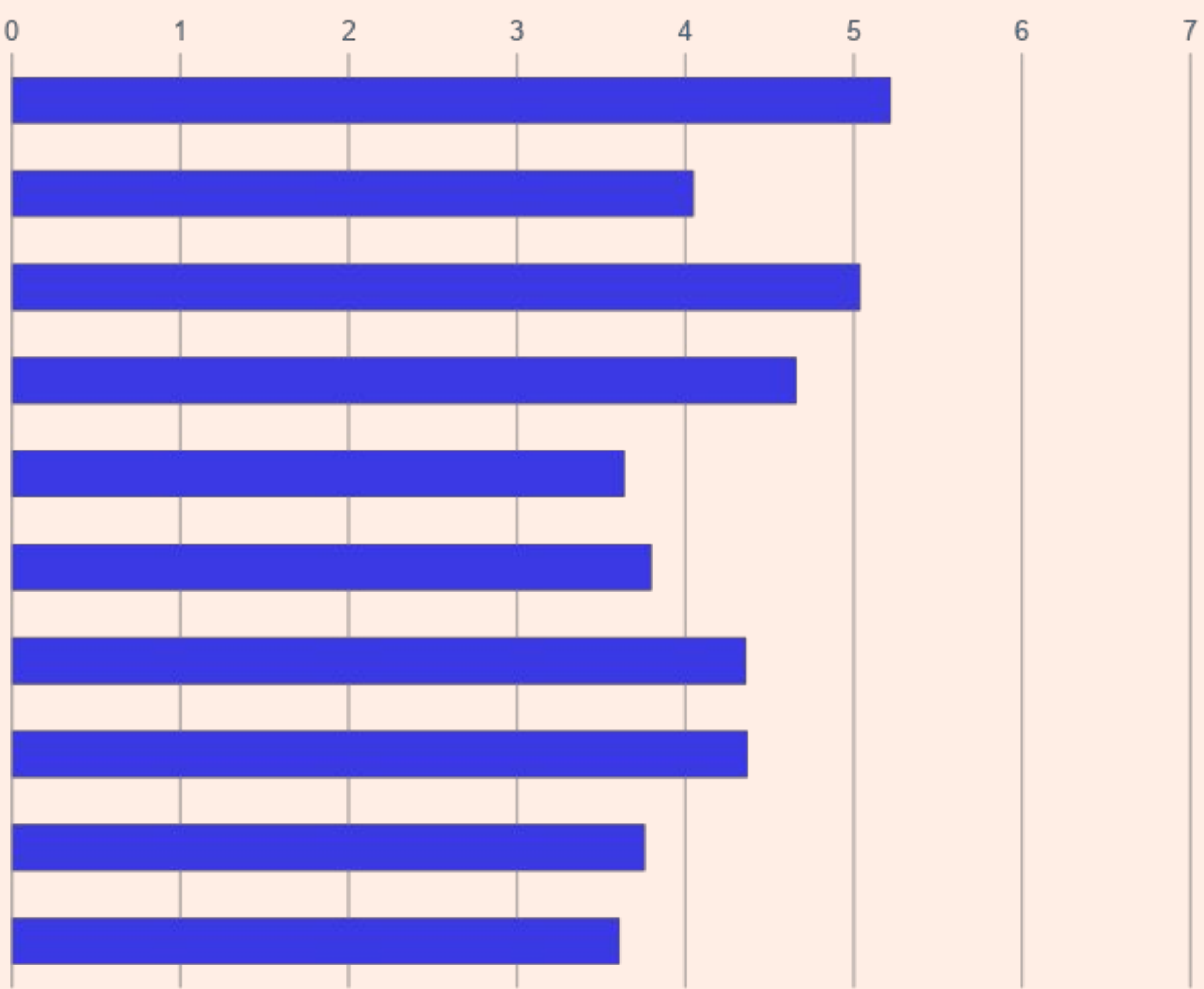
TNA – Part A

Questions about the <u>importance</u> of ... for their profession	<i>M</i>	<i>SD</i>
Human rights	5.93	1.43
Digital rights	5.35	1.57
The legal framework that regulates the provision of health or social care	5.87	1.44
The human rights framework for the provision of health or social care	5.86	1.44
The legal framework that regulates the provision of digitally mediated care	5.41	1.66
The human rights implications of providing digitally mediated care	5.21	1.77
How to provide care to older persons that are digitally illiterate	5.33	1.78
How to provide care to older persons that choose not to use digitally mediated health services	5.21	1.78
Data security, data ownership, and “digital” privacy in the context of digitally mediated care provision	5.24	1.62
How to safeguard data security, data ownership, and “digital” privacy from a human rights perspective	5.23	1.76



