Final questionnaire analysis Summary

PR3 – T3.1

Seniors for Circular Economy

(SEN4CE)

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Introduction

To develop a custom-tailored training course on digital Circular Economy platforms and tools for seniors, closing gaps of existing approaches and creating synergies with other projects, the SEN4CE partners conducted a needs analysis to assess the knowledge and behavioural habits regarding ICT and Circular Economy tools of its target group in the partner countries.

The questionnaire consisted of 14 questions covering different aspects such as **Basic Digital Skills** (e.g., ICT devices, usage patterns, etc.), **Digital Circular Economy Skills** (e.g., platforms related to Circular Economy, interest on Circular Economy platforms, etc.), **considering socio-demographic characteristics of the target group**, i.e., age, gender, education level, occupation status, and country of residence.

The questionnaire was designed by CETEM, a research centre whose aim is to promote R&D activities and services within a technological and innovative scope, in collaboration with all the SEN4CE partners and translated in each partner's language and distributed among seniors 60 years and older in Austria, France, Germany, Portugal and Spain.

In Austria, BIT used different channels to distribute the questionnaire: they informed network partners working with the target group and asked them to forward the link for the online survey in their communities. They also used existing contacts from projects where they were already working directly with the target group and sent them the questionnaire. The survey was launched during January and February 2023 and after collecting 10 answers, it was closed, and the results were summarised.

In France, E-Seniors distributed the questionnaire to its members, both in presence during an event organised by the association and online through social media and via e-mail to the seniors that are members and/or active participants of the association and its activities. They obtained the answers in about a month.

In Germany, the questionnaire was distributed by Johanniter-Unfall-Hilve e.V. to the members of grandmothers for future during January and mid-February 2023.

In Portugal, Future Balloons distributed the questionnaires by email in the beginning of January (sending the link of a Google form) to their project partners from other projects, namely from Germany, and for their network of seniors. They got the answers in about one month.

In Spain, the questionnaire was distributed by CETEM through a mixed strategy: some of them were sent directly by email but others were distributed in person to seniors which used to cooperate with CETEM. After sending all the questionnaires, the organisation waited one month to collect the answers.

Overall, we obtained 62 responses from the 5 partner countries, divided as follow:

- ➢ 10 responses from Austria
- ➢ 10 responses from France
- ➢ 13 responses from Germany

- ➤ 13 responses from Spain
- ➤ 16 responses from Portugal (11 from Portugal and 5 from Germany)

The questionnaire results will be used to develop the curriculum created for the EQF level 2-3, to ensure compatibility with the diverse learning needs of seniors 60+ and the country-specific results obtained in the framework of the respective needs analysis.

Respondents' characteristics (Question 1-5)

From the results of the national questionnaires, we found that the respondents belong to a variety of age groups. Thus, while in Austria and Germany, most respondents were aged 66 to 70 years old; in France and Portugal, they were mostly 71-75 years old, while in Spain, they were mostly 60 to 65 years old. This shows that seniors of all ages are well represented in the SEN4CE answers.

The gender ratio was overall well balanced in Austria and Spain and with a slightly higher part of women in Portugal. However, in Germany and France, 80% of respondents were women, making females the vast majority amongst their respondents.

Regarding the countries of residence, our respondents all reside in the partner country in which they completed the questionnaire except 5 respondents collected by the Portuguese partners which were from Germany. Hence, meaning that out of the 62 respondents:

- ➤ 10 reside in Austria.

- ➤ 10 reside in France.

- ➤ 18 reside in Germany.

- ➤ 13 reside in Spain.

- ➤ 11 reside in Portugal.

As for the level of education of our respondents, they are quite varied depending on the partner country. For instance, while respondents in Austria, France and Germany are quite highly educated, with a vast majority of them having at least completed a high school degree. However, the largest proportion of respondents in Portugal (62.5%) and Spain (46.2%) declared not having completed schooling. In Austria, the biggest group represented is seniors with a high school diploma or equivalent (60%), while in France and Germany, their seniors who completed a master's degree. Such differences in responses depending on the country might be explained by several factors. For instance, the different partner organizations in this project target different senior groups.

Finally, regarding the employment statuses, a vast majority of respondents, all countries combined, are retired, which suits the target group of the SEN4CE project and the conducted questionnaire. The less percentage was found in Spain which a 69.2%.

Basic Digital Skills (Question 6-10)

In all partner countries, all the respondents have at least one ICT devices at home. The most frequent one was the smartphone following by the tablet and the laptop.

