

e-learning in the voluntary sector in
Pembrokeshire

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Project Report for PAVS



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Summary - e-learning in the voluntary sector in Pembrokeshire

This ELWa funded project aimed to explore e-learning in the voluntary sector. The purpose of the project was to map the provision of e-learning and explore the awareness of e-learning in voluntary groups and organizations. The project aimed to explore the potentials of e-learning to widen access to learning and explore the barriers to e-learning. The project also intended to raise the profile of e-learning.

Through a variety of research methods described in detail in the introduction the following main findings arose:

Strengths

- Several **innovative projects** exist which have built up expertise, experience and up-to-date equipment, for example some of the CREDU digilabs, the PAVS 123 communicate project, the Age Concern IT Resource desk (see case studies for more details).
- There are examples of **good partnership working** between different sectors, for example in the CCET e-learning subgroup which produced the e-Learning Strategy for Pembrokeshire and in several other projects like the Pembrokeshire County Council Education Portal and the City & Guilds online course 'Learning for living' which is supported by PAVS (see case studies for more details).
- The majority of groups and organisations in the voluntary sector are engaged in **informal learning** and use information and communication technologies to support their work. This is an excellent basis to develop e-learning to enhance the work of these groups.
- Groups and organisations have built up **networks of people** in their particular communities, both geographical and communities of interest. Examples here are St John's Community Hall, Age Concern, The Prince's Trust as well as many others described in the case studies. These networks are a strong basis for projects developing learning.

Weaknesses

- Short-term and limited **funding** often means that projects only run for a short time. In some cases they can't cope with the demand.
- Smaller groups often do not have the resources to buy and update **ICT equipment**
- **Community venues with ICT equipment** are **unevenly** spread across the county, making it very difficult for many people, especially in rural areas, to access community ICT facilities.
- There is a general lack of dedicated **technical support**, especially for smaller organisations.

- Many research respondents have a **limited understanding** of e-learning and see it as technology-focused, boring and not enabling flexible working and communication.

Opportunities

- **Share information** on existing projects that develop the potentials of technology to enhance the work of voluntary groups and support learning.
- **Support projects that make learning more flexible** and enable more learners to learn, like for example the City & Guilds online course. The strengths of the voluntary sector, networks of people and expertise, are invaluable to do this. However, funding needs to be available to support this.
- Make use of and produce **high quality interactive, multimedia learning** and communication to expand and transform learning and reach hard-to-reach learners. Funding is required to develop resources that are tailor-made for the voluntary sector.

Threats

- If conventional focus of **funding** on formal and accredited learning is not addressed chances to increase participation in lifelong learning will be missed.
- If lack of **equipment and technical support** are not addressed, many groups and organisations will be left behind developments in the public and private sector and miss out on opportunities to enhance their work.
- **Lack of research** to adopt and adapt emerging technologies.
- **Non joined up approaches** locally and Wales-wide can lead to a non-efficient use of already limited resources.

Recommendations

- **Support groups** to use information and communication technologies to enhance their work. PAVS as well as Pembrokeshire CCET and other networks can support this.
- **Support communication** using online communities. PAVS as well as Pembrokeshire CCET and other networks can support this.
- **Support sharing of expertise and good examples** of the use of technology. PAVS as well as Pembrokeshire CCET and other networks can support this.
- **Provide funding** for projects that support the above - ELWa
- **Rethink funding policies** to give more opportunities to support **informal** non-accredited learning and communication - ELWa
- **Map ICT resources** to increase and co-ordinate the use of community ICT facilities – PAVS for Pembrokeshire and WCVA Wales-wide

Conclusion

The research project has shown the breadth and diversity of learning and the use of technology in voluntary groups and organisations in Pembrokeshire. There is great potential to build on the strengths that have been developed through numerous innovative projects. However, long-term funding is needed to make the most of these opportunities to increase the learning options and make learning more flexible and interesting for the people in Pembrokeshire.

Introduction

The aim of this project was to explore e-learning in the voluntary sector. The project was funded by ELWa (Education and Learning in Wales) and coordinated by the WCVA (Wales Council for Voluntary Action). It was a Wales-wide project with a project officer in each county.

The purpose of the project was to map the provision of e-learning in the voluntary sector and explore the awareness of e-learning in voluntary groups and organizations. It aimed to explore the potentials of e-learning to widen access to learning and explore the barriers to e-learning. The project also intended to raise the profile of e-learning (see Appendix for detailed aims).

E-learning was defined for this project as “*The use of electronic technology to support, enhance or deliver learning.*” (Welsh Assembly Government). This is a very wide definition including online learning, learning supported by computers, CD-Rom, audio and video, TV or mobile phones. The definition also included various ways of delivering learning such as online distance learning as well as blended learning where learning is delivered at least in part face-to-face. It encompasses formal accredited learning as well as informal non-accredited learning.

Research Methodology

During the project different research methods were used to reach a variety of groups in the voluntary sector and gain rich and valid information. Events were attended, a series of formal and informal meetings were arranged and information was gathered on the phone and via email. Profile raising and research went hand in hand. The project and its definition of e-learning were explained to people at events and at meetings. Through the different methods used a wide range of groups were contacted, ranging from small local groups to larger UK-wide organisations, and covering different fields of the voluntary sector, for example community work, sports and leisure, health, youth work, culture and the environment. Towards the end of the project more time was spent contacting organisations specifically involved in learning and training.