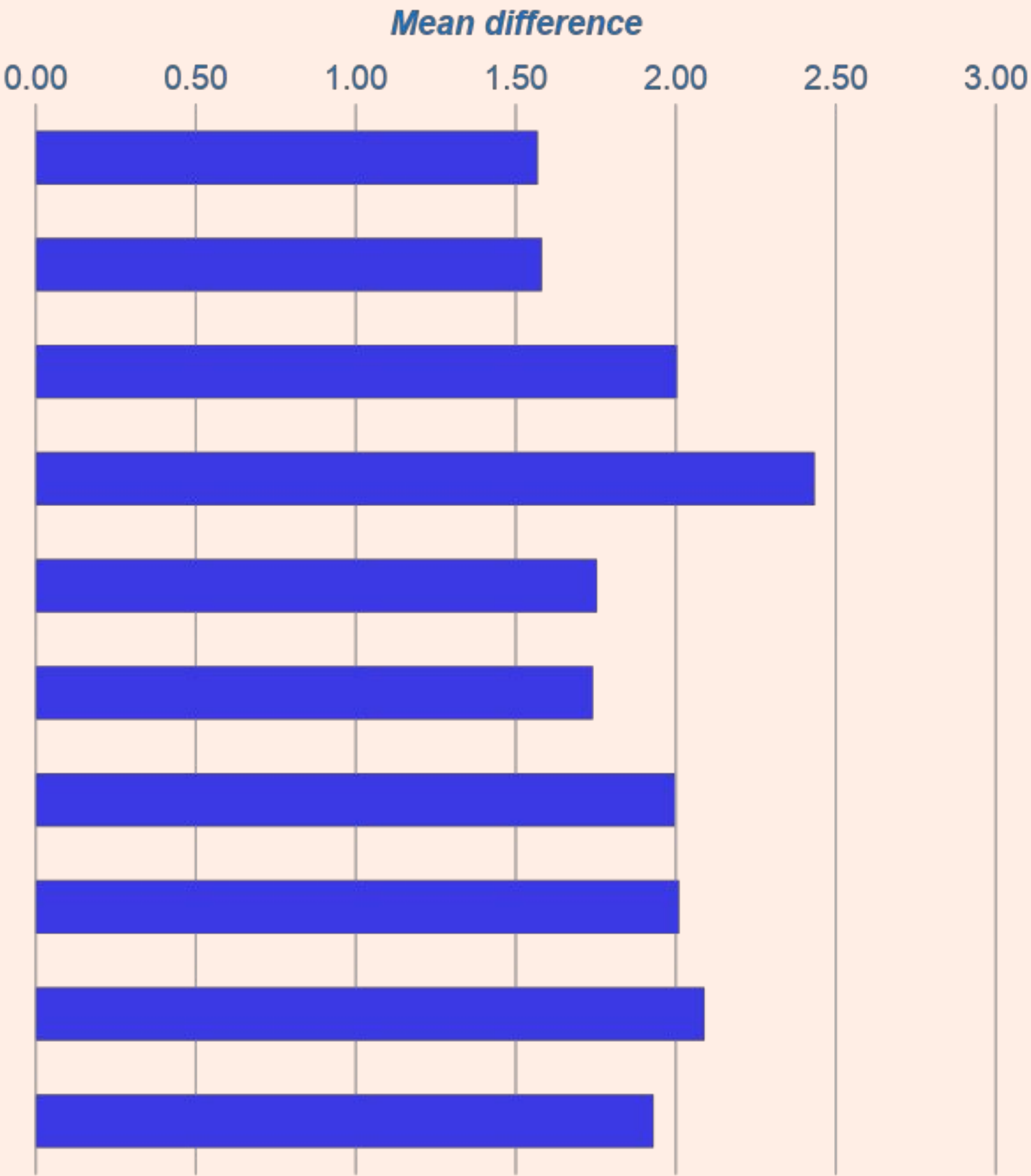
TNA – Part B

Questions about the participants <u>skilfulness</u> on_...	<i>M</i>	<i>SD</i>
Human rights	5.22	1.49
Digital rights	4.05	1.69
The legal framework that regulates the provision of health or social care	5.04	1.55
The human rights framework for the provision of health or social care	4.66	1.86
The legal framework that regulates the provision of digitally mediated care	3.64	1.82
The human rights implications of providing digitally mediated care	3.8	1.89
How to provide care to older persons that are digitally illiterate	4.36	2.04
How to provide care to older persons that choose not to use digitally mediated health services	4.37	1.93
Data security, data ownership, and “digital” privacy in the context of digitally mediated care provision	3.76	1.76
How to safeguard data security, data ownership, and “digital” privacy from a human rights perspective	3.61	1.70



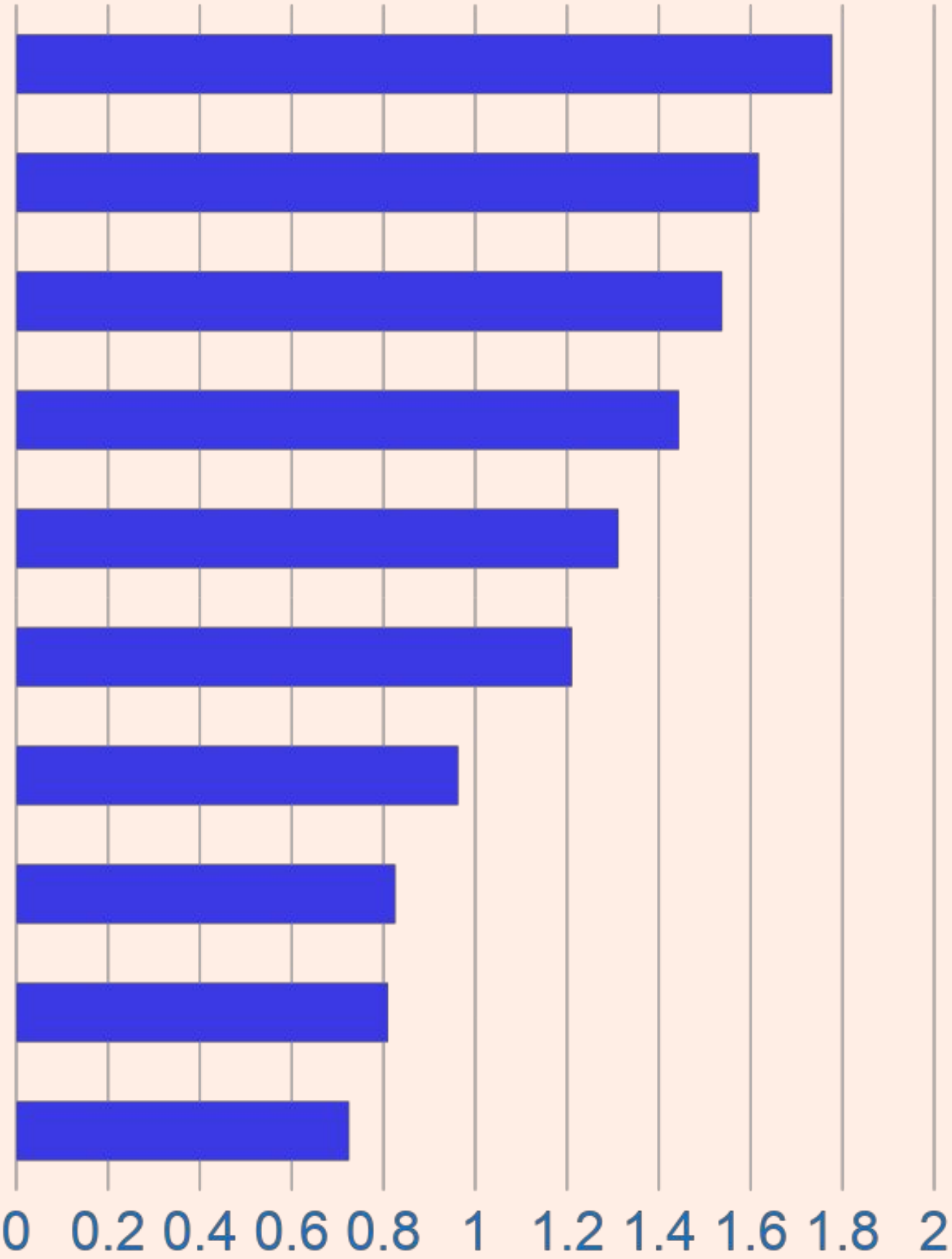
TNA (A-B)

