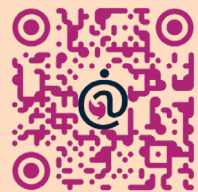




Research Guide for the knowledge building phase

St@ndbyMe

PROJECT



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Forward

Dear colleagues,

This is a guide on how we are going to drive the part of the knowledge building phase of the St@ndbyMe project, namely the work package two (WP2). The objectives of this WP is to examine among older persons, adult education practitioners, and care practitioners:

- The perceived degree of relevance that digital human rights have to their everyday life (for older persons), or their practise (for teaching and care practitioners).
- The training needs that they identify (if any) in the thematic area of digital humans right, and what teaching and learning tools do they propose as suitable to address those training needs.

We agreed to address these objectives by having for each country (except Estonia) 3 focus groups and two online surveys (including Estonia). This guide is drafted to guide you through the process of data collection, to homogenise the methodology and extract data that can become comparable among countries. This guide will begin with the issue of data management and will continue with a guide for the focus groups, and then on the surveys. All material that you need for the data collection are attached in the document as Appendices. Remember that you must translate all the material in your local or national language. Good luck with this endeavour.

Yours,

Georgios Pavlidis



Data management protocol and ethics

It is important that all partners adhere to the General Data Protection Regulation (GDPR) framework for the data generated during this project, as well as to the common Ethic Principles for Research of the Declaration of Helsinki. According to the GDPR regulations, we will need to have a Data processor and a Data controller for each partner of the project. In this case, the Data controller is the institution that you work (e.g., LiU), and the data processor is the national project manager of the St@ndbyMe project (e.g., George Pavlidis). It could be the case that your organization already has a Data controller and a Data manager, so you may want to check this issue internally as well.

There will be data that each partner of the St@ndbyMe project will store and process locally, and only a fraction of this data will be shared among the partners, and only after they have been anonymized or pseudonymized. The storage and use of personal data will be reduced to the minimum, whereas all data generated in this project should be destroyed after 5 years from the completion of the project. The data generated in the context of the project can be used only for the purposes of the project, and not for any other purpose (e.g., future communication).

All data that could lead to the identification of a person are considered personal data. That includes names, signatures, emails, pictures, addresses, phone numbers, and anything else that could lead directly or indirectly to the identification of a person. Access to personal data and consent forms in the context of the St@ndbyMe project should be made possible only to the local research team.

During recruitment for the focus groups: During recruitment, you will most probably need to store personal information for the participants of the Focus groups, for example their name, email address, and phone number for communication. This information should be kept locally in your records in a secured space (e.g., password protected computer). Access to this personal data should be made possible only to the local project team, and only for the purposes of the project. This data is neither to be shared with the St@ndbyMe project team nor stored in the shared folder of the project team (Next-Cloud).

During the Focus groups, the participants will have to sign a consent form pertaining their name and signature (See Appendix A). The information sheet (See Appendices B, C, D) will stay with the participants and the consent form will be signed in two copies, one for the participant and one for you (Note: alternative to a signature, the participants can write the sentence "I consent in partaking in this Focus group"). One of the signed consent forms, along with the short questionnaire that the participants will answer about their demographics, should be stored within a locked storage with restricted access only to the local project team. Once you have recorded the focus group in a device (e.g., your smartphone), you must restrain access to this device to others outside the

local research team. Once you have transferred the recordings from the device to a secure location (e.g., to a password protected computer), you should delete the file from the mobile device. Make sure to make back-up copies, but these should also be stored in a safe location with restricted access only to the local project team. The documents pertaining your field notes and notes from re-hearing the recordings (physical or digital), should be stored in the same locked storage with restricted access only to the local project team. This data is not to be shared with the St@ndbyMe team and should not be stored in the shared folder of the project team (NextCloud).

For the online survey: The online survey will be made by sharing two links, one for the survey among practitioners in care, and one for practitioners in adult education. This survey will be designed in Survey and Report by Linköping University (LiU), with explicit settings that will not collect IP addresses, whereas the questionnaire does not include items and questions for names or any other personal data. Thus, the data of the online surveys will be collected and analysed centrally, whereas no personal data will be gathered.

Methodology

Focus groups

Focus groups is the methodology of choice because it allows participants to share and compare their experiences with each other, develop and generate ideas, as well as explore issues of shared importance. There is quite some work needed to bring people together at the same time and space, so be prepared for some planning load. Remember that each country must deliver three (3) focus groups, with each focus group having at least three (3) participants in minimum and twelve (12) participants as maximum. These focus groups will be divided as one (1) with older persons, one (1) with practitioners in care, and one (1) with practitioners in adult education. It has been agreed that we will strive for more participants than that to over-deliver for the project, yet you should not strive for more than 20 people divided in the three different focus groups. The reason behind this is that more focus groups will require more time in analysing the data, and this is something that can be very overwhelming with a large sample of participants.

A useful guide for how to do focus groups can be found in Breen (2006¹). A synopsis of what must be done in the focus follows below. This is divided into whom you are going to recruit (participants), how you are going to recruit them (recruitment process), how you are going to collect data (data collection), and how you are going to analyse the data.

1 Breen, R. L. (2006). A practical guide to focus-group research. *Journal of geography in higher education*, 30(3), 463-475, <https://doi.org/10.1080/03098260600927575>

Participants

Focus groups with older persons

For these focus groups, we will recruit older persons that use ICT devices (smartphones, computers tablets, etc.), older persons that consider using ICT devices but currently lack the know-how (i.e., digitally illiterate), older persons that consciously avoid the use of ICTs, and older persons that have difficulties or are unwilling to use some devices selectively. We will use a fluid definition of older age for the recruitment of the participants, therefore, anyone above the age of 50 can be included in these focus groups. The rationale behind this is that most longitudinal studies on ageing are recruiting participants older than 50 years. Yet, persons over the age of 65 should be represented well (in numbers) in this project, as Eurostat makes this categorization and this age group has the lowest percentage of internet usage in Europe.

Older persons should be excluded from the study if they cannot provide consent for their participation due to known and diagnosed dementia, or due to any other known and diagnosed severe neuropsychological disorder (e.g., stroke, paranoid schizophrenia). Participants who cannot communicate in the local or common language used in each focus groups, as well as older persons that are unable to read the information sheet or sign the consent form of the study, should be excluded from the focus groups as well.

Focus groups with practitioners in adult education

For these focus groups, we will recruit practitioners in adult education that are, or were active, in teaching, training, or assisting older persons in the use of ICTs (e.g., smartphones, computers tablets, etc.). Any practitioner in adult education can participate in these focus groups, regardless of their role or setting. This could include teachers or trainers, teaching assistants, instructors, volunteers, or professionals, working in formal and accredited institutions, or in non-formal educational settings (e.g., Day Care centres), or within and through self-organized activities. These practitioners should be adults (i.e., 18 years or older) and thus able to provide consent for their participation in the focus groups. Participants who cannot communicate in the local or common language used in each focus groups, as well as those unable to read the information sheet and sign the consent form of the study, should be excluded from the focus groups.

Focus groups with practitioners in care

For these focus groups, we will recruit caregivers that are, or were, providing care to older persons. Priority should be given to active caregivers. We will use a broad definition for caregivers, including healthcare personnel, nursing, and caring professionals, those who provide services directly to patients in hospitals, ambulatory care, or in patients' homes, as well as aids and assistants. Informal caregivers that provide care to older family member(s), or any other person in older age at their home, with or without

any compensation foreseen for their caregiving services, can also be included in the study. Thus, the participants may have a variety of roles and occupational qualifications, such as licenced nurses, licenced assistant nurses, licenced or informal personal assistants, social workers, trained caregivers, or an untrained caregiver. These practitioners should be adults (i.e., 18 years or older) and thus able to provide consent for their participation in the study. Participants who cannot communicate in the local or common language used in each focus groups, as well as those unable to read the information sheet and sign the consent form of the study, should be excluded from the focus groups.

Recruitment process for the Focus groups

To adhere with the General Data Protection Regulation (GDPR), potential participants that you have identified as suitable for the study should not be contacted via email or phone directly by you, unless these participants have given you a valid consent to be contacted by you using their email or phone for such purposes (e.g., are members of your organization and consented to receive invitations to participate in studies).

As a general recruitment strategy, you should place an open call for participation, with the information being publicly accessible and visible to the population that you are targeting (See examples in Appendices E, F, G). This could be the webpage of your organization, posters, flyers, announcements in the local newspaper, and newsletters. The open call for participation could be distributed through social media (both personal and organizational), and you could ask social media friends and other organizations to “spread the word” through their own newsletter and social media channels. At any case, the name, phone number, and email address of a contact person for the local study should be visible, so interested parties can contact that person expressing their interest to participate, giving their name and contact details to proceed with the logistics of setting up the focus groups.