The following methods were used:

Baseline survey

The baseline survey contained five open questions about people’s awareness of e-learning and their perceptions of potentials and barriers. It was used in one-to-one meetings, handed out at events and given to groups of people. In general it was used face-to-face, so people had the chance to learn about the project and meet the researcher. 49 respondents from a range of groups in the voluntary sector filled in the questionnaire and rich and interesting data was collected. There is however a limit to the numbers of surveys conducted in this way because of time restrictions. It is also difficult to approach a representative sample of the voluntary sector. It is accidental which events and meetings take place during the research and only a certain percentage of groups in the

voluntary sector attend events and meetings. (see Appendix for Findings from Baseline Survey)

Follow-on survey

Postal

To collect information from a more representative sample a survey questionnaire was developed covering questions on the use of e-learning, perceived barriers and potentials, training provided by the organisation and training needs as well as information and communication technology (ICT) and its use. The questionnaire consists of two double-sided sheets of A4 and takes about 10 minutes to fill in. The questionnaire was sent out with the PAVS newsletter in spring 2005 to over 500 organisations on the PAVS mailing list. The feedback was very poor with only 8 organisations returning the questionnaire. A further 7 questionnaires were distributed and filled in at other events.

Telephone survey

To get a better feedback the follow-on survey questionnaire was used as a basis for a telephone survey. The focus was here on any e-learning and training that groups are involved in, training needs, ICT equipment, its use and technical support. This approach proved more successful. Most people phoned were very responsive and happy to talk and answer questions. Information gathered on the phone is richer and more detailed than a postal survey, because people talk about the work of the group in general. The use of ICT can so be put in context. However, it is difficult to reach some groups by phone, especially smaller groups who don't have any office staff. Information from 28 more groups and organisations was collected on the phone, adding up to 43 groups and organisations in total for both postal and phone survey (see Appendix for Findings from Follow-on Survey).

Venue database – phone survey

To collect information on venues that can be used for e-learning a PAVS venue database was used as a starting point. Appropriate other venues were added. About half of the venues were phoned to verify details and collect information about the provision of ICT.

Visits, meetings and events

In addition several groups and venues were visited. Information from visits is always more comprehensive and richer, however, time and money restrictions limit the number of visits that are possible. Information was also gathered at other meetings and during events.

Issues arising

The term 'e-learning'

The term 'e-learning' was not always felt to be very useful. It is not easily understood by most people, explanation was necessary. It also implies that e-learning is different and separate from other learning.

Collecting information

The diversity of groups and organisations in the voluntary sector requires an open and flexible approach to collecting data. Qualitative informal methods seem to work much better than quantitative surveys. However, clearer guidance on the focus of data collection would have been useful from the beginning of the project.

Research and championing

It is problematic to combine researching and championing the application of technology to support learning. When answering questions the research participants become aware of the championing and feel that they should answer in a positive way. They might become defensive and gloss over problems they have in using technology or a lack of ICT skills. They might feel under pressure to see the use of technology in a positive light, even if they don't.

Championing and funding

Especially towards the end of the project championing and profile raising became more difficult, since no follow-on project was planned by the funding body ELWa.

Findings from the research

Case studies

During the research many projects and groups were visited who are already involved in e-learning and have developed expertise and built up up-to-date equipment. Other projects have just acquired new technology and started to use it. The following case studies show many different ways in which technology can be used to support learning and to support the work of groups and organizations. They also show how important and successful partnership working between voluntary organizations and organizations from other sectors can be.

Case study: e-learning/ICT subgroup of Pembrokeshire CCET

The e-learning/ICT subgroup of the Pembrokeshire CCET developed the e-Learning Strategy for Pembrokeshire which was accepted by the full CCET in May 2005. This is an example of partnership working between Pembrokeshire College, Pembrokeshire County Council covering adult learning and schools, training providers from the voluntary sector like The Princes Trust and Age Concern, voluntary sector umbrella organisations like PAVS as well as private training providers. The e-Learning Strategy is a document for use of CCET members to promote the use of technology for all learning providers in Pembrokeshire. The aim is to create a Pembrokeshire e-learning network to improve and co-ordinate the provision of e-learning as well as high quality advice and guidance for all learners. Further aims are to support practitioners, share good practice and raise public awareness of e-learning in the county.

The group is an excellent place for partnership working between the learning providers. It is currently chaired by a PAVS member.

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Case study: City & Guilds course 'Learning for Living'

PAVS is currently running a pilot of the City and Guilds on-line "Learning for Living" course, which is aimed at unpaid carers and provides four modules covering a range of health and social care issues. Although the course is designed to be delivered entirely on-line, it was recognised that this would not suit the majority of carers and a "blended" learning approach has been adopted, with further resources being made available through a cross-sectoral partnership, facilitated by PAVS, to provide enhanced learner support. Pembrokeshire College is the main partner, drawing down mainstream ELWa funding to cover the costs of the course; providing an on-line tutor; facilitating study sessions; and

providing all assessment and accreditation services in its role as an approved City and Guilds Centre. The *123 communicate* team within PAVS has worked with carers to develop an on-line learning community as a forum for peer support.

In addition to facilitating the partnership and leading the pilot, PAVS is also organising training for carers who successfully complete the on-line course to help them become “learning mentors” for future students, thus creating a sustainable model of peer learning support, which could potentially be applied to other on-line resources. The pilot programme received national recognition recently, as winner of a Special Award at the 2005 Social Care Accolades for Wales.