	<i>Mean difference</i>	<i>t</i>	<i>p-value</i>
Human rights	0.725	4.824	<.001
Digital rights	-1.312	-7.867	<.001
The legal framework that regulates the provision of health or social care	-0.810	-5.244	<.001
The human rights framework for the provision of health or social care	-1.211	-7.210	<.001
The legal framework that regulates the provision of digitally mediated care	-1.778	-9.571	<.001
The human rights implications of providing digitally mediated care	-1.444	-7.517	<.001
How to provide care to older persons that are digitally illiterate	-0.963	-4.132	<.001
How to provide care to older persons that choose not to use digitally mediated health services	-0.826	-4.302	<.001
Data security, data ownership, and “digital” privacy in the context of digitally mediated care provision	-1.538	-7.875	<.001
How to safeguard data security, data ownership, and “digital” privacy from a human rights perspective	-1.618	-8.122	<.001



TNA (A-B)

Items	Mean difference	t	p-value	Rank
The legal framework that regulates the provision of digitally mediated care	-1.778	-9.571	<.001	1
How to safeguard data security, data ownership, and “digital” privacy from a human rights perspective	-1.618	-8.122	<.001	2
Data security, data ownership, and “digital” privacy in the context of digitally mediated care provision	-1.538	-7.875	<.001	3
The human rights implications of providing digitally mediated care	-1.444	-7.517	<.001	4
Digital rights	-1.312	-7.867	<.001	5
The human rights framework for the provision of health or social care	-1.211	-7.210	<.001	6
How to provide care to older persons that are digitally illiterate	-0.963	-4.132	<.001	7
How to provide care to older persons that choose not to use digitally mediated health services	-0.826	-4.302	<.001	8
The legal framework that regulates the provision of health or social care	-0.810	-5.244	<.001	9
Human rights	0.725	4.824	<.001	10



