ACCESS

Supporting digital literacy and appropriation of ICT by older people

IMPACT ON CIVIL SOCIETY AND POLICY

ACCESS is dedicated to digital literacy and it provides socially embedded learning opportunities for older persons with low technical skills.
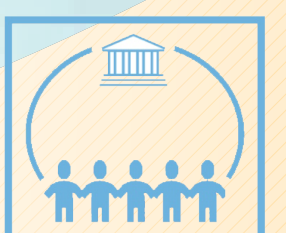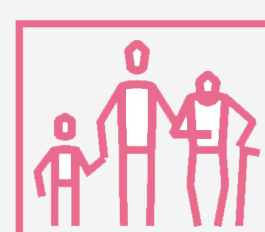
The project addresses a huge research gap and tension between a.) a general lack of attention to later life learning and b.) a multitude of current technologies which could contribute to supporting older adults' wellbeing, but which, however, do not come into usage because of a manifold obstacles and hindrances in regard to the appropriation and learning opportunities. ACCESS puts a focus on learning processes as one solution to tackle these challenges.

We will examine different local settings of formal learning (such as adapted internet courses), as well as informal and non-formal learning opportunities (such as community-based come-togethers, seniors learn together with and from seniors, inter-generational interactions).

Technology- and place-based learning will be examined from a holistic perspective in an interdisciplinary and mixed methods research design, including the following objectives:

- Learning offers which reach out to the hard to reach older adults and which foster health literacy
- The role of artefacts in limiting or benefitting learning and preventing anxiety and stress
- Local measures for opening up discussion and experience exchange about state-of-the-art technologies among older adults and other stakeholders
- Examination of IT usage in relation to local care policies in Japan and transfer options to social arrangements in Europe

Measures and recommendations for future policy and practices around the uptake of internet applications and new technologies to foster wellbeing will be developed in order to spark a new learning culture for older adults.

SUMMARY AND OVERALL AIM

ACCESS explores, implements and evaluates new modes for older per-sons of approaching the new digital worlds and to gain experiences and sustainable knowledge and skills.

To achieve this, different settings of informal, non-formal, and formal learning will be examined and further developed in combination with different forms of learning as new learning opportunities.

Besides, a stationary as well as a mobile demo kit of assistive technologies will be created, accompanied by a training concept for learning providers and organizations, who will integrate these objectives in their repertoire of learning opportunities in the field of digital literacy.

ACCESS combines expertise from five participating countries (Austria, Finland, Germany, Italy, Japan) and considers a range of nation-specific different social and political framework conditions.

By cooperating with local practice partners, the project will examine diverse local circumstances and institutional structures supporting digital literacy of older people.

CONSORTIUM

The consortium consist of 6 partners from 5 countries:

1. University of Siegen (Germany)

2. Research Association for Gerontology (Germany)

3. University of Vienna (Austria)

4. University of Eastern Finland (Finland)

5. National Institutes on Health and Science of Ageing (Italy)

6. German Institute for Japanese studies (Japan