Partnership working

This is an excellent example of partnership working across sector, which brings together paid staff and volunteers, drawing on the strengths of each to build a sustainable training and support infrastructure as follows:

- PAVS – working through voluntary sector carer networks and forums to promote the course and identify learners; facilitating the learning partnership; providing ongoing learner contact and support; signposting to additional learning opportunities; and organising training for learning mentors. The *123 communicate* team within PAVS also provided support for the development of an on-line learning community – *Carers Online Pembrokeshire* – led and administered by volunteer Learning Champions, who are all unpaid carers. Study sessions are usually held in the IT suite at PAVS, which provides a more informal environment than the main College campus
- Pembrokeshire College – gained centre approval from City and Guilds to run the new *Learning for Living* course and drew down mainstream ELWa funding to cover the costs of providing on-line tutors, study sessions, assessment, verification and accreditation
- Building Strong Bridges (Welsh Assembly Government) – provided additional funding to cover the mentoring element of the course for the pilot phase
- Learning Pembrokeshire (Pembrokeshire County Council Community Learning) – providing opportunities for additional IT support out in the community
- Age Concern – exploring the possibility of their volunteers providing one-to-one IT support in the home through their Silver Surfers network
- **And ... carers themselves** – taking part in the pilot, coming forward as Learning Champions, driving forward the development of the on-line community and being keen to develop a peer mentoring system, keeping costs down so that more learners can benefit from the course in future

Potentials

The pilot has highlighted both the potential of and barriers to e-learning. The uptake of the course has been enthusiastic, showing the need that carers have for flexible learning. The demanding and unpredictable nature of the caring role makes it difficult for carers to plan regular attendance at College and the flexible and accessible nature of e-learning enables them to take part in learning. If they are able to access the learning through a home-based computer, then this also obviates the need to source (and pay for) respite care. Despite several technical problems associated with the courseware, most of the carers are still on the course, and attendance at the study sessions is very good. The real strength of the project lies in the blended learning approach, as well as in the high level of support provided to learners over and above the on-line learning resource.

Technical problems

The pilot programme identified several technical problems. The design of the courseware caused problems, with many students losing their work when submitting assignments through the system. Some students also had problems logging onto the system. These problems were extremely frustrating, and highlight the need for easy-to-use, good quality on-line courses. Technical problems associated with courseware can detrimentally affect the confidence level of learners, particularly those who are new to on-line learning and/or lack basic IT skills. All problems associated with the program have been fed back to City and Guilds, and the courseware is being updated and improved. This shows the need for good feedback systems between course user and course provider, so that “bugs” can be fixed before learners give up.

Support

Contrary to expectations, a number of the carers who volunteered to participate in the pilot did not have high levels of IT skills. Indeed, one learner had never sat in front of a computer before and, instead of perceiving this to be a barrier, saw the main benefit of the course as being a “motivator” for learning more about using computers. Basic technical support was offered through PAVS - although this was limited by available resources – and Age Concern was brought into the partnership to provide one-to-one IT training through its network of volunteers. Some students also enrolled for community IT courses – run free of charge by Pembrokeshire County Council. The study sessions proved invaluable, both for technical help as well as face-to-face contact and discussion of the course content. The on-line community also provided a forum for contact between learners.

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Case study: Global Connections

Global Connections is a charity working in schools and in the community on various projects and campaigns addressing global and environmental issues. 'Global Connections World Studies Resource and Training Centre develops the skills, attitudes and values which enable people to work together to build a better quality of life for everyone now and in the future.' www.globalconnections.org.uk

Global Connections have installed an ICT suite in the summer 2005 which will be opened in September. The ICT suite based at the Eastgate Centre in Pembroke will be used to engage and enhance the delivery of educational workshops and training provided by the Global Connections team. Small youth groups can be brought in to use the Internet for individual research and information on topical issues or campaigns, which they may have in common with pupils in other countries. They can also use the Internet to share information, pool resources and organise appropriate action. Similarly the facility can also be used for the training of trainers. Youth workers and teachers alike can be guided with innovative ideas in how best to promote Citizenship, Sustainable Development and Environmental Issues through the medium of ICT. The ICT suite is also planned to be used as a Drop in Facility for community groups that Global Connections have been liaising with.

Global Connections also uses an online community 'Community of Practice' which enables communication between young people working on different projects in various countries. 'Community of practice' is attached to the Global Connections website. It is planned to link 'Community of practice' and the ICT Suite. The online community offers notice boards and forums that can be used by interested groups. Officers will be able to assist in linking up groups to use the 'Community of Practice'. It is planned to link up to Zanzibar in the future through a Web Cam installed in the ICT Suite. 'Community of Practice' also offers facilities for trainers to post materials on to the site and share with others users.

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Case study: Credu digilabs, Canllaw online

The Credu project is a co-operation between Canllaw online and Fujitsu Services to provide a network of 82 digilabs all over Wales. CREDU is a £17m project, including a £9m grant through the Welsh European Funding Office (WEFO). CREDU will be rolled out over two and a half years initially and will, at first, be aimed at Objective 1 areas, which include 15 out of 22 Welsh unitary authorities. However, it is hoped that in the future the programme will cover all of Wales.

The digilabs consist of up-to-date computer equipment (computer work stations, laptops, pentabs, printers), a server, digital cameras, a data projector and interactive whiteboard, special needs equipment and a range of standard and specialist software, like video and music editing software. The digilabs are housed centres that are engaged in youth work. The target group are young people aged between 16 and 25. The intention is that they use the technology for projects they are interested in and so acquire ICT skills.

'The learning model is based on hands-on practical production of content of interest to young people and the technology platforms available in the Digilabs will allow for interactive multi-site training, skills and knowledge sharing and support for business planning and development.' (www.canllaw-online.com)

The portal www.credu.co.uk was set up for the digilabs to share work and provide a safe environment for communication. The portal offers a wealth of information, for example on employment, education, health, sports and leisure and housing. It invites young people to contribute to a soap story, share photographs, videos and stories.