In Austria, only one person had no smartphone but a computer. The rest had a smartphone and almost half also had a computer (desktop or laptop) and tablet. In France, 90% were mainly smartphones and laptops. In Germany, half had a computer and a smartphone; the other half had a smartphone and a tablet. In addition, one user highlights that he or she has an e-book. In Portugal, all (16) had a smartphone, and in addition, 6 had a tablet and 5 had a laptop. Finally, in Spain 92% had a mobile phone, tablet, and computer. In addition, one user highlights that she has an Alexa.

In terms of the frequency of use of each device, a common trend can be concluded among all the countries surveyed: widespread daily use of smartphones. While the use of tablets, computers, etc. is less widespread. In the case of Austria, desktop computers are used almost daily; in France, only 50% use laptops daily; in Germany, tablet use is quite widespread (80%) daily; while in Spain and Portugal, the other devices are practically not widely used daily.

Regarding the digital skills of respondents, in general, most of them are quite digitalised. Thus, most of the respondents can look for information online using a search engine, save or store files or content and retrieve them once saved or stored, communicate with others using voice apps, use digital technologies to interact with services and buy different products and items on the internet.

However, digital skills do not change from one country to another. In the case of Austria and France, the majority (80-90%) have digital skills, indicating that the weakest skills would be the use of social networks and interaction with services such as the bank or the hospital. In the case of Germany, 90-100% of the responses are positive in terms of basic digital skills. They indicate that social media management is the weakest skill.

On the other hand, Spain and Portugal have more deficiencies in basic digital skills with lower percentages (~65%). Moreover, in the case of Portugal, several questions such as storing files, using services or shopping online have more negative responses than positive ones. In Spain, there is simply a lower percentage who know how to apply the different tools.

Finally, most respondents, all countries combined, used to downloading applications on their devices. While in Germany and France, the percentage of people who know how to download applications is high (70-80%), in the case of Austria, Portugal and Spain, this percentage is as low as 50%.

Among the most downloaded application, social networks can be highlighted. Games and services (banking, health, etc.) were also very popular, but not the last ones. Sports, language courses, cars, orders from various companies, travel apps, media, music, weather, clothes, emails, culture, translations, transport, news, reading, and household appliances are other examples of applications which should be downloaded by respondents.

Digital Circular Skills (Question 11-14)

In terms of knowledge about Circular Economy platforms and applications, most responses were negative, with diversity between countries. In the case of Portugal and Spain, there is a total lack of knowledge, while in the case of Austria and Germany, 30% of the answers indicate that they are aware of this type of tools. In France, 50% are aware of these applications.

For those respondents who answered in the affirmative, they were asked to name the applications they knew about this. The responses were as follows: "*Too good to go", "Murfy", "Yuka", "La ruche qui dit oui", "Rebuy", "Ebay small eds", "nebenan" and "toxfox".*

Despite the low awareness of platforms and applications related to the Circular Economy, most respondents, from all the surveyed countries, stated that they are interested in learning about digital tools that enhance the Circular Economy. Although each country has its own preferences, the most frequently mentioned topics were "waste prevention"; "repair products and components"; "recycling" and "extension of product life".

Conclusions

Most respondents, regardless of the country of response, have a good understanding of digital technologies, with higher percentages of them able to search for information online, save and retrieve files, and communicate with others via voice applications.

The usage of ICT devices such as computers, smartphones, and tablets are prevalent, with more than 90% of the respondents using their smartphones daily.

However, 70% of the respondents do not know any Circular Economy related apps or platforms, but there is a high demand for such apps, with "waste prevention", "repair products and components", "recycling", and "extension of product life" being the most popular topics of interest.

To sum up, the needs analysis conducted in the SEN4CE partner countries demonstrated that our senior respondents, representing different age and gender groups and education levels, are familiar with the basic digital skills such as using ICT devices, downloading apps, etc. However, in terms of advanced digital skills related to Circular Economy they need more support. Most of them are interested on the topic, however, they don't know any application of platform to make reality Circular Economy in their daily life.

These results suggest that while designing the SEN4CE curriculum, they should focus on:

- Exploiting the use of mobile phones almost daily for seniors to gain knowledge about the Circular Economy.

- Teach them different applications and/or platforms related to Circular Economy that allow seniors to have more sustainable and circular routines and habits.

- Create material focused on promoting the most interesting issues for seniors such as "waste prevention", "repair products and components", "recycling", and "extension of product life".

- Explaining the importance of Circular Economy practices and their impact on the environment through digital tools.

- Providing insight on how using Circular Economy practices can create a sense of community and continue to build a positive sense of environmental contribution.

- Providing the trust-worthy resources to ensure that adequate information remains accessible and accessible for people.