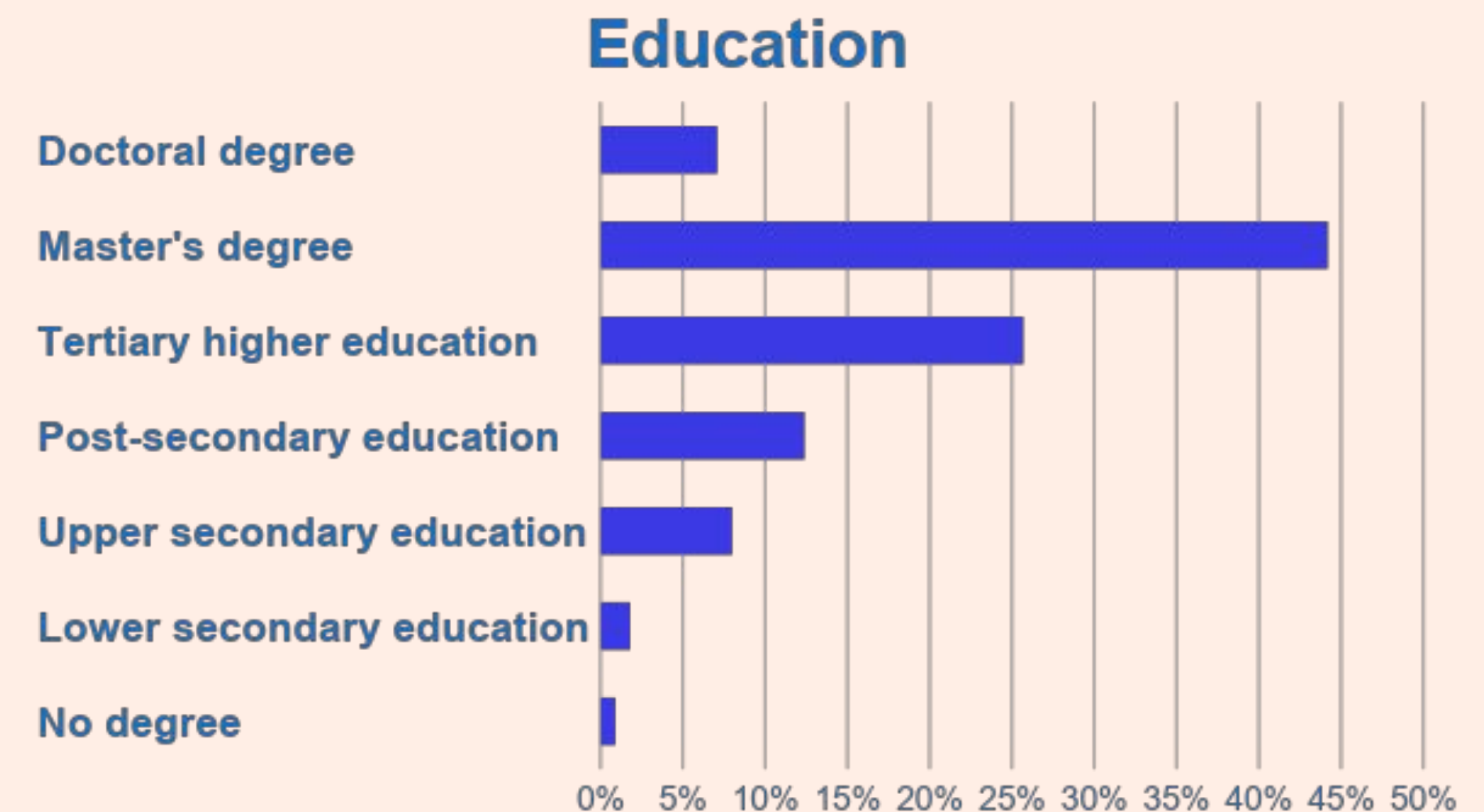
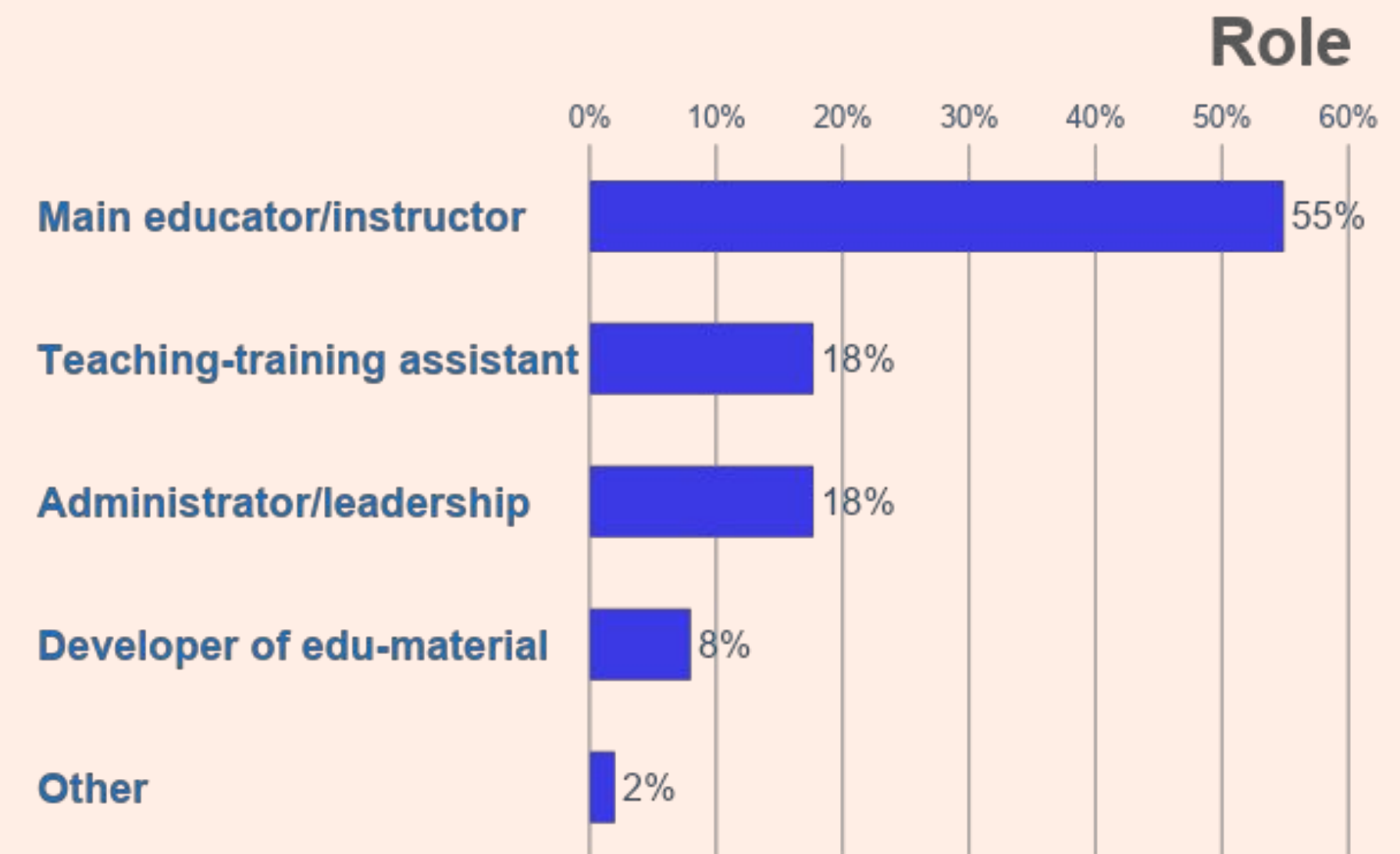