By July 2005 there were 8 digilabs in Pembrokeshire, the equipment was received between December 2004 and March 2005. Four digilabs are housed in youth centres run by Pembrokeshire County Council. All four have in July 2005 not been connected to the internet. One of them has not yet opened because of staff training problems. This centre is planned to open in September 2005, and internet connection for all four centres is also planned for September 2005. The other four digilabs are housed in youth clubs in the independent voluntary sector and are up and running and connected to the internet.

The seven operating digilabs are used in many different ways:

- Email and chat
- Games
- Digital photography
- Newsletters and publicity materials
- Using the internet to find information for special projects, like 'pet of the month'
- Music and video editing
- Using webcams to communicate with other digilabs

Many youth clubs report that the digilabs are very busy during the opening hours of the club, and that young people have used the technology instantly. Youth clubs and centres that are not normally busy have more problems to find groups and projects that make use of the digilab. In general most youth clubs are beginning to look for more users of the digilabs, like for example other community groups.

Most staff in the digilabs are very happy with the training they have received from Credu. There is good communication and exchange of expertise between the digilabs. Some digilabs also work in partnership with Pembrokeshire College, specifically on their m-learning project. However, some staff feel a need for further, more advanced and specialist training, particularly using video and music editing software.

Due to short-term and part-time contracts of staff it is often difficult to spend enough time to think about and plan interesting projects that make the best use of the technology.

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Case study: PAVS 123 communicate programme

PAVS has been supporting and promoting the use of ICT by voluntary groups since the late 1990's and will be delivering the 123 communicate programme until 2006.

The 123 communicate programme offers information and support at different levels, tailored to the needs and abilities of voluntary and community organisations allowing them to progress at their own rate. Two of the key themes of 123-communicate are 'giving a sense of purpose' for the use of ICT and using existing community based ICT facilities. Delivery is mainly through informal support workshops where groups and individuals can become involved in learning about the internet, web based communication (email and on-line communities) and website creation. The project also runs a continual programme of research matching new technologies to sector needs.

Project workers work with groups over a period of several weeks to collect information, discuss designs, buy domain names, create and upload websites. The emphasis here is on working with the whole group to produce sustainable websites that will be maintained and updated. The project also offers free hosting to groups that have the skills to produce their own websites.

The project also helps to set up online communities to maximise the communication facilities available on the internet. The on-line communities are private websites which provide a structure for group communication and collaboration. Project workers not only help with the technical set-up of online communities, but have also produced guidelines to manage and make best use of the online communities. A variety of online communities have been set up, many of them function to support existing networks and partnerships for example, the Pembrokeshire Environmental Volunteers Network (PEVN), the Pembrokeshire Association of Community Transport Organisations (PACTO) as well as geographical areas.

The process of creating a website and establishing an online community engages groups to think about how they can use technology to support their work. The facilitation of this process by the 123 communicate project shows groups opportunities that they were not aware of and provides technical and design help.

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Case study: St John's Community Hall

St John's Community Hall is a very lively community venue located in one of the Communities First areas of Pembrokeshire. The hall has got spacious facilities and runs a variety of regular meetings, luncheon clubs, social events as well as courses. The hall has got its own IT suite which is used for open access. In addition Pembrokeshire College community learning runs IT classes there. These classes have proved very popular. Starting with beginners classes many people wanted to continue learning and now a series of more advanced IT courses are run, like CLAIT. The community hall is looking to extend the use of its own IT suite through offering courses, discussions are held at the moment with learndirect.

Contact: Vicki Parsons, St John's Community Hall, Church Street, Pembroke Dock, Wales, Telephone: 01646 681962 , stjohnscomhall@btconnect.com

Case study: Pembrokeshire FRAME

FRAME is a community re-use organisation, providing in social terms a much needed service to the County of Pembrokeshire. FRAME encourages and promotes the use of sound environmental practices by extending the useful life of furniture, other household items, domestic appliances, clothing and bric-a-brac, thereby avoiding waste and minimising the use of landfill refuse sites.

FRAME offers opportunities to individuals with or recovering from mental ill health and or with a learning difficulty and or suffering from social exclusion to test their ability to work, to develop new work skills, to develop life skills and by providing a real work environment and a good work ethic.

FRAME offers a variety of training in partnership with Pembrokeshire College. It holds a third party agreement with Pembrokeshire College to deliver the training on site, because many clients would lack the confidence to attend the college for classes. Training encompasses ICT courses like Computers for the Terrified, CLAiT, ECDL and databases as well as NVQ and OCN accredited courses in retail and consumer care. Courses are free to students at point of delivery.

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Case study: Age Concern Pembrokeshire – Age Resource I.T. Desks

The Age Resource I.T. Desks project aims to help people aged 50 plus to start using computers or enhance their existing skills. It involves 10 x 1 hour sessions on a one-to-one basis given by about 25-30 volunteers over ten weeks. The sessions are tailored to the

needs of the individual and aimed at gaining basic computer skills. The project uses computers in five libraries around the county that are available to use free of charge. Volunteers are given support from the Resource Desk coordinator which includes subjects to cover, training materials and courses to recommend for further study.

The Age Resource Desk project is linked to the Silver Surfer Day as part of Adult Learner's Week. On the day an event is organised in the county library to give people a taste of what they can do using computers and surfing the internet. From this day many people develop an interest to learn more and enrol on the Resource Desk programme. The programme is extremely successful and the waiting list had to be closed temporarily because the volunteers available could not meet the demand. The project has been running for three years and about 300 people have benefited. The initial target was for about 100 people to benefit from the program within three years. Many people who have benefited from the one-to-one support went on to study further ICT courses, either at the local college, adult education or distance and online courses.