Data collection

Make sure that the participants have read the Information Sheet, signed the Consent Form, and have completed the Demographics Questionnaire (See Appendices G, H, I). Write immediately down the Focus Group ID and the Participant ID in the consent forms, and all the Participants’ IDs in the respective Focus group Guide (See Appendixes J, K, L). From this point, you can follow the respective Focus group Guide for the session.

Make sure that you inform the participants that there are no right or wrong answers.

They are merely asked about their experience (if any), understanding (if any), and problematization (if any) on the topics that the interview questions are introducing.

The interviewer poses the questions that are numbered, one at the time. If any of these questions do not motivate a discussion, then the interviewer can use the prompts that are bullet-pointed under each numbered question.

This is a semi-structured focus group. That means that the discussion can evolve in a different order than the order of the questions posed in this guide. The focus group can end when you feel that all topics in the question items have been covered and the discussion does not provide any new information. The focus groups should be app. 60 minutes in duration.

Make sure that all participants in the focus group had their voice heard. It is expected that some participants will be more talkative, while others not so much. It is your role to encourage all participants to have had their opinion heard.

Make sure that the session is recorded by means that all voices from all participants can be heard clearly in the recorded file. To ensure that, run a test recording before you begin. Save the recorded file under the name of the Focus Group ID (Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP)).

During the focus group, keep notes at the end of this document. During the focus group, your notes should be short allowing you to be attentive and within the flow of the discussion. You can take more detailed notes when you hear the recording again, long after the end of the focus group.

Right after the end of the focus group, write your reflections on what was said and what was your overall feeling for the atmosphere and the group dynamics – or any other thing that may not be evident by listening the recordings, or/and not easily remembered long after the end of this focus group.

Analysis

Anonymising data: The data that you are going to share with the partners are the field notes from the focus groups, the notes you took from listening the recordings again (see the 5 steps below), and the responses of the short demographic questionnaire (an Excel file will be created for that in NextCloud). For your notes, use pseudonyms when referring to the participants of the focus groups (e.g., Mary, George). All anonymous and pseudonymized data will be made available to the coordinator and will be used in the reporting procedure as well.

What will you share with the St@ndbyMe team: Your field notes can be shared with the St@ndbyMe team and uploaded in the NextCloud only when they have been ano-

nymized or pseudonymized. Along with them, you will share an Excel file pertaining the demographic information of the participants. In that, only the participants pseudonyms should be used.

The analysis will be thematic analysis. You can find a useful guide here². The steps of the thematic analysis will be:

- Step 1: Become familiar with the data, by listening to the recordings. Transcribing is only optional.
- Step 2: Generate initial codes. While you are listening to the recordings you will feel that the participants are talking about something specific (e.g., fear to use technology). Write that down to your notes as a code and continue with finding other codes. Most probably you will observe the same or similar codes repeatedly in the dialogue.
- Step 3: Search for themes. At this stage, search for patterns in the codes and assign to this pattern a name (theme). It is possible that you are going to rename your codes to fit into a theme or subtheme, which is fine. Important is to have a theme, under which you can assign codes. Write a short rationale why you assigned specific codes into themes.
- Step 4: Review themes. Now you have a matrix of codes and themes, and you can have a clear overview if this matrix matches the data (i.e., the participants narration). Read your notes that you took after the focus group and see if some or all observations matches the matrix of themes and codes that you have at hand.

For each theme, take an excerpt of the participants' narration (a phrase or some phrases) and note it as an excerpt that represent the theme. If you are happy with the result, continue with the next step.

- Step 5. Finalize themes and codes. Now you can translate into English the codes, themes, excerpts, your notes after the interview, and the short description that gives a rationale to your grouping of certain codes into themes. This is the material that you are going to share with the partners in a dedicated workshop where we will explore the themes, codes, and excerpts together.
- Step 6. Writing the findings and conclusions. This is something that we at LiU will do after we will have the dedicated workshops and discuss all our findings, but you are welcomed to participate in drafting the final manuscript for the report.

Surveys

The surveys will focus on the training needs of practitioners working with older persons either in the health and social care sectors, or as practitioners and volunteers teaching digital skills to older persons. Both groups face and address the consequences of the ongoing digital transformation in their work with older persons while their working environments is also getting digitally transformed. We were interested in these practitioner's insights on the relevance of human rights and digital rights in their work with older persons, as well as whether they identify potential training needs on human and digital rights that could help them in their practice.

Survey among practitioners in adult education

In this survey, we will target practitioners in adult education that are, or were active, in teaching, training, or assisting older persons in the use of ICTs (e.g., smartphones, computers tablets, etc.). Any practitioner in adult education can participate in the survey, regardless of their role or setting. This includes teachers or trainers, teaching assistants, instructors, volunteers, and professionals working in formal and accredited institutions, in non-formal educational settings (e.g., Day Care centres), or within and through self-organized activities. These practitioners should be adults (i.e., 18 years or older) and thus able to provide consent for their participation.

Survey among practitioners in care

In this survey, we will recruit caregivers that are, or were, providing care to older persons. We will use a broad definition for caregivers, including healthcare personnel, nursing and caring professionals that provide services directly to patients in hospitals, ambulatory care, or care in patients' homes, including aids and assistants. Informal caregivers that provide care to older family member(s), or to any other older person at their home, with or without any compensation foreseen for their caregiving services, can also be included in the study. Thus, the participants of this survey should be caregivers that provide care to older persons as part or as the only task of their job, yet, may have a variety of roles and occupational qualifications, such as licenced nurses, licenced assistant nurses, licenced or informal personal assistants, social workers, trained and untrained caregivers. These practitioners should be adults (i.e., 18 years or older) and thus able to provide consent for their participation in the study.

Recruitment process for the Surveys

For the surveys, an open call for participation should be visible and accessible, especially to the population that you are targeting (See Appendices M and N). The recruitment of the participants will be made simply by inviting the participants to follow the respective link in the web. You could announce an open call for participation and distribute both the call and the link to the members of your organization through social media (both personal and organizational), whereas you could ask other and relevant organization to proceed with the same announcements through their own newsletter and other communication channels with their members.

Measures

Training needs on human and digital rights

In the absence of standardised tools to measure training needs on human and digital rights, we took inspiration from the Hennessy-Hicks Training Needs Analysis (TNA) Questionnaire (Hennessy & Hicks, 2011) and developed a new 10-item questionnaire from scratch. The TNA is a standardised method in which respondents rate on a seven-point scale how critical a task is to the successful performance of the respondent's job (Criterion A). The respondents also rate on the same seven-point scale how well they are currently performing the specific task (Criterion B). Subtracting the scores (Criterion A– Criterion B) in each item provides a Training Needs Index.

The TNA questionnaire was informed by the existing literature, the original Hennessy-Hicks Training Needs Analysis (TNA) Questionnaire, as well as our professional experience in the field. The items of the survey conducted among practitioners in the health and social care sector (see Appendix O) had a focus on digital and human rights in general; the legal and the human rights frameworks for the provision of health or social care; the legal and the human rights frameworks for the provision of digitally mediated health or social care; issues of digital illiteracy and the non-use of ICTs in older age; as well as on data security, data ownership, and “digital” privacy in the context of digitally mediated care.

The items of the survey conducted among practitioners and volunteers teaching older persons the use of ICTs (see Appendix P) had a focus on digital and human rights in general; the consequences of digital illiteracy and the non-use of ICTs in older age; on data security, data ownership, and “digital” privacy; as well as on the tensions between the right to freedom of expression and the need for social protection against the spread of misinformation in digital media.

Demographics

Both surveys include questions about the participants' age, gender, highest educational attainment (according to ISCED classification), years of experience working with older persons, type of setting where their services are offered (formal, non-formal, informal, and other), their role or profession in this setting, as well as the country where their services are offered.

Other variables

The participants are also asked to rate on a seven-point scale whether digital literacy and the non-use of ICTs in older age are human rights issues and relevant to their professional practice/or/to the activities that they organize with older persons.

Appendix A – Consent form

Focus group ID:

(Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP)

Participant ID:

(Organization/Day-Month-Year/Interviewer's initials/Participant initials (e.g., LiU/020323/GP/IG)

Consent Form

I the undersigned, have received and read the information of the St@ndbyMe project study. I agree to participate in the St@ndbyMe project study conducted in (your country) by (The name of your organization).