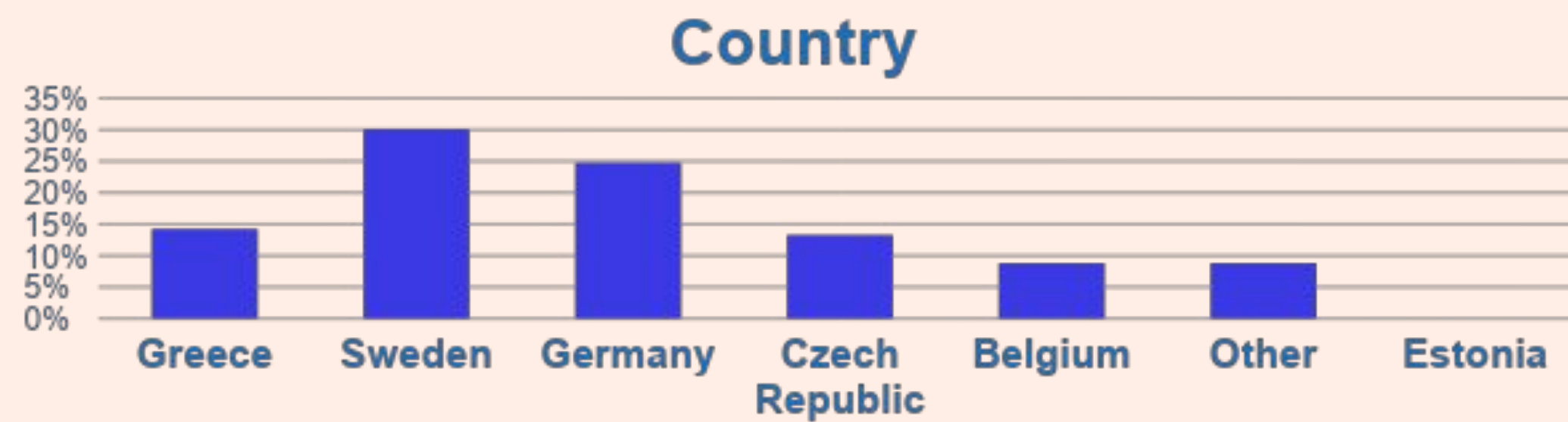
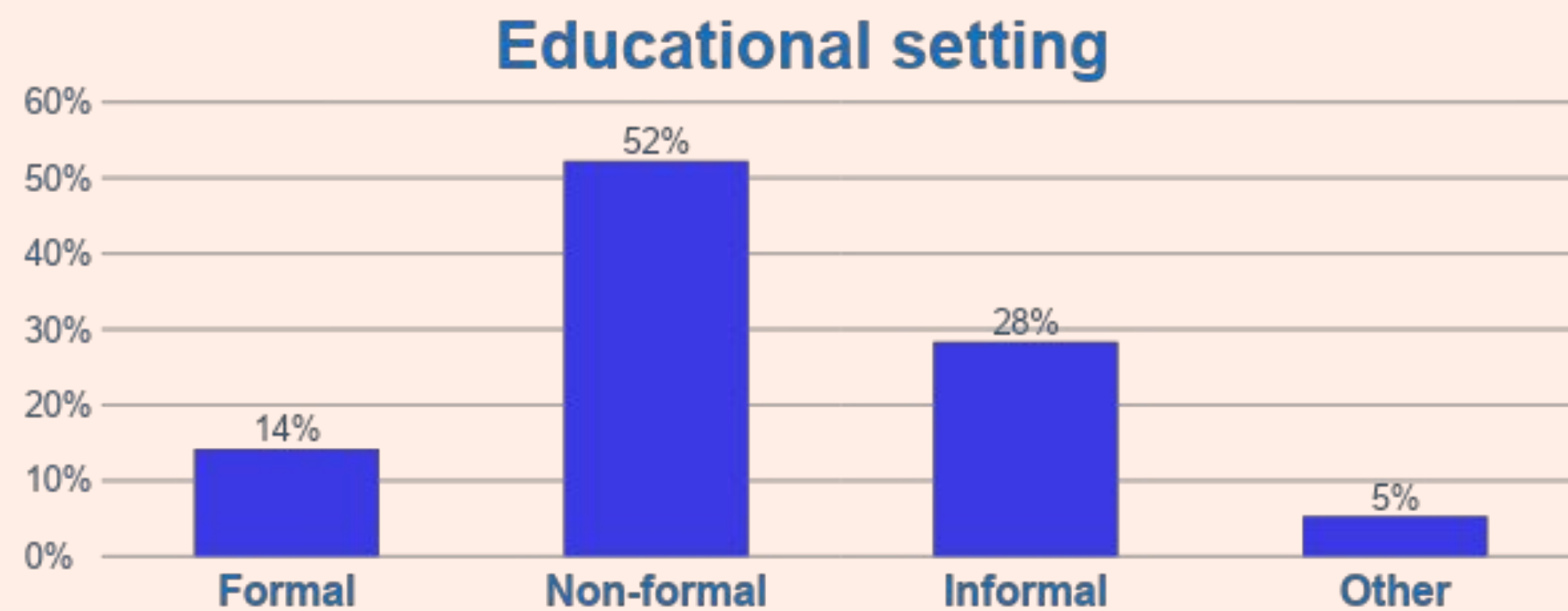
Conclusions