Strengths of the projects lie in the one to one support which attracts many people who do not feel a position to attend classes. This may be due to lack of confidence or access issues such as time or venue. The project builds on existing networks, so it has not been necessary to advertise because people learn about it by word of mouth. The success of the project shows the potential of informal approaches to learning which build upon existing groups and networks to reach learners that are not reached by other provision.

Problematic however for the continuing success of the project is the short-term and limited funding. Funding runs out towards the end of the year and future funding has not yet been secured.

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Case study: m-learning project, Pembrokeshire College

'm-learning is a pan-European research and development programme. It is aimed at young adults, aged 16 to 24, who are most at risk of social exclusion in Europe. They have not succeeded in the education system, cannot read and write adequately and have problems with simple calculations except in familiar contexts. They are not currently involved in any education or training and may be unemployed, under employed, or even homeless.

Currently mobile phone users send and receive text messages, they talk to their friends and play simple computer games. In the future, location-aware mobile multimedia devices may replace some of their simple phones. Others may still continue to use just a regular mobile phone with text messaging. In both cases, the m-learning project is investigating how the technologies in the hands of these young people, now and in the near future, might be used to engage them in learning activities, start to change their

attitudes to learning and thereby contribute to improving their skills, opportunities and lives.' www.m-learning.org

Pembrokeshire College was involved in a pilot project exploring m-learning and is starting the next phase of the project at the moment, in August 2005. The college works in partnership with several voluntary sector groups to access the young people and to use venues where they feel comfortable, for example the digilabs.

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Perceptions of e-learning

Findings from the baseline survey

At the beginning of the project a baseline survey was conducted to find out about the awareness of e-learning, experiences of e-learning, as well as perceived potentials of and barriers.

Of the 49 respondents, eight didn't know at all what e-learning is, with three of them expressing an interest in finding out more. Further six respondents were unsure of their answers. Many respondents filled in the questionnaire after talking to the researcher or looking at the display on e-learning, so they may have picked up a definition that way, even if they didn't have a clear idea before. Most respondents understood e-learning to be learning that makes use of computers and the internet. 30 respondents mention 'online', 'internet' or 'email', indicating that the most common understanding of e-learning is learning using the internet. Examples of this are 'learning on computers via internet', 'on-line courses' or just 'learning online'. Further nine respondents mention only 'computer' or 'IT', for example 'learning on computer'.

Other facets that were mentioned were 'learning individually', 'distance learning', 'learning not in a classroom situation', 'outside traditional classroom environment', 'learning at home'. The view that e-learning is predominantly an isolated activity done at home in front of a computer was also often mentioned in discussions. It highlights the potential that e-learning can be done at home at the individual learner's pace. However, if the understanding of e-learning is restricted to this view many people feel that this is too isolated and doesn't suit their learning style. This theme comes up again in the discussion of potentials and barriers (see below). Two respondents saw e-learning exclusively as learning how to use computers.

Of the 49 respondents 20 said they had done some e-learning before. This ranged from informal research and information gathering to formal courses like for example Learndirect or Open University courses. Three respondents had designed e-learning material.

Findings from the follow-on survey

The follow-on survey reinforced the findings discussed above. Many groups and organisations make use of e-learning. Some examples here are the development of e-learning modules to take to schools as part of the Darwin Science Festival; the use of an online community at Global Connections, an environmental education group; the use of two e-learning modules for visitors to explore castles in medieval times at Haverfordwest Town Museum. Many groups use email and the internet as a matter of course for information gathering and exchange, without necessarily referring to this as 'e-learning'.

Many groups however do not use and have no interest in using ICT to support their work. These can be groups that have no access to ICT, lack skills and time to acquire skills, don't perceive the need for the use of ICT or generally are happy with the work of the group and don't see any need for change. For a detailed discussion of barriers to e-learning see below.

Findings from partnership working

Voluntary sector organisations and other learning providers are starting to develop e-learning. A good example of this increased awareness is the e-Learning Strategy for Pembrokeshire which was developed by the Pembrokeshire CCET e-learning/ICT subgroup during the time of this project (see case study). Innovative e-learning projects were started by Pembrokeshire County Council (the Education Portal), Pembrokeshire College (m-learning) and PAVS (the City & Guilds online course, see case study). All these projects involve partnership working between the voluntary and other sectors.

Potentials of e-learning

The following potential and actual benefits of e-learning have been identified through the surveys and meetings discussed in the introduction. Potentials of e-learning are seen in an increased flexibility of learning and a more interesting learning experience. Many groups use computers to support their work as a matter of course, without referring to it as 'e-learning'. This informal and ad-hoc use of technology often arises directly out of the work of the group and draws on existing skills of members and staff. Such informal learning often leads on to more formal learning if the group or individual perceives a need for it.

More flexible and more accessible learning

Time and pace

e-learning can enable learners to learn in their own time and at their own pace. This can enable volunteers and employees in the voluntary sector to fit learning into a demanding and often unpredictable schedule. This can also benefit carers who could fit in some learning when the cared for are occupied. In addition it could save time since it doesn't necessarily involve travelling and may obviate the need for replacement care often difficult to arrange and financially prohibitive.

Place

e-learning can be done at home as well as at other places like work, colleges or libraries. This can enable carers and disabled people who might have problems with transport to access learning. Community centres with ICT suites can offer e-learning to enable people who don't own computers to access courses. This could benefit vulnerable groups who feel safe in their local centre but wouldn't access conventional venues like colleges.

