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Needs assessment regarding ICT for elderly people and their careers: The PROADAS study prodromou Maria¹, Giagkos Lavranos¹ and the Proadas Consortium

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Introduction: According to the Digital Agenda for Europe (2014 - 2020) enhancing digital literacy, skills and inclusion is one of the main priorities. All European elderly people must become e-seniors as soon as possible. On the hand, active ageing means that senior citizens activate themselves in order to be as independent as possible and autonomous, taking part in personal, societal and financial life along with their own contribution. As a result, triggering these new digital tools and ICT skills can assist the elderly to be a more integrated part of our society.

Aim: The Erasmus+ Proadas project promotion of Active Digital Ageing Skills aims at tackling the gap between ageing population and digital literacy and strengthening and reinforcing the stakeholders, experts and practitioners in the fields of adult education and lifelong learning, by identifying the needs of elderly people and their careers regarding the technology.

Methodology: The study was conducted in January 2019 in all six countries participated in the Proadas project 35 careers and their assigned seniors were selected via convenience sampling by a minimum of three best practices- centers

of excellence per country. A twelve-question close format questionnaire was developed, using a Delphi approach and completed by all participants. All data was analyzed using SPSS 20.

Results: A total of 188 responders from all six countries agreed to participate response rate 89.5% of which 51.5% women. Age varied significantly between 20-75 years. Regarding existing ICT skills participants in all countries were familiar with basic use of computer and internet but very few used advance services such as e banking or e-health. There was unanimous agreement that learning is facilitated in groups with the help of family or friends. A combination of traditional and digital learning format was deemed most appropriate. The main obstacles recognize involved lack of trainers, motivation and suitable educators.

Conclusion: There is latent need for the integration of ICT in elderly care. The development of suitable digital and traditional learning material and the involvement of motivated formal and informal careers are key strategies for the successful implementation of such a reform.

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