- Older persons' human rights and digital rights are considered by health and social care practitioners as important issues.
- There are evident training needs on human rights and digital rights among health and social care professionals on the provision of health (in general) and on digitally-mediated health (in particular).
- A human-rights and digital-rights training (in general terms) is recommended for health and social care professionals.
- The ethical guidelines and legal framework of data security, data ownership, and “digital” privacy are recommended as specific topics to be revisited in the context of the continuous professional development of practitioners in the care sector for older persons.

Survey education -

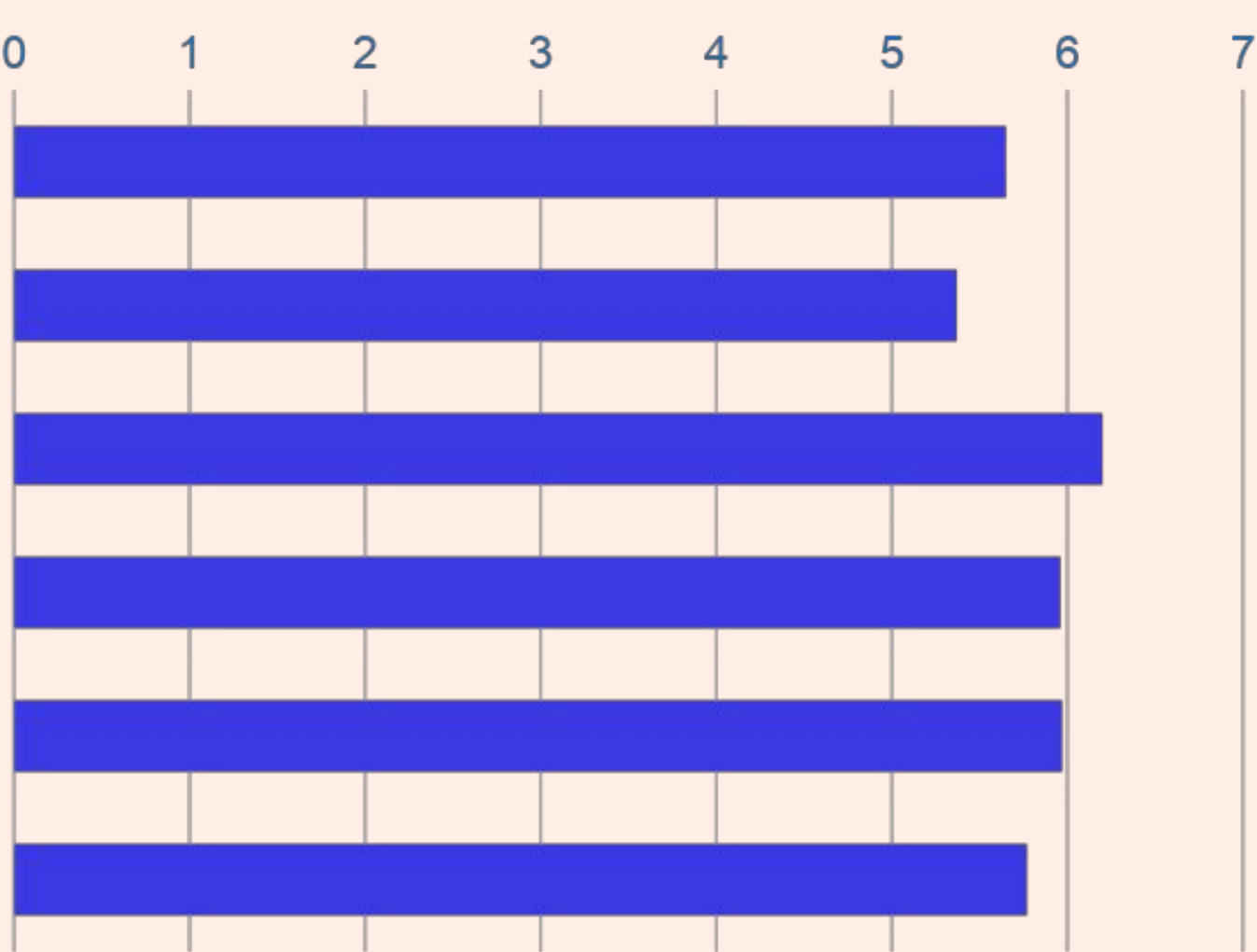
Sample
• N = 113 participants

- Age $M = 54.82$, $SD = 14.78$, $Range = 25-87$
- Female 57.5%, Male 39.8%, Other 2.7%



Endorsement of human and digital rights as important issues

	<i>M</i>	<i>SD</i>
I believe that the issue of digital illiteracy among older persons is a human rights issue	5.65	1.58
I believe that the right of older persons not to use Information and Communication Technologies (ICTs) is a human rights issue	5.37	1.57
I believe that data security, data ownership, and “digital” privacy, are human rights issues	6.2	1.17
I believe that the tensions between the right to freedom of expression and the protection against the spread of misinformation in digital media are human rights-related issues	5.96	1.21
Human rights and digital rights are relevant to the provision of “digital” education to older persons	5.97	1.21
Human rights and digital rights are relevant to my professional practice	5.77	1.40



TNA (A-B)

Items	Mean difference	t	p-value	Rank
The rights of not using ICTs from a human-rights perspective	1.537	9.655	<.001	1
The tensions between the right to freedom of expression / protection from the spread of misinformation from a human-rights perspective	1.455	9.670	<.001	2
Data security, data ownership, ... from a human-rights perspective	1.436	8.889	<.001	3
Digital rights	1.33	8.640	<.001	4
The rights of not using ICTs in general terms	1.324	8.867	<.001	5
The consequences of digital illiteracy from a human-rights perspective	1.279	8.184	<.001	6
The tensions between the right to freedom of expression / protection from the spread of misinformation in general terms.	1.174	7.702	<.001	7
Data security, data ownership, and “digital” privacy in general terms	1.073	7.623	<.001	8
Human rights	0.732	4.402	<.001	9
The consequences of digital illiteracy in older age in general terms	0.616	5.003	<.001	10



Conclusions

- Older persons' human rights and digital rights are considered by educators, health, and social care practitioners as important issues.
- There are evident training needs on human rights and digital rights among health and social care professionals on the provision of health (in general) and on digitally-mediated health (in particular).
- For educators there are evident training needs on the right not to use ICT, as well as on the tensions between the right to freedom of expression / protection from the spread of misinformation from a human-rights perspective.
- The ethical guidelines and legal framework of data security, data ownership, and “digital” privacy are recommended as specific topics to be revisited in the context of the continuous professional development of practitioners in education and care.