Course choice

e-learning increases course choice. Learndirect and other providers offer a wider range of courses than are available locally.

More interesting learning

Multimedia

The use of pictures, diagrams, audio and video can greatly enhance learning experiences and bring many subjects to life. This can attract hard-to-reach learners. Good e-learning makes use of multimedia, however, examples of good applications are still rare.

Interactive learning

e-learning can involve learners through interactive elements and give instant feedback. Interactive elements can also be provided through online tutor feedback. This is appreciated by learners and helps to make e-learning less isolating.

Communication

Communication is a great motivator to use technology. The use of email to communicate with friends and family as well as the use of the internet motivates many people to learn how to use computers. The use of mobile phones and similar technologies can motivate young people to get involved in learning.

Communicating within an organisation or a local or regional network is another potential. Some groups use technology to communicate via online communities with other groups in other regions and countries. Online communities as well as websites can enable groups to attract a wider audience, share information and provide support.

Motivation

Access to e-learning can motivate people to learn to use computers. This is of particular benefit to hard-to reach learners who are not motivated to learn in conventional ways.

Cost savings

Learning via online courses could save money since it doesn't involve travelling and some courses are free. However, this has to be weighed up against the costs of ICT equipment and internet connection. A better use of community ICT facilities could address this barrier.

Barriers to e-learning

In both surveys and in informal meetings several barriers to the use of technology were discussed. Most voluntary groups and organisations mention a lack of up-to-date ICT equipment, a lack of funding to renew equipment as well as a lack of professional technical support. Other barriers mentioned have to do with attitudes to learning and attitudes to technology.

ICT equipment and internet access

The barrier that is mentioned most often is the lack of ICT equipment and lack of access to equipment. Many, especially smaller voluntary groups don't own any computers. Others own only one or two computers, many of them are older and have technical problems. Many groups don't have internet connections or broadband access. Many voluntary group struggle with limited funding and can neither afford to buy new ICT equipment nor to maintain the equipment. The cost of equipment and broadband connection is also an issue for many individuals involved in the voluntary sector. Voluntary groups often work with people who have limited resources and cannot afford the newest technology, for example carers, older people or people with disabilities.

Technical support

Many groups mention problems with technical support when ICT equipment fails or needs to be replaced. Many groups cannot afford to pay for professional technical support and rely on informal arrangements with a range of organisations or skilled volunteers. Such organisations do not have resources to provide this service but support groups in an informal way. Consequently such arrangement can prove frustrating and show a clear unmet need.

Learner support

Many research respondents feel that e-learning is an isolated activity. They fear that they will be stuck in front of a computer without any support. Several respondents who had started online courses complained about a lack of learner support and a lack of support in course choice. Successful e-learning projects show that learner support is crucial, however, this requires time and resources that voluntary groups often lack (see case study City & Guilds online course).

Knowledge and skills

A lack of knowledge and skills is another barrier to make the most of e-learning. Many groups mention a lack of general computer skills as well as a lack of knowledge about e-learning courses, their content and their quality.

Time

Many respondents mentioned a lack of time to engage with e-learning as a barrier. A lack of time was also mentioned as a barrier for group members to acquire the necessary computer skills.

Attitudes

A general lack of interest in learning and a resistance to change is another barrier to e-learning. Many research respondents mention that being 'frightened of computers' as well as a lack of self-confidence prevents people from benefiting from e-learning. Respondents often referred to older people, disabled people and carers. Many groups stated that they are happy with the work they are doing and don't feel any changes involving the use of technology are necessary.

Learning style

Many research respondents mentioned that learning while using the computer was just not for them, that they preferred other types of learning involving paper and pen, books and conventional classroom settings. Some of those respondents had tried e-learning programmes and hadn't liked them, others just assumed that this type of learning wasn't for them.

Many people involved with the voluntary sector think that the strength of the voluntary sector lies in its informal style. Many feel that learning about community work, interpersonal skills and capacity building is not suited to the use of technology. Indeed, computers are felt to 'get in the way' of such learning.

Venue database

A venue database was developed which contains information about more than 160 venues suitable for e-learning in Pembrokeshire. The database contains information about the venue as well as ICT and other equipment. A venue database developed by PAVS was used as a starting point and appropriate venues were added and information on existing venues was updated. The majority of the venues are community halls that rent out a small number of rooms to community groups and other events. Most of those venues have no ICT equipment. There are some venues run by voluntary organisations with up-to-date ICT suites (for example PAVS, the digilabs). Other venues with ICT equipment include the community schools, two e-learning centres run by the county council as well as hotels with conference facilities.

Venues run by voluntary organisations are best suited to address the needs of voluntary sector learners, however their ICT resources are limited. Community schools as well as the e-learning centres which are located in secondary schools often have restricted opening hours and restricted access. Many people don't feel comfortable in a school setting around school age children. Other community learning venues run by Pembrokeshire County Council provide only limited access for voluntary groups. Private sector venues like hotels provide often very good facilities but are too expensive to be used by voluntary groups on a regular basis.

The geographical distribution of venues with ICT equipment is very uneven. Some towns like Pembroke have several venues with up-to-date ICT equipment and other towns like Narberth have hardly any ICT facilities for use by voluntary groups and organisations. Rural areas have hardly any community ICT facilities, and since public transport is very poor in many rural areas this leads to an exclusion of many people.

In addition there is no centrally accessible county wide information available for venues and ICT equipment in the community. PAVS will address this by using the venue database internally and by making it available on the PAVS website for use by the community.

Profile raising

Throughout the project many opportunities were used to publicise e-learning, through PAVS newsletter articles, the PAVS website, presentations to groups and displays at events. However as the project progressed it became more difficult to promote the use of e-learning since there is no follow-on funding to support groups to explore the use of e-learning further.