I have been informed both in writing and orally about the study, how the focus group is conducted, and what risks it may entail.

- I understand that my participation is voluntary and that I can withdraw from participation at any time should I wish to do so.

- I consent to the handling of data about me according to the research subject information provided to me by the St@ndbyMe project team.

Place and date	Place and date
Participant name	Researcher's name
Signature	Signature

Appendix B – Information sheet (Care)

INFORMATION

Background and Objectives

In the St@ndbyMe project, we examine among practitioners in care their common perceptions about digital rights and human rights, as well as the implication of the increasing use of technology in the care sector. The St@ndbyMe project is a European collaboration between NGOs in Germany, Greece, Belgium, Estonia, the Czech Republic, and the Linköping University in Sweden. This study is conducted in (your country) by (The name of your organization). The project is co-funded by the European Union under Erasmus+.

Why was I chosen for this project?

You are eligible to participate in this focus group because you are over the age of 18 and identified yourself as someone who is a practitioner in care, providing health care or social care to older persons at some capacity.

How will the research be conducted?

Participants will take part in a focus group for approximately one hour. The researchers will ask questions about your professional practice and experience, your knowledge and opinions about human rights and digital rights, as well as your opinion about training needs that you or your colleagues may have in these subject areas. This study is conducted according to ethical rules and guidelines as stated in the Declaration of Helsinki.

Potential risks of participating in the study

We do not expect that your participation in this research will cause any physical or psychological risks beyond the ones expected in everyday life when sharing information about your professional practice, or when discussing issues of human rights and digital rights in your workplace.

Potential benefits of participating in the study

There are no personal benefits from your participation. However, participating in this study will give you the opportunity to share your experiences and contribute to the development of new knowledge that could be beneficial for the field that you and your colleagues are serving as practitioners.

Anonymity and data management

To ensure confidentiality, all focus groups are conducted privately. The focus groups

will be audio recorded so that researchers can obtain all relevant details when processing the information. After the transcription of all audio recordings, the files will be deleted from all our digital devices at the latest 5 years after the end of the project.

All outcomes of the interview, together with your information, will be anonymized to ensure your identity is protected from future readers of this work. Only the research team of the St@ndbyMe project will have access to the recordings and transcriptions. The processing of your personal data is carried out in accordance with the General Data Protection Regulation (GDPR) of the European Union.

Results of the study

The results of this study will be presented in scientific publications, conferences, and through the communication channels of the St@ndbyMe project. Your identity will not be published, nor information that could lead to your identification will be published.

Participation is voluntary

Participating in this study is a voluntary decision which participants will have to confirm by signing a consent form. As participants, you have the right to withdraw from the study at any time without giving explanations. There are no consequences for withdrawing or cancelling your participation. Also, you can refuse to answer some questions selectively or to all. You have the right to ask that your information be deleted and that the processing of your information be deleted before the stage where the data is analyzed and anonymized.

Responsible for the study

The research is being conducted in (your country) by (The name of your organization) for the purposes of the St@ndbyMe project, under the scientific coordination of Dr. George Pavlidis, Division of Ageing and Social Change, Department of Culture and Society, Linköping University.

The (The name of your organization) is responsible for the study in (your country), as well as for controlling your personal data. The (The name of the local project leader) is responsible for processing your personal data. You can contact (Contact person) at (email, phone number) if you want further information about how your personal data are handled in the study, or if you wish report any correction or errors.

Appendix C – Information sheet (Education)

Background and Objectives

In the St@ndbyMe project, we examine common perceptions and the training needs of practitioners in adult education, in regards with digital rights and the human rights implication of technology use in older age. The St@ndbyMe project is a European collaboration among NGOs in Germany, Greece, Belgium, Estonia, the Czech Republic, and the Linköping University in Sweden. This study is conducted in (your country) by (The name of your organization). The project is co-funded by the European Union under Erasmus+.

Why was I chosen for this project?

You are eligible to participate in this focus group because you over the age of 18 and identified yourself as someone who is a practitioner in adult education, or as someone who to some capacity teaches (or taught) to older persons (50+) the use of tech devices (e.g., smartphones, computers tablets, etc.) or internet services (e.g., email, surfing, e-shopping, e-banking, etc.).

How will the research be conducted?

Participants will take part in a focus group for approximately one hour. The researchers will ask questions about your professional practice and experience, your knowledge and opinions about human rights and digital rights, as well as your opinion about training needs that you or your colleagues may have in these subject areas. This study is conducted according to the ethical rules stated in the Declaration of Helsinki.

Potential risks of participating in the study

We do not expect that your participation in this research will cause any physical or psychological risks beyond the ones expected in everyday life when sharing information about your professional practice, or when discussing issues of human rights and digital rights with others.

Potential benefits of participating in the study

There are no personal benefits from your participation. However, participating in this study will give you the opportunity to share your experiences and contribute to the development of new knowledge that could be beneficial for the field that you and your colleagues are serving as practitioners.

Anonymity and data management

To ensure confidentiality, all focus groups are conducted privately. The focus groups will be audio recorded so that researchers can obtain all relevant details when processing the information. After transcription of audio recordings, the files will be deleted from all our digital devices at the latest 5 years after the end of the project.

All outcomes of the interview together with your information will be anonymized to ensure your identity is protected by future readers of this work. Only the research team of the St@ndbyMe project will have access to the recordings and transcriptions. The processing of your personal data is conducted in accordance with the General Data Protection Regulation (GDPR) of the European Union.

Results of the study

The results of this study will be presented in scientific publications, conferences, and through the communication channels of the St@ndbyMe project. Your identity will not be published, nor information that could lead to your identification will be published.

Participation is voluntary!

Participating in this study is a voluntary decision which participants will have to confirm by signing a consent form. As a participant, you have the right to withdraw from the study at any time without giving explanations. There are no consequences for cancelling your participation. Also, you can refuse to answer some questions selectively or to all. You have the right to ask that your information be deleted and that the processing of your information be deleted before the stage where the data is analyzed and anonymized.

Responsible for the study

The research is being conducted in (your country) by (The name of your organization) for the purposes of the St@ndbyMe project, under the scientific coordination of Dr. George Pavlidis, Division of Ageing and Social Change, Department of Culture and Society, Linköping University.

The (The name of your organization) is responsible for the study in (your country), as well as for controlling your personal data. The (The name of the local project leader) is responsible for processing your personal data. You can contact (Contact person) at (email, phone number) if you want further information about how your personal data are managed in the study, or to report any correction or errors.

Appendix D – Information sheet (Older persons)

INFORMATION

Background and Objectives

In the St@ndbyMe project, we examine common perceptions and the training needs among persons that are older than 50, in regards with digital rights, human rights and technology use in older age. The St@ndbyMe project is a European collaboration among NGOs in Germany, Greece, Belgium, Estonia, the Czech Republic, and the Linköping University in Sweden. This study is conducted in (your country) by (The name of your organization). The project is co-funded by the European Union under Erasmus+.

Why was I chosen for this project?

You are eligible to participate in this focus group because you over the age of 50 and identified yourself as someone who is either using, consider using, or consciously does not use tech devices (e.g., smartphones, computers tablets, etc.) or internet services (e.g., email, surfing, e-shopping, e-banking, etc.).

How will the research be conducted?

Participants will take part in a focus group for approximately one hour. The researchers will ask questions about your knowledge and opinions about human rights, digital rights, and the training needs of older persons in technology use. This study is conducted according to the ethical rules stated in the Declaration of Helsinki.

Potential risks of participating in the study

We do not expect that your participation in this research will cause any physical or psychological risks beyond the ones expected in everyday life when discussing issues of human rights, digital rights, and technology use.

Potential benefits of participating in the study

There are no personal benefits from your participation. However, participating in this study will give you the opportunity to share your experiences and contribute to the development of new knowledge that could be beneficial for the safe and transparent use of technology in older age.

Anonymity and data management

To ensure confidentiality, all focus groups are conducted privately. The focus groups will be audio recorded so that researchers can obtain all relevant details when processing the information. After the transcription of the audio recordings, the files will be deleted from all our digital devices at the latest 5 years after the end of the project.

All outcomes of the interview together with your information will be anonymized to ensure your identity is protected by future readers of this work. Only the research team of the St@ndbyMe project will have access to the recordings and transcriptions. The processing of your personal data is conducted in accordance with the General Data Protection Regulation (GDPR) of the European Union.

Results of the study

The results of this study will be presented in scientific publications, conferences, and through the communication channels of the St@ndbyMe project. Your identity will not be published, nor information that could lead to your identification will be published.

Participation is voluntary!