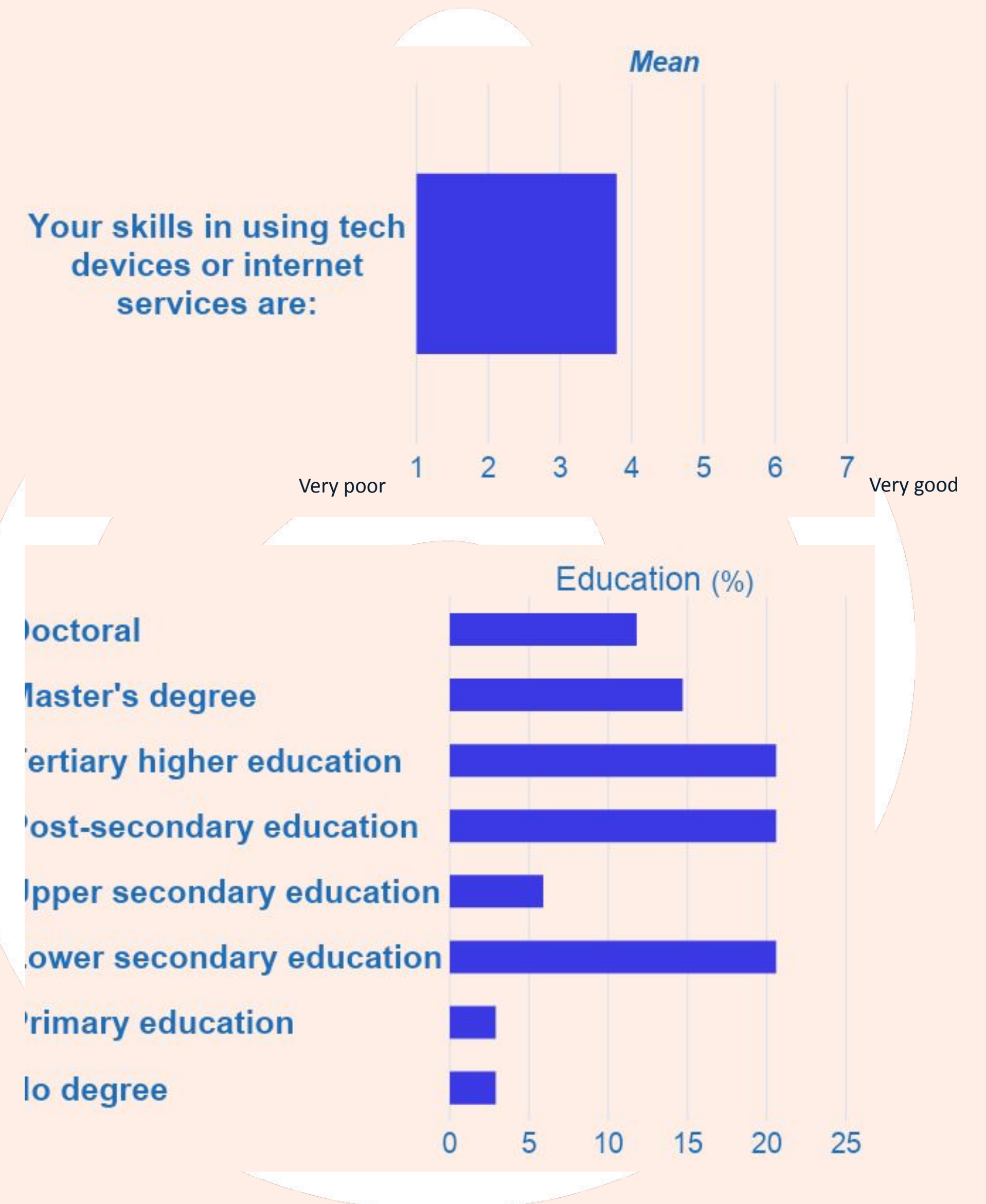
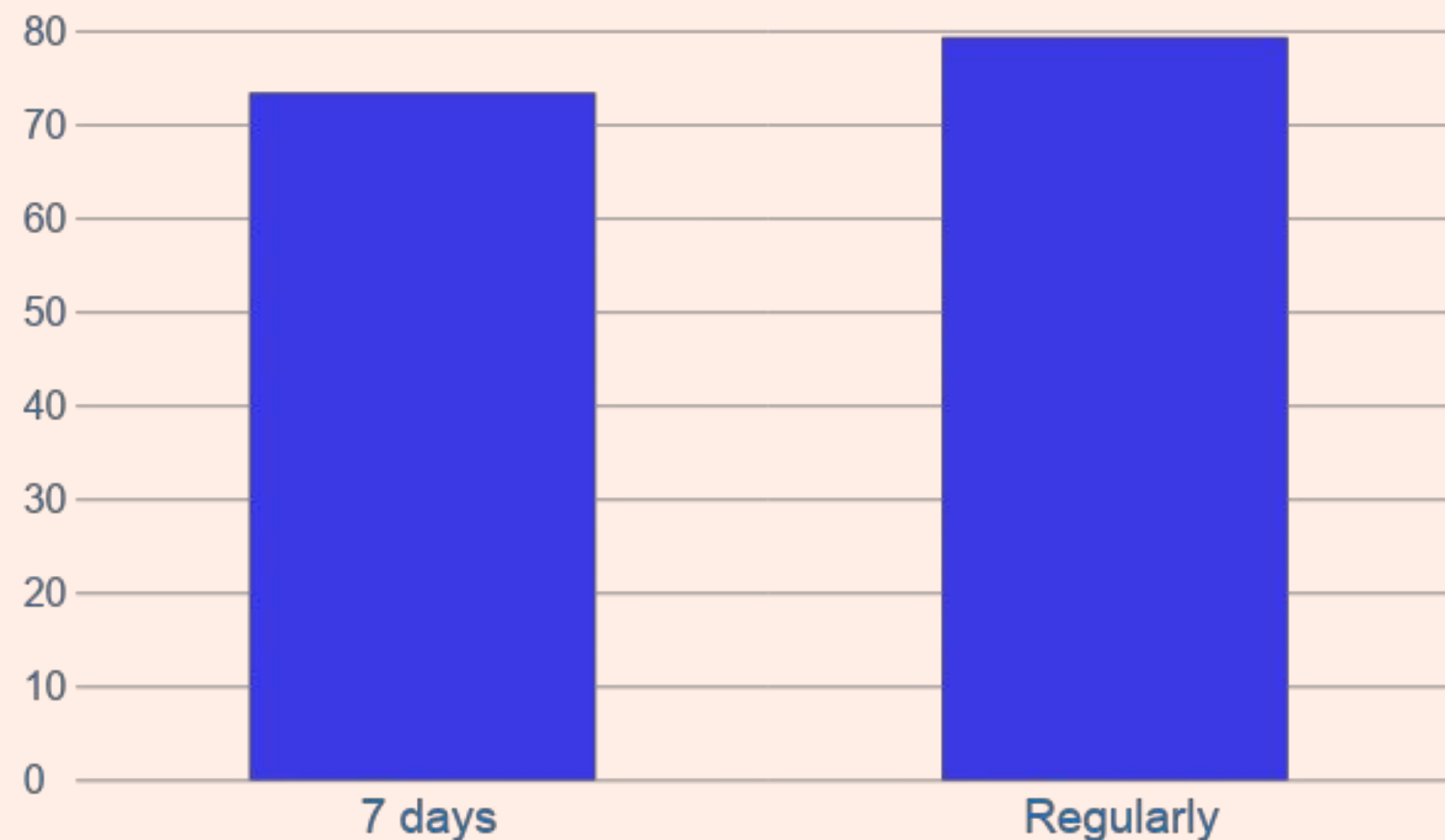
Focus groups