Conclusion

The research project has shown the breadth and diversity of learning and the use of technology in voluntary groups and organisations in Pembrokeshire. There is great potential to build on the strengths that have been developed through numerous innovative projects. These projects show that flexible, interesting and interactive e-learning can support and enhance the work of many voluntary groups and organisations.

However, long-term funding is needed to make the most of these opportunities to increase the learning options and make learning more flexible, interesting and accessible for people in Pembrokeshire. Funding priorities need to take into account informal non-accredited learning as well as formal accredited courses. Most learning in voluntary groups and organisations is informal, but not less valuable.

The research project has been an invaluable learning experience about how to conduct research in the voluntary sector. The diversity of groups and organisations in the voluntary sector and the often informal style of working require an open and flexible approach to research. The project has shown that valuable information can be collected in face-to-face meetings, while attending events and through telephone surveys. Survey questionnaires mailed out to mailing lists of groups and organisations have proved less successful. However, an open and flexible approach to data collection still requires clear objectives and a clear rationale for the research. This was often felt lacking in this project.

Appendix

Glossary

CCET	Community Consortium for Education and Training
e-learning	<i>“The use of electronic technology to support, enhance or deliver learning.”</i> (Welsh Assembly Government)
ELWa	Education and Learning in Wales
ICT	Information and communication technologies
ILT	Information and learning technologies
PAVS	Pembrokeshire Association for Voluntary Services
PCC	Pembrokeshire County Council
TAG	Training Advisory Group

Project Objectives and Role of the Champion

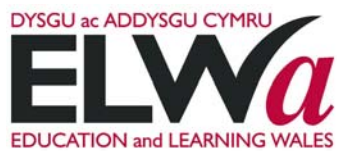
Project Objectives

- To explore the current state of awareness and use of e-learning by voluntary sector providers of learning;
- To audit provision of pan-Wales voluntary sector organisations, including such organisations as YMCA and SCOPE
- To explore the current state of awareness of e-learning by partnerships that support Voluntary sector learning, for example College/Voluntary sector collaboration;
- To identify actual and potential ways in which e-learning can help voluntary sector providers of learning engage individuals in learning;
- To champion the added dimension and value e-learning might bring to the work of the voluntary sector;
- To highlight issues and barriers affecting the sector’s ability to exploit e-learning;
- To advocate the needs and value of voluntary sector providers of learning, in relation to e-learning at a local and national level;
- To engage with other partners to identify sustainable plans to increase e learning opportunities for the client groups served by this sector, including CCETs;
- To identify the proportion of learning resulting in recognition through formal credit achievement and qualification;

Role of the Champion

- Spread knowledge about the nature and potential benefits of e-learning amongst voluntary sector organisations, which have an interest or role in learning provision;
- Explore what collaboration and partnerships between the voluntary sector and other agencies and providers are possible and/or necessary to make e-learning an enabler of wider participation in learning;
- Undertake an assessment of existing skills in ICT of trainers from Voluntary sector organisations delivering learning in order to assess the barriers, and potential to introducing e learning within the local voluntary sector. This could include organisational access, or lack of it, to ICT;
- Explore and identify ways in which technology-based learning can help such organisations engage their client groups in new and better ways;
- Identify and explore existing and possible venues where e-learning can be accessed – and the extent to which they address the needs of voluntary sector learners;
- Explore innovative ways of linking learners with learning through technology, and any other innovative approaches, which can help engage and enthuse those who might not otherwise have been able or willing to participate
- Through partnership working, encourage appropriate e-learning opportunities for those who might not otherwise have engaged in learning;
- Explore the nature of technical support needs of voluntary sector organisations seeking to bring e-learning to their client groups;
- Participate in networking and training/development with other voluntary sector e-learning champions, as well as champions from other sectors (e.g. FE, local authorities and private training providers).
- Liase with others in order to explore and exploit current and future lifelong learning opportunities through broadband; and
- Individually, and collectively with other voluntary sector e-learning champions, highlight to local and national policy makers and learning providers, what value e-learning might bring to those engaged by the voluntary sector, and also what role the sector can play as a facilitator, manager and provider.

Baseline Survey on e-learning – report of findings



Summary

The aim of this baseline survey was to find out about the understandings people within the voluntary sector have of e-learning, experiences of e-learning, as well as potentials of and barriers to e-learning that people perceive. 49 respondents from a range of groups in the voluntary sector filled in the questionnaire. This is not representative but covers a good range of groups.

Most people understand e-learning as learning using the computer and the internet. There is however a number of respondents who don't know what e-learning is or who are unsure. Many of the respondents have done some e-learning, this ranged from courses with Learndirect or the Open University to information gathering on the internet.

Most respondents perceived both potentials of and barriers to e-learning. The potentials mentioned were increased flexibility in the time and place of learning, potential cost savings on transport, increased course choice, increased motivation to use computers, and increased potentials for communication. Barriers mentioned were a lack of ICT equipment and internet connection or a lack of access to such, the cost of computer equipment and internet connections, a lack of knowledge about e-learning and available courses as well as a lack of computer skills, negative attitudes towards learning and change in general, a lack of time to acquire computer skills and engage with e-learning and a different, more conventional learning style.

The findings of this survey are going to be useful to design questions for a second questionnaire which is going to cover a larger, more representative sample of the voluntary sector in Pembrokeshire. The findings will also contribute to develop presentations to groups and other profile raising activities.