Participating in this study is a voluntary decision which participants will have to confirm by signing a consent form. As participants, you have the right to withdraw from the study at any time without giving explanations. There are no consequences for cancelling your participation. Also, you can refuse to answer some questions selectively or to all. You have the right to ask that your information be deleted and that the processing of your information be deleted before the stage where the data is analyzed and anonymized.

Responsible for the study

The research is being conducted in (your country) by (The name of your organization) for the purposes of the St@ndbyMe project, under the scientific coordination of Dr. George Pavlidis, Division of Ageing and Social Change, Department of Culture and Society, Linköping University.

The (The name of your organization) is responsible for the study in (your country), as well as for controlling your personal data. The (The name of the local project leader) is responsible for processing your personal data. You can contact (Contact person) at (email, phone number) if you want further information about how your personal data are managed in the study or report any correction of errors.

Appendix E – Call for participation in the Focus groups (Care)

Call for participation in a research study!

On health and social care to older persons in relation to digital rights and human rights

Are you (or were you) a practitioner in care, providing health care or social care to older persons at any capacity (e.g., nurse, social worker, personal assistant, informal caregiver, medical practitioner)?

Then we would like to invite you to participate in the St@ndbyMe project, which examines common perceptions and the training needs among practitioners in regards with digital rights, human rights, and the increasing technology use in the care sector. The St@ndbyMe project is a European collaboration among NGOs in Germany, Greece, Belgium, Estonia, the Czech Republic, and the Linköping University in Sweden. This study is conducted in (your country) by (The name of your organization). The project is co-funded by the European Union under Erasmus+.

We would be very grateful if you would help us in the knowledge-building phase of the project where we aim to understand better what the training needs of practitioners in the care sector are in an era where digitally mediated health (e.g., e-health) becomes a priority in European welfare systems. In that context, we would like you to participate in a small-group discussion about health or social care for older persons, as well as related issues in regards with digital rights and human rights. This discussion will take place at a set time and space at the premises of (The name of your organization). The discussion will take approx. 1 hour and will be conducted by a trained project member. We guarantee anonymity throughout the process according to ethical research guidelines and according to the General Data Protection Regulation of the European Union.

Please contact (Contact person), the project representative at (The name of your organization), by e-mail (the email of the contact persons) or phone (phone number of the contact person) if you would like to be a participant in this study. You are also welcome to contact (Contact person) if you have any questions regarding the St@ndbyMe project or your participation. Your contribution will help us greatly.

Thank you very much!

Appendix E – Call for participation in the Focus groups (Education)

Call for participation in research study!

On teaching older persons technology use, digital rights, and human rights

Are you (or were you) a practitioner in adult education at any capacity that teaches (or taught) to older persons (50+) the use of tech devices (e.g., smartphones, computers, tablets, etc.) or internet services (e.g., email, surfing, e-shopping, e-banking, etc.)?

Then we would like to invite you to participate in the St@ndbyMe project, which examines common perceptions and the training needs of practitioners in adult education on digital rights, as well as on the human rights implication of technology use in older age. The St@ndbyMe project is a European collaboration among NGOs in Germany, Greece, Belgium, Estonia, the Czech Republic, and the Linköping University in Sweden. This study is conducted in (your country) by (The name of your organization). The project is co-funded by the European Union under Erasmus+.

We would be very grateful if you would help us with the knowledge-building phase of the project, where we aim to understand better what the training needs of adult education practitioners are in an era where digital rights, as well as human rights, become increasingly more relevant to the use of Information and Communication Technologies (ICTs). In that context, we would like you to participate in a small-group discussion about technology, digital rights, and human rights, and your practice in educating older persons into the use of technology. This discussion will take place at a set time and space at the premises of (The name of your organization). The discussion will take approx. 1 hour and will be conducted by a trained project member. We guarantee anonymity throughout the process according to standard ethical research guidelines, and according to the General Data Protection Regulation of the European Union.

Please contact (Contact person), the project representative at (The name of your organization), by e-mail (the email of the contact persons) or phone (phone number of the contact person) if you would like to be a participant in this study. You are also welcome to contact (Contact person) if you have any questions regarding the St@ndbyMe project or your participation. Your contribution will help us greatly.

Thank you very much!

Appendix F – Call for participation in the Focus groups (Older persons)

Call for participation in a study!

On technology use, digital rights, and human rights

Are you 50 years and older speaking fluently (**The local language**), as well as someone who either:

- ☐ use ICT devices (e.g., smartphones, computers tablets, etc.)?
- ☐ consider using ICT devices but currently lack the know-how?
- ☐ consciously avoid the use of ICTs?
- ☐ have difficulties, or is unwilling to use some devices selectively?

Then we would like to invite you to participate in the St@ndbyMe project, which examines common perceptions among the public in regards with the use of technological means (smartphones, computers tablets, the internet, etc.) and their relevance to digital and human rights. The St@ndbyMe project is a European collaboration among NGOs in Germany, Greece, Belgium, Estonia, and the Czech Republic, and the Linköping University in Sweden. This study is conducted in (**your country**) by (**The name of your organization**). The project is co-funded by the European Union under Erasmus+. We would be very grateful if you would help us in the knowledge-building phase of the project where we aim to understand better what are the needs of persons that are “digital migrants” (i.e., people who were not born “in technology”, but grew into technological developments). In that context, we would like you to participate in a small-group discussion about technology, digital rights, and human rights. This discussion will take place at a set time and space at the premises of (**The name of your organization**). The discussion will take approx. 1 hour and will be conducted by a trained project member. We guarantee anonymity throughout the process according to standard ethical research guidelines in research, and according to the General Data Protection Regulation of the European Union.

Please contact (**Contact person**), the project representative at (**The name of your organization**), by e-mail (**the email of the contact persons**) or phone (**phone number of the contact person**) if you would like to be a participant in this study. You are also welcome to contact (**Contact person**) if you have any questions regarding the St@ndbyMe project or your participation. Your contribution will help us greatly.

Thank you very much!

Appendix G – Demographics questionnaire (FG for Care)

Focus group ID:

(Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP))

Participant ID:

(Organization/Day-Month-Year/Interviewer's initials/Participant initials (e.g., LiU/020323/GP/IG))

Demographics

1. Age _____
2. Gender
 - 1) Male
 - 2) Female
 - 3) Other
3. The highest educational degree you have attained is from:
 - 1) No degree
 - 2) Primary education (equivalent to six years of education)
 - 3) Lower secondary education (equivalent to nine years)
 - 4) Upper secondary education (equivalent to 12 years)
 - 5) Post-secondary (non-tertiary) education (technical school, vocational training, or equivalent)
 - 6) Tertiary higher education (University or equivalent)
 - 7) Master's degree
 - 8) Doctoral degree
4. How many years of experience do you have as a practitioner in care? _____
5. Currently you are providing care to older persons through your capacity as:
 - 1) Formal caregiver – you provide care services in an accredited and formally acknowledged institution or organization, and your work is formally acknowledged and registered.
 - 2) Non-formal caregiver - you provide care services in a non-formal setting, meaning your work is compensated but not formally acknowledged, nor formally registered within professional bodies or institutions.
 - 3) Informal caregiver – you provide care services to a member of your family, or to a friend/neighbour, and your work is not compensated at all, nor formally acknowledged or registered within professional bodies or institutions.
 - 4) Other (please fill in) _____
6. The description of the professional qualification that described your main role as

a care provider best is:

- 1) Licenced specialized nurse.
- 2) Licenced nurse.
- 3) Licenced assistant nurse.
- 4) Licenced personal assistant.
- 5) Social worker.
- 6) Trained caregiver.
- 7) Untrained caregiver.
- 8) Other (please fill in) _____

7. Approximately to how many older persons have you provided care the last 12 months? _____

8. Do you expect the number of older persons that are going to receive care from you will increase, decrease, or remain the same the next 5 years?