- With older persons ($N = 34$, FG = 6)
- With practitioners in health and social care ($N = 22$, FG = 5)
- With educators teaching older persons the use of ICTs ($N = 23$, FG = 7)



Focus groups - older persons

- $N = 34$ participants
- Age $M = 72.24$, $SD = 9.64$, $Range = 51-89$
- Female 68%, Male 32%



Procedure

- All partners conducted focus groups, took notes during the focus groups, as well as wrote their reflections after the end of the focus groups.
- All partners (except LiU) listened to their own recordings of the focus groups once and wrote down the main themes that emerged.
- LiU proceeded to the transcription (verbatim) of the focus group in Sweden. Through thematic analysis, several codes were extracted from the transcriptions leading through three grouping steps to seven (7) themes.
- The results were discussed in a workshop with all partners.

Questions – Items (general)

- What is your understanding of what human rights are?
- How relevant do you think that human rights are to you?
- What is your understanding of what digital rights are?
- How relevant do you think that digital rights and human rights are to your life?

Questions – Items (specific)

- Do you think that all persons from all generations manage to keep up with digital transformations?
- Some do not use or prefer digital services over traditional exchanges. Do you think that these and similar preferences are respected?
- There has been an extensive discussion on data security, privacy, and data ownership. Do you think that all persons from all generations keep up with these developments?
- There has been an extensive discussion on the spread of fake news, misinformation, and the right to freedom of expression. Do you think that all persons from all generations manage to keep up with these developments?

.... Do you think that these are human-rights related issues?

Themes (rank ordered)

1. The issue of fear in digital environments.
2. Generations and age as segregation drivers in digital literacy/competence.
3. Human/digital rights tough to describe.
4. The value of receiving accurate information and the perils of disinformation.
5. The knowledge of using IT as a human right/personal responsibility.
6. The “digital obligation” narrative and the issue of agency.
7. Issues of digital exclusion and ambivalence.

The issue of fear in digital environments

- About breaking and destroying digital tools, no full understanding of these environments, theft and cybersecurity, privacy issues (all partners).
- Access to all health records from the government and the fear for totalitarian regimes coming into power – what will be the consequences (Germany).

Generations and age as segregation drivers in digital literacy/competence

- The participants framed digital exclusion as a generational issue. In Germany and Czech Republic, the issue was discussed in terms of social vulnerability and digital exclusion for all ages.
- Dependency from younger generations and feelings of inferiority because the lack of digital “proficiency”.

Human/digital rights tough to describe

- Older persons have difficulties relating their “digital” challenges with human rights and digital rights discourses
- Human rights are perceived as fundamentals rights that address basic needs for shelter, nutrition, health, social participation, as well as that of social equality
- **Older persons could not connect digital transformations and digitalization with human rights – initially.** At the end of the focus groups the participants could grasp the human-rights implications of digital transformations in modern societies

The “digital obligation” narrative and the issue of agency

- Dominance of digital environments – resentment for having more expensive “analogue” alternatives, no service-oriented providers in the market (travel agencies, banks, etc.)

“Digital rights? ... better digital obligation you could say”

The value of receiving accurate information and the perils of disinformation

- Complexity of environments, amount of information, and the lack of editorial procedures that make hard to distinguish reliable information from fake news.
- Fact checking through opinion sharing with persons within their social network.

The knowledge of using IT as a human right/personal responsibility

- In Greece and Germany, older persons expressed the view that if e-banking and e-government is the default, it is the banks and government's responsibility to provide digital education and digital tools. In –Sweden, the issue of personal responsibility in digital proficiency was debated among the participants.

Issues of digital exclusion and ambivalence

- A lot of discussion that it is neither all with digitalization is bad nor all good. Positive aspects during the pandemic, negative aspects of exclusion from services post-pandemic. Debates on whether Artificial Intelligence will be a good or bad thing (Sweden, Germany).
- Issues of affordability and complexity that makes digital tools and services inaccessible.
- Routines that practically exclude the digitally illiterate (e.g., booking appointments in the bank available only online)
- The issues of “the new language used in technology” and technical knowledge that seems unfamiliar – even if they speak English and know how to use digital tools and services.

Conclusion

- Digital exclusions based on both the lack of “digital proficiency” or the lack of “digital access” emerge in equal terms as challenges for older persons. The rights to be “digital” or to be “analogue” in our digital societies is no longer discussed within the dichotomy of being online/offline in older age.
- Digital exclusion in older age is often formed by instituting essential and necessary digital tools and services (e.g., apps, e-banking) while ignoring the needs of older persons – that is their “digital proficiency” – and without offering an analogue or even an easy-to-use digital alternative.
- The lack of personal service, the loss of craftsmanship due to digitalization, and decreasing diversity in products and services was coined as the negative consequences of digitalization by the participants of the focus groups. An eradication of “analogue” alternatives in these domains was seen as a depersonalization of the commercial activity.
- According to the participants, the positive aspects of digitalization stem from the communication opportunities in time of crisis (e.g., the pandemic) and from an increased convenience in most areas and services that digitalization has been applied.

Older persons had initially difficulties to relate the issues of digital exclusion and digital literacy with human rights in the focus groups. But it took them only a 1-hour focus group to be able to connect the dots!



References

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