- 1) Increase
- 2) Remain the same
- 3) Decrease

9. The country you work/offer you services as a caregiver is:

- 1) Greece
- 2) Sweden
- 3) Germany
- 4) Czech Republic
- 5) Estonia
- 6) Belgium
- 7) Other (please fill in) _____

Appendix H – Demographics questionnaire (FG for Education)

Focus group ID:

(Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP)

Participant ID:

(Organization/Day-Month-Year/Interviewer's initials/Participant initials (e.g., LiU/020323/GP/IG)

Demographics

10. Age _____

11. Gender

- 4) Male
- 5) Female
- 6) Other

12. The highest educational degree you have attained is from:

- 9) No degree
- 10) Primary education (equivalent to six years of education)
- 11) Lower secondary education (equivalent to nine years)
- 12) Upper secondary education (equivalent to 12 years)
- 13) Post-secondary (non-tertiary) education (technical school, vocational training, or equivalent)
- 14) Tertiary higher education (University or equivalent)
- 15) Master's degree
- 16) Doctoral degree

13. How many years of experience do you have as a practitioner in adult education?

14. Your teaching experience to older persons is within:

- 5) Formal education - structured learning within an accredited educational/training institution that results to formal credentials (e.g., vocational training institutions providing ECDL/ICDL training, etc.).
- 6) Non-formal education - structured learning that is organized by institutions with no accreditation as educational/training bodies, leading to no formal credential (e.g., within charity or community organizations, NGOs, etc.).
- 7) Informal education – unstructured learning resulting from daily life activities related to work, family, community, or leisure (e.g., self-organized groups, neighbourhood initiatives, etc.).
- 8) Other (please fill in) _____

15. What best describes your main role as an adult educator in teaching/training to older persons digital technologies or ICT is:
- 9) Main educator/instructor
 - 10) A teaching/training assistant
 - 11) Developer of teaching and training material
 - 12) Administrator
 - 13) Other (please fill in) _____
16. Approximately how many older persons have you taught/trained the last 12 months on the use of technological means (e.g., computer, tablet, smartphones)?

17. Do you expect the number of older persons that you are going to teach/train on the use of technological means (e.g., computer, tablet, smartphones) in annual basis will increase, decrease, or remain the same the next 5 years?
- 1) Increase
 - 2) Remain the same
 - 3) Decrease
18. The country that you work/offer you services at the capacity of adult educator in digital technologies is:
- 1) Greece
 - 2) Sweden
 - 3) Germany
 - 4) Czech Republic
 - 5) Estonia
 - 6) Belgium
 - 7) Other (please fill in) _____

Appendix I – Demographics questionnaire (FG for Older persons)

Focus group ID:

(Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP)

Participant ID:

Organization/Day-Month-Year/Interviewer's initials/Participant initials (e.g., LiU/020323/GP/IG)

Demographics

19. Age _____

20. Gender

7) Male

8) Female

9) Other

21. The highest educational degree you have attained is from:

17) No degree

18) Primary education (equivalent to six years of education)

19) Lower secondary education (equivalent to nine years)

20) Upper secondary education (equivalent to 12 years)

21) Post-secondary (non-tertiary) education (technical school, vocational training, or equivalent)

22) Tertiary higher education (University or equivalent)

23) Master's degree

24) Doctoral degree

22. During the past 7 days, have you used the Internet, for e-mailing, searching for information, making purchases, or for any other purpose at least once?

1) Yes

2) No

23. Do you regularly use the World Wide Web, or the Internet, for sending and receiving e-mail or for any other purpose, such as making purchases, searching for information, or making travel reservations?

1) Yes

2) No

24. Your skills in using tech devices (e.g., smartphones, computers tablets, etc.) or internet services (e.g., email, surfing, e-shopping, e-banking, etc.) are:

Very poor

Very good

1

2

3

4

5

6

7

Appendix J – Focus group Guide (Care)

Focus group with Practitioners in Care

Date:

Interviewer:

Organization:

Location:

Participants' IDs:

Focus group ID: _____ (Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP))

Instructions

Make sure that the participants have read the Information Sheet, signed the Consent Form, and have completed the Demographics Questionnaire. Write immediately down the Focus Group ID and the Participant ID in the consent forms, and all the Participants' IDs in this guide.

Make sure that you inform the participants that there are no right or wrong answers. They are merely asked about their experience (if any), understanding (if any), and problematization (if any) on the topics that the interview questions are introducing.

The interviewer poses the questions that are numbered, one at the time. If any of these questions do not motivate a discussion, then the interviewer can use the prompts that are bullet-pointed under each numbered question. If the participants reply with a simple yes or no, you can always use the prompt "would you like to tell me a little be more about that?"

The interviewer can use one of the expressions in italics (*professional/voluntary/informal practise*) depending on the professional/voluntary etc. profile of caregiving that the participants exercise.

This is a semi-structured focus group. That means that the discussion can evolve in a different order than the order of the questions posed in this guide. The focus group can end when you feel that all topics in the question items have been covered and the discussion does not provide any new information. The focus groups should be app. 60 minutes in duration.

Make sure that all participants in the focus group had their voice heard. It is expected that some participants will be more talkative, while others not so much. It is your role to encourage all participants to have had their opinion heard.

Make sure that the session is recorded by means that all voices from all participants can be heard clearly in the recorded file. To ensure that, run a test recording before you begin. Save the recorded file under the name of the Focus Group ID (Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP)).

During the focus group, keep notes at the end of this document. During the focus group, your notes should be short allowing you to be attentive and within the flow of the discussion. You can take more detailed notes when you hear the recording again, long after the end of the focus group.

Right after the end of the focus group, write your reflections on what was said and what was your overall feeling for the atmosphere and the group dynamics – or any other thing that may not be evident by listening the recordings, or/and not easily remembered long after the end of this focus group.

Now you are ready to go! Good luck

Question items

1. What is your understanding of what human rights are?

Prompts:

- ☐ Have you ever heard about this topic?
- ☐ Have you ever read about this topic?
- ☐ Have you ever discussed this topic with others?

2. How relevant do you think that human rights are to your professional/voluntary/informal practise with older persons?

Prompts:

- ☐ Was there any discussion in your workplace/setting of care provision about violations or the protection of the human rights of older persons?
- ☐ Were there any concerns in your workplace/setting of care provision that the human rights of older persons that you work with should be protected, or even might have been violated?

3. What is your understanding of what digital rights are?

Prompts:

- ☐ Have you ever heard about this topic?
- ☐ Have you ever read about this topic?
- ☐ Have you ever discussed this topic with others?

4. How relevant do you think that digital rights are to your professional/voluntary/informal practise with older persons?

Prompts:

- ☐ Was there any discussion in your workplace/setting of care provision about the violation or the protection of the digital rights of older persons?
- ☐ Were there any concerns in your workplace/setting of care provision that the digital rights of older persons that you work with should be protected, or even might have been violated?

5. Our world becomes increasingly digitalized, meaning much in our daily lives and work is operated by and through digital means. Do you think that both practitioners and older persons in your professional/voluntary/informal practise manage to keep up with the digital transformation of health and care provision?

- ☐ Have you ever heard or read something about this topic?
- ☐ Have you witnessed something that brought you to these thoughts?
- ☐ Have you ever discussed this topic with others?

6. (Follow-up questions to Q5). Do you think that there are human rights issues related to the digitally mediated provision of care? Do you think that these issues are relevant to your professional/voluntary/informal practise with older persons?

7. For one reason or another, some older persons do not use digital services in health or care settings. For example, some do not opt to have fall detection equipment installed in their houses while others have no access to such services in their residency areas. How are those issues addressed in your professional/voluntary/informal practise?
- ☐ Have you ever heard or read something about this topic?
 - ☐ Have you witnessed something that brought you to these thoughts?
 - ☐ Have you ever discussed this topic with others?
8. (Follow-up questions to Q7). Do you think that there are human rights issues related to the non-provision or non-use of digitally mediated care? Do you think that this is relevant to your professional/voluntary/informal practise with older persons?
9. Since the establishment and the dominant use of application from tech giants (e.g., e-health apps and ecosystems), there has been an extensive discussion on data security, privacy, and data ownership. Do you think that both practitioners and older persons in your professional / voluntary / informal practise manage to keep up with these developments?
- ☐ Have you ever heard or read something about this topic?
 - ☐ Have you witnessed something that brought you to these thoughts?
 - ☐ Have you ever discussed this topic with others?
10. (Follow-up questions to Q9). Do you think that there are human rights issue related to data security, privacy, and data ownership in the provision of care? Do you think that this is relevant to your professional/voluntary/informal practise with older persons?
11. Since the establishment and the widespread use of social media (e.g., Facebook, Instagram, Twitter), there has been an extensive discussion on the spread of fake news, misinformation, and the right to freedom of expression. Do you think that both practitioners and older persons in your professional/voluntary/informal practise manage to keep up with these developments?
- ☐ Have you ever heard or read something about this topic?
 - ☐ Have you witnessed something that brought you to these thoughts?
 - ☐ Have you ever discussed this topic with others?
12. (Follow-up questions to Q11). Do you think that there are human rights issues related to the spread of fake news, misinformation, and to freedom of expression? Do you think that this is relevant to your professional/voluntary/informal practise with older persons?

13. Now we have talked about several topics and issues that we address in the St@ndbyMe project from a human rights perspective. Do you think that most professional or practitioners in care are ready to address these issues when working with older persons?
14. It is the intention of our project team to develop an educational tool that addresses the potential training needs of professionals and practitioners like you on the digital rights of older persons from a human rights perspective. What are the thematic areas that you think should be covered in this training material? What form should this training tool have?

Thank you for your participation!

Notes:

Reflections:



Appendix K – Focus group Guide (Education)

Focus group with Practitioners in Adult Education

Date:

Interviewer:

Organization:

Location:

Participants' IDs:

Focus group ID: (Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP))

Instructions

Make sure that the participants have read the Information Sheet, signed the Consent Form, and have completed the Demographics Questionnaire. Write immediately down the Focus Group ID and the Participants ID in the consent forms, and all the Participants' IDs in this guide.

Make sure that you inform the participants that there are no right or wrong answers. They are merely asked about their experience (if any), understanding (if any), and problematization (if any) on the topics that the interview questions are introducing.

The interviewer poses the questions that are numbered, one at the time. If any of these questions do not motivate a discussion, then the interviewer can use the prompts that are bullet-pointed under each numbered question. If the participants reply with a simple yes or no, you can always use the prompt "would you like to tell me a little more about that?"

The interviewer can use one of the expressions in italics (professional practise/or/the activities that you organize) depending on the profile of the participants (e.g., professional or volunteers in adult education).

This is a semi-structured focus group. That means that the discussion can evolve in a different order than the order of the questions posed in this guide. The focus group can end when you feel that all topics in the question items have been covered and the discussion does not provide any new information. The focus groups should be approx. 60 minutes in duration.

Make sure that all participants in the focus group had their voice heard. It is expected that some participants will be more talkative, while others not so much. It is your role to encourage that all participants have had their opinion heard.

Make sure that the session is recorded by means that all voices from all participants can be heard clearly in the recorded file. To ensure that, run a test recording before you begin. Save the recorded file under the name of the Focus Group ID (Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP)).

During the focus group, keep notes at the end of this document. During the focus group, your notes should be short allowing you to be attentive and within the flow of the discussion. You can take more detailed notes when you hear the recording again, long after the end of the focus group.

Right after the end of the focus group, write your reflections on what was said and what was your overall feeling for the atmosphere and the group dynamics – or any other thing that may not be evident by listening the recordings, or/and not easily remembered long after the end of this focus group.

Now you are ready to go! Good luck!

Question items

1. What is your understanding of what human rights are?

Prompts:

- ☐ Have you ever heard about this topic?
- ☐ Have you ever read about this topic?
- ☐ Have you ever discussed this topic with others?

2. How relevant do you think that human rights are to your professional practise/or/ the activities that you organize with older persons?

Prompts:

- ☐ Was there any discussion in your workplace/activity centre about the violation or the protection of the human rights of older persons?
- ☐ Were there any concerns in your workplace/activity centre that the human rights of older persons that you work with should be protected, or even might have been violated?

3. What is your understanding of what digital rights are?

Prompts:

- ☐ Have you ever heard about this topic?
- ☐ Have you ever read about this topic?
- ☐ Have you ever discussed this topic with others?

4. How relevant do you think that the digital rights are to your professional practise/ or/ the activities that you organize with older persons?

Prompts:

- ☐ Was there any discussion in your workplace/activity centre about the violation or the protection of the digital rights of older persons?
- ☐ Were there any concerns in your workplace/activity centre that the digital rights of older persons that you work with should be protected, or even might have been violated?

5. Our world becomes increasingly digitalized, meaning much in our daily lives and work is operated by and through digital means. Do you think that both older persons and practitioners in your field of practice manage to keep up with this digital transformation?

- ☐ Have you ever heard or read something about this topic?
- ☐ Have you witnessed something that brought you to these thoughts?
- ☐ Have you ever discussed this topic with others?

6. (Follow-up questions to Q5). Do you think that there are human rights issues related to digital transformation and digital literacy? Do you think that this is relevant to your professional practise/or/the activities that you organize with older persons?
7. For one reason or another, some do not use or prefer digital services over traditional exchanges. For example, some do not engage with e-banking and prefer exchanges in the bank counter for their transactions. Do you think that these and similar preferences among older persons are respected and addressed properly?
 - ☐ Have you ever heard or read something about this topic?
 - ☐ Have you witnessed something that brought you to these thoughts?
 - ☐ Have you ever discussed this topic with others?
8. (Follow-up questions to Q7). Do you think that there are human rights issues related to the non-use of digital services? Do you think that this is relevant to your professional practise/or/the activities that you organize with older persons?
9. Since the establishment and the dominant use of internet services from tech giants (e.g., Microsoft, Google), there has been an extensive discussion on data security, privacy, and data ownership. Do you think that both practitioners and older persons in your field manage to keep up with these developments?
 - ☐ Have you ever heard or read something about this topic?
 - ☐ Have you witnessed something that brought you to these thoughts?
 - ☐ Have you ever discussed this topic with others?
10. (Follow-up questions to Q9). Do you think that there are human rights issues related to data security, privacy, and data ownership among users of internet services? Do you think that this is relevant to your professional practise/or/the activities that you organize with older persons?
11. Since the establishment and the widespread use of social media (e.g., Facebook, Instagram, Twitter), there has been an extensive discussion on the spread of fake news, misinformation, and the right to freedom of expression. Do you think that older persons in your professional practise/or/the activities that you organize manage to keep up with these developments?
 - ☐ Have you ever heard or read something about this topic?
 - ☐ Have you witnessed something that brought you to these thoughts?
 - ☐ Have you ever discussed this topic with others?
12. (Follow-up questions to Q11). Do you think that there are human rights issues related to the spread of fake news, misinformation, and the right to freedom of expression? Do you think that this is relevant to your professional practise/or/the activities that you organize with older persons?
13. Now we have talked about several topics and issues that we address in the St@ndbyMe project from a human rights perspective. Do you think that most professional or practitioners in adult education activities are ready to address these issues when working with older persons?

14. It is the intention of our project team to develop an educational tool that addresses the potential training needs of professionals and practitioners like you on the digital rights of older persons from a human rights perspective. What are the thematic areas that you think should be covered in this training material? What form should this training tool have?

Thank you for your participation!

Notes:

Reflections:



Appendix L – Focus group Guide (Older persons)

Focus group with older adults

Date:

Interviewer:

Organization:

Location:

Participants' IDs:

Focus group ID: _____ (Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP))

Instructions

Make sure that the participants have read the Information Sheet, signed the Consent Form, and have completed the Demographics Questionnaire. Write immediately down the Focus Group ID and the Participants ID in the consent forms, and all the Participants' IDs in this guide.

Make sure that you inform the participants that there are no right or wrong answers. We want to ask about their experience (if any), understanding (if any), and problematization (if any) on these topics.

The interviewer poses the questions that are numbered below, one at the time. If any of these questions do not motivate a discussion, then the interviewer can use the prompts that are bullet-pointed under each numbered question. If the participants reply with a simple yes or no, you can always use the prompt "would you like to tell me a little more about that?"

This is a semi-structured focus group. That means that the discussion can evolve in a different order than the order of the questions posed in this guide. The focus group can end when you feel that all topics in the question items have been covered and the discussion does not provide any added information. The focus groups should be app. 60 minutes in duration.

Make sure that all participants in the focus group had their voice heard. It is expected that some participants will be more talkative, while others not so much. It is your role to encourage that all participants have had their opinion heard.

Make sure that the session is recorded by means that all voices from all participants can be heard clearly in the recorded file. To ensure that, run a test recording before you begin. Save the recorded file under the name of the Focus Group ID (Organization/Day-Month-Year/Interviewer's initials (e.g., LiU/020323/GP)).

During the focus group, keep notes at the end of this document. During the focus group, your notes should be short allowing you to be attentive and within the flow of the discussion. You can take more detailed notes when you hear the recording again, long after the end of the focus group.

Right after the end of the focus group, write your reflections on what was said and what was your overall feeling for the atmosphere and the group dynamics – or any other thing that may not be evident by listening the recordings, or/and not easily remembered long after the end of this focus group.

Now you are ready to go! Good luck!

Question items

1. What is your understanding of what human rights are?

Prompts:

- ☐ Have you ever heard about this topic?
- ☐ Have you ever read about this topic?
- ☐ Have you ever discussed this topic with others?

2. How relevant do you think that human rights are to you?

Prompts:

- ☐ Have you ever heard or read something about this topic?
- ☐ Have you witnessed something that brought you to these thoughts?
- ☐ Have you ever discussed this topic with others?

3. What is your understanding of what digital rights are?

Prompts:

- ☐ Have you ever heard about this topic?
- ☐ Have you ever read about this topic?
- ☐ Have you ever discussed this topic with others?

4. How relevant do you think that digital rights and human rights are to your life, or in general to persons over the age of 65?

Prompts:

- ☐ Have you ever heard about this topic?
- ☐ Have you ever read about this topic?
- ☐ Have you ever discussed this topic with others?

5. Our world becomes increasingly digitalized, meaning much in our daily lives and work is operated by and through digital means. Do you think that all persons from all generations manage to keep up with this digital transformation?

Prompts:

- ☐ Have you ever heard or read something about this topic?
- ☐ Have you witnessed something that brought you to these thoughts?
- ☐ Have you ever discussed this topic with others?

6. (Follow-up questions to Q5). Do you think that there are human rights issues related to digital transformation and digital literacy in older age? Do you think that this is relevant to you?

7. For one reason or another, some do not use or prefer digital services over traditional exchanges. For example, some do not engage with e-banking and prefer exchanges in the bank counter for their transactions. Do you think that these and similar preferences are respected?

Prompts:

- ☐ Have you ever heard or read something about this topic?
- ☐ Have you witnessed something that brought you to these thoughts?
- ☐ Have you ever discussed this topic with others?

8. (Follow-up questions to Q7). Do you think that there are human rights issues related to the non-use of digital services? Do you think that this is relevant to you?
9. Since the establishment and the dominant use of internet services from tech giants (e.g., Microsoft, Google), 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?

Prompts:

- ☐ Have you ever heard or read something about this topic?
- ☐ Have you witnessed something that brought you to these thoughts?
- ☐ Have you ever discussed this topic with others?

10. (Follow-up questions to Q9). Do you think that there are human rights issues related to data security, privacy, and data ownership? Do you think that this is relevant to you?
11. Since the establishment and the widespread use of social media (e.g., Facebook, Instagram, Twitter), 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?

Prompts:

- ☐ Have you ever heard or read something about this topic?
- ☐ Have you witnessed something that brought you to these thoughts?
- ☐ Have you ever discussed this topic with others?

12. (Follow-up questions to Q11). Do you think that there are human rights issues related to the spread of fake news, misinformation, and the right to freedom of expression? Do you think that this is relevant to you?
13. Now we have talked about several topics and issues that we address in the St@ndbyMe project from a human rights perspective. Have you ever addressed these issues when learning to use various technological devices, apps, etc. in the past?
14. It is the intention of our project team to develop an educational tool that addresses the needs of older persons to be informed on their digital rights from a human rights perspective. What are the thematic areas that you think should be covered in this training material? What form should this information material have?

Thank you for your participation!

Notes:

Reflections:

Appendix M – Call for participation in the survey (Care)

Call for participation in a survey!

On the provision of health care or social care to older persons, as well as digital and human rights

Are you (or were you) a practitioner in care, providing health care or social care to older persons at any capacity (e.g., nurse, social worker, personal assistant, informal caregiver, medical practitioner)?

Then we would like to invite you to participate in the St@ndbyMe project, which examines common perceptions, and the training needs of practitioners in care about digital rights, human rights, and the increasing technology use in the care sector. The St@ndbyMe project is a European collaboration among NGOs in Germany, Greece, Belgium, Estonia, the Czech Republic, and the Linköping University in Sweden. This study is conducted in (your country) by (The name of your organization). The project is co-funded by the European Union under Erasmus+.

We would be very grateful if you would help us in the knowledge-building phase of the project where we aim to understand better the training needs of practitioners in care in a changing working environment where digitally mediated health (e.g., e-health) becomes a priority in many European welfare systems. In that context, we would like you to participate in a short online survey (5 minutes for completion), asking questions about digitally mediated health-or-social care, digital rights, and human rights. We guarantee anonymity throughout the process according to ethical research guidelines and according to the General Data Protection Regulation of the European Union.

If you would like to participate in the survey, please follow this link ([link to the survey](#)). You are welcome to contact ([Contact person](#)) if you have any questions regarding the St@ndyMe project or your participation. Your contribution will help us greatly.

Thank you very much!

Appendix N – Call for participation in the survey (Education)

Call for participation in a survey!

On teaching older persons the use of technology, digital rights, and human rights

Are you (or were you) a practitioner in adult education at any capacity that teaches (or taught) to older persons (50+) the use of tech devices (e.g., smartphones, computers, tablets, etc.) or internet services (e.g., email, surfing, e-shopping, e-banking, etc.)?

Then we would like to invite you to participate in the StandbyMe project, which examines common perceptions and the training needs of practitioners in adult education about digital rights, human rights, and the increasing technology use in the care sector. The St@ndyMe project is a European collaboration among NGOs in Germany, Greece, Belgium, Estonia, the Czech Republic, and the Linköping University in Sweden. This study is conducted in (your country) by (The name of your organization). The project is co-funded by the European Union under Erasmus+.

We would be very grateful if you would help us in the knowledge-building phase of the project where we aim to understand better the training needs of practitioners in adult education in an era of digital transformation and population ageing. In that context, we would like you to participate in a short online survey (5 minutes for completion), asking questions about digital illiteracy among older persons, digital rights, and human rights. We guarantee anonymity throughout the process according to ethical research guidelines and according to the General Data Protection Regulation of the European Union.

If you would like to participate in the survey, please follow this link ([link to the survey](#)). You are welcome to contact ([Contact person](#)) if you have any questions regarding the St@ndyMe project or your participation. Your contribution will help us greatly.

Thank you very much!

Training Needs Analysis on Digital and Human Rights

Demographics

1. Age _____
2. Gender
 - 10) Male
 - 11) Female
 - 12) Other
3. The highest educational degree you have attained is from:
 - 25) No degree
 - 26) Primary education (equivalent to six years of education)
 - 27) Lower secondary education (equivalent to nine years)
 - 28) Upper secondary education (equivalent to 12 years)
 - 29) Post-secondary (non-tertiary) education (technical school, vocational training, or equivalent)
 - 30) Tertiary higher education (University or equivalent)
 - 31) Master's degree
 - 32) Doctoral degree
4. How many years of experience do you have as a practitioner in care? _____
5. Currently you are providing care to older persons through your capacity as:
 - 9) Formal caregiver – you provide care services in an accredited and formally acknowledged institution or organization, and your work is formally acknowledged and registered.
 - 10) Non-formal caregiver - you provide care services in a non-formal setting, meaning your work is compensated but not formally acknowledged, nor formally registered within professional bodies or institutions.
 - 11) Informal caregiver – you provide care services to a member of your family, or to a friend/neighbour, and your work is not compensated at all or partly, nor formally acknowledged or registered within professional bodies or institutions.
 - 12) Other (please fill in) _____
6. The description of the professional qualification that describes your main role as a care provider best is:
 - 14) Licenced specialized nurse.
 - 15) Licenced nurse.
 - 16) Licenced assistant nurse.
 - 17) Licenced personal assistant.
 - 18) Social worker.

19) Trained caregiver.

20) Untrained caregiver.

21) Other (please fill in) _____

7. Approximately to how many older persons have you provided care the last 12 months? _____
8. Do you expect the number of older persons that are going to receive care from you will increase, decrease, or remain the same the next 5 years?
- 1) Increase
 - 2) Remain the same
 - 3) Decrease
9. The country you work/offer you services as a caregiver is:
- 1) Greece
 - 2) Sweden
 - 3) Germany
 - 4) Czech Republic
 - 5) Estonia
 - 6) Belgium
 - 7) Other (please fill in) _____

Appendix O – Survey (Care)

Endorsement of a human rights approach on older persons digital inclusion

10. I believe that the issue of digital illiteracy among older persons is a human rights issue.

I totally disagree

I totally agree

1 2 3 4 5 6 7

11. I believe that the right of older persons not to use Information and Communication Technologies (ICTs) is a human rights issue.

I totally disagree

I totally agree

1 2 3 4 5 6 7

12. I believe that data security, data ownership, and “digital” privacy, are human rights issues.

I totally disagree

I totally agree

1 2 3 4 5 6 7

13. 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.

I totally disagree

I totally agree

1 2 3 4 5 6 7

14. Human rights are relevant to digital rights.

I totally disagree

I totally agree

1 2 3 4 5 6 7

15. Human rights and digital rights are relevant to the provision of care.

I totally disagree

I totally agree

1 2 3 4 5 6 7

16. Human rights and digital rights are relevant to my professional practise/or/the activities that I organize with older persons

I totally disagree

I totally agree

1 2 3 4 5 6 7

Training Needs Analysis Questionnaire

This questionnaire consists of two ratings. The rating in Part A is concerned with how well equipped (i.e., knowledgeable or trained) you currently are on the relevant topics. The ratings in Part B are concerned with how important is to have good knowledge or training on the corresponding domains to the successful performance of your job tasks in general.

Part A

From one (1) indicating not well at all, to seven (7) indicating very well, how knowledgeable, or well-trained are you on:

17. Human rights?

Not at all

Very well

1 2 3 4 5 6 7

18. Digital rights?

Not at all

Very well

1 2 3 4 5 6 7

19. The legal framework regulating the provision of health or social care?

Not at all

Very well

1 2 3 4 5 6 7

20. The human rights principles regulating the provision of health or social care?

Not at all

Very well

1 2 3 4 5 6 7

21. The legal framework regulating the provision of digitally mediated care (e.g., using monitoring devices, video calls, etc.)?

Not at all

Very well

1 2 3 4 5 6 7

22. The human rights implications of providing digitally mediated care (e.g., using monitoring devices, video calls, etc.)?

Not at all

Very well

1 2 3 4 5 6 7

23. How to provide care to older persons that are digitally illiterate?

Not at all

Very well

1 2 3 4 5 6 7

24. How to provide care to older persons that choose not to use digitally mediated health services (e.g., using monitoring devices, video calls, etc.)?

Not at all

Very well

1 2 3 4 5 6 7

25. Data security, data ownership, and “digital” privacy in the context of digitally mediated care provision (e.g., using monitoring devices, video calls, etc.)?

Not at all

Very well

1 2 3 4 5 6 7

26. How to safeguard data security, data ownership, and “digital” privacy in the context of care provision from a human rights perspective (e.g., when the ability of the patient to provide consent is questioned)?

Not at all

Very well

1 2 3 4 5 6 7

Part B

From one (1) being not important at all, to seven (7) being very much important, how important is for practitioners in your field to be knowledgeable or well-trained on:

27. Human rights?

Not at all

Very much

1 2 3 4 5 6 7

28. Digital rights?

Not at all

Very much

1 2 3 4 5 6 7

29. The legal framework regulating the provision of health or social care?

Not at all

Very much

1 2 3 4 5 6 7

30. The human rights principles regulating the provision of health or social care?

Not at all

Very much

1 2 3 4 5 6 7

31. The legal framework regulating the provision of digitally mediated care (e.g., using monitoring devices, video calls, etc.)?

Not at all

Very much

1 2 3 4 5 6 7

32. The human rights implications of providing digitally mediated care (e.g., using monitoring devices, video calls, etc.)?

Not at all

Very much

1 2 3 4 5 6 7

33. How to provide care to older persons that are digitally illiterate?

Not at all

Very much

1 2 3 4 5 6 7

34. How to provide care to older persons that choose not to use digitally mediated health services (e.g., using monitoring devices, video calls, etc.)?

Not at all

Very much

1 2 3 4 5 6 7

35. Data security, data ownership, and “digital” privacy in the context of digitally mediated care provision (e.g., using monitoring devices, video calls, etc.)?

Not at all

Very much

1 2 3 4 5 6 7

36. How to safeguard data security, data ownership, and “digital” privacy in the context of care provision from a human rights perspective (e.g., when the ability of the patient to provide consent is questioned)?

Not at all

Very much

1 2 3 4 5 6 7

Appendix P – Survey (Education)

Training Needs Analysis on Digital Human Rights

Demographics

1. Age _____
2. Gender
 - 13) Male
 - 14) Female
 - 15) Other
3. The highest educational degree you have attained is from:
 - 33) No degree
 - 34) Primary education (equivalent to six years of education)
 - 35) Lower secondary education (equivalent to nine years)
 - 36) Upper secondary education (equivalent to 12 years)
 - 37) Post-secondary (non-tertiary) education (technical school, vocational training, or equivalent)
 - 38) Tertiary higher education (University or equivalent)
 - 39) Master's degree
 - 40) Doctoral degree
4. How many years of experience do you have as a practitioner in adult education?

5. Your teaching experience to older persons is within:
 - 13) Formal education - structured learning within an accredited educational/training institution that results to formal credentials (e.g., vocational training institutions providing ECDL/ICDL training, etc.).
 - 14) Non-formal education - structured learning that is organized by institutions with no accreditation as educational/training bodies, leading to no formal credential (e.g., within charity or community organizations, NGOs, etc.).
 - 15) Informal education – unstructured learning resulting from daily life activities related to work, family, community, or leisure (e.g., self-organized groups, neighbourhood initiatives, etc.).
 - 16) Other (please fill in) _____

6. What best describes your main role as an adult educator in teaching/training to older persons digital technologies or ICT is:
- 22) Main educator/instructor
 - 23) A teaching/training assistant
 - 24) Developer of teaching and training material
 - 25) Administrator
 - 26) Other (please fill in) _____
7. Approximately how many older persons have you taught/trained in the last 12 months on the use of technological means (e.g., computer, tablet, smartphones)?

8. Do you expect the number of older persons that you are going to teach/train on the use of technological means (e.g., computer, tablet, smartphones) in annual basis will increase, decrease, or remain the same the next 5 years?
- 1) Increase
 - 2) Remain the same
 - 3) Decrease
9. The country that you work/offer you services at the capacity of adult educator in digital technologies is:
- 1) Greece
 - 2) Sweden
 - 3) Germany
 - 4) Czech Republic
 - 5) Estonia
 - 6) Belgium
 - 7) Other (please fill in) _____

Endorsement of a human rights approach on digital rights in older age

10. I believe that the issue of digital illiteracy among older persons is a human rights issue.

I totally disagree

I totally agree

1 2 3 4 5 6 7

11. I believe that the right of older persons not to use Information and Communication Technologies (ICTs) is a fundamental human rights issue.

I totally disagree

I totally agree

1 2 3 4 5 6 7

12. I believe that data security, data ownership, and “digital” privacy, are human rights-related issues.

I totally disagree

I totally agree

1 2 3 4 5 6 7

13. I believe that the tensions between the right to freedom of expression and the protection against the spread of misinformation in digital media pertain to human rights-related issues.

I totally disagree

I totally agree

1 2 3 4 5 6 7

14. Human rights are relevant to digital rights.

I totally disagree

I totally agree

1 2 3 4 5 6 7

15. Human rights and digital rights are relevant to my professional practise/or/the activities that I organize with older persons.

I totally disagree

I totally agree

1 2 3 4 5 6 7

Training Needs Analysis Questionnaire

This questionnaire consists of two ratings. The ratings in Part A are concerned with how well equipped (i.e., knowledgeable or trained) you currently are in the relevant topics. The ratings in Part B are concerned with how important relevant knowledge to these topics are in your educational practise with older persons.

Part A

From one (1) indicating not well at all, to seven (7) indicating very well, how well equipped (i.e., knowledgeable or trained) are you on:

16. Human rights?

Not at all

Very well

1 2 3 4 5 6 7

17. Digital rights?

Not at all

Very well

1 2 3 4 5 6 7

18. The consequences of digital illiteracy in older age in general terms?

Not at all

Very well

1 2 3 4 5 6 7

19. The consequences of digital illiteracy in older age from a human rights perspective?

Not at all

Very well

1 2 3 4 5 6 7

20. The rights of not using Information and Communication Technologies (ICTs) in general terms?

Not at all

Very well

1 2 3 4 5 6 7

21. The rights of not using ICTs from a human rights perspective?

Not at all

Very well

1 2 3 4 5 6 7

22. Data security, data ownership, and “digital” privacy in general terms?

Not at all				Very well		
1	2	3	4	5	6	7

23. Data security, data ownership, and “digital” privacy from a human rights perspective?

Not at all				Very well		
1	2	3	4	5	6	7

24. The tensions between the right to freedom of expression and the need for social protection against the spread of misinformation in digital media and in general terms?

25.

Not at all				Very well		
1	2	3	4	5	6	7

26. The tensions between the right to freedom of expression and the need for social protection against the spread of misinformation in digital media from a human rights perspective?

Not at all				Very well		
1	2	3	4	5	6	7

Part B

From one (1) being not important at all, to seven (7) being very much important, how important is it for practitioners in your field to be knowledgeable or well-trained on:

27. Human rights?

Not at all				Very much		
1	2	3	4	5	6	7

28. Digital rights?

Not at all				Very much		
1	2	3	4	5	6	7

29. The consequences of digital illiteracy in older age in general terms?

Not at all				Very much		
1	2	3	4	5	6	7