Introduction

The baseline survey questionnaire had the aim to explore basic understandings of e-learning and the potentials of and barriers to e-learning as perceived by respondents from a range of groups within the voluntary sector. It contained four open questions covering the above areas inviting respondents to write down their answers. This was followed by a series of multiple choice questions covering basic personal information like age and gender as well as information on the type of group the respondent represents.

I distributed the questionnaire at various meetings with groups, like training courses run at PAVS, events like the Carers and Employment seminar or meetings between myself and individuals from groups, for example MIND and Age Concern. It was also sent out with an invitation to a meeting to all members of the Training Advisory Group (TAG). Several members who could not attend posted the questionnaire back. I have received 49

filled-in questionnaires that provide a good basis for an exploration of the questions. In the following I summarise the answers that were given.

In most meetings I followed the questionnaire up with a discussion about e-learning. The discussions provided additional insights into perceptions and understandings of e-learning as well as providing me with examples of e-learning that are used by groups.

Definitions of e-learning

Of the 49 respondents, eight didn't know at all what e-learning is, with three of them expressing an interest in finding out more. Further six respondents were unsure of their answers, expressing this through question marks. Many respondents filled in the questionnaire after talking to me or looking at my display, so they may have picked up a definition that way, even if they didn't have a clear idea before.

Most respondents understand e-learning to be learning that makes use of computers and the internet. 30 respondents mention 'online', 'internet' or 'email', indicating that the most common understanding of e-learning is learning using the internet. Examples of this are 'learning on computers via internet', 'on-line courses' or just 'learning online'. Further nine respondents mention only 'computer' or 'IT', for example 'learning on computer'.

Other facets that were mentioned were 'learning individually', 'distance learning', 'learning not in a classroom situation', 'outside traditional classroom environment', 'learning at home'. This view that e-learning is predominantly an isolated activity done at home in front of a computer was also often mentioned in discussions. It highlights the potential that e-learning can be done at home at the individual learner's pace. However, if the understanding of e-learning is restricted to this view many people feel that this is too isolated and doesn't suit their learning style. This theme comes up again in the discussion of potentials and barriers. I think that it is important to open up people's understanding of e-learning to include learning that mixes traditional methods like face-to-face tutorials and classroom based teaching with learning done on computers via the internet. It is also crucial to emphasise the potentials of the internet for interaction between people, for example in discussion groups and internet forums and hubs, to offset the isolation associated with computers.

Two respondents had the understanding that e-learning only encompasses computer skills. Again it is necessary to widen the understanding here to learning covering all subject areas. Five respondents mentioned CD-Roms and ICT technologies in general as well as computers and the internet.

Experience of e-learning

Of the 49 respondents 20 said they had done some e-learning before. This ranged from informal research and information gathering to formal courses like for example Learndirect or Open University courses. Three respondents had designed e-learning material. I think it is important to stress that e-learning can be informal and include information gathering as well as networking.

Two respondents started an online course but gave up. One mentioned that her computer equipment wasn't compatible with the course and she had to give up. The second respondent wrote that she had problems with learning online and switched to a course that only used the computer for word processing. In discussions other respondents mentioned dissatisfaction with e-learning courses because of a lack of learner support regarding course choice. Respondents also mentioned that the level of the course was lower than they had expected and that they hadn't learned much.

Potentials

Most respondents could see many ways how e-learning could benefit their groups.

Time

Respondents mentioned that learners can learn in their own time and at their own pace. This would enable volunteers to fit learning easier into a busy schedule. It was also mentioned that it could benefit carers who could fit in some learning when the cared for are occupied. In addition it was mentioned that e-learning could save time since it doesn't involve travelling.

Place

Many saw the fact that e-learning can be done at home as a benefit. This makes learning more flexible and easier to fit in. It also enables carers and disabled people who might have problems with transport to access courses. It was also mentioned that e-learning could be done at community centres to enable people who don't own computers to access courses. This could also benefit vulnerable groups who feel safe in their local centre but wouldn't access conventional venues like colleges.

Cost

Some respondents mentioned that e-learning could save money since it doesn't involve travelling and some courses are free.

Course choice

Some mentioned that e-learning increases course choice and that local course choice is sometimes quite limited.

Motivation

Some respondents mentioned that the access to courses could motivate people to learn to use computers. One respondent from a mental health organisation felt that it could benefit her client group to find motivation to go on learning and build up self-confidence.

Communication

The benefit of communicating with other groups in other regions and countries was mentioned. As an example 'Communities of practise', a web based portal, was mentioned. This as well as websites can enable groups to attract a wider audience, share information and provide support. One respondent mentioned that the group could produce educational material to put on a website.

Barriers

Most respondents identified barriers to getting the most out of e-learning.

Equipment and access

The barrier that was mentioned most often was the lack of equipment and lack of access to equipment. 20 out of the 49 respondents mentioned a lack of computers, internet connections and broadband and a lack of access to such resources as a barrier for their group.

Cost

The lack of equipment was often related to cost. Groups can't afford to acquire and update equipment. Some respondents mentioned that their client groups couldn't afford the necessary equipment. Older people and disabled people were mentioned here. The cost of e-learning courses was also stated.

Knowledge and skills

Many respondents mentioned a lack of knowledge and skills as a barrier to e-learning. Here respondents refer to general computer skills as well as knowledge about e-learning. A few respondents stated difficulties to find information about courses, their content and their quality.

Attitudes

A general lack of interest in learning and a resistance to change was mentioned as a barrier to e-learning. Being 'frightened of computers' as well as a lack of self-confidence was also referred to. Respondents referred to older people, disabled people and carers.

Time

Many respondents mentioned a lack of time to engage with e-learning as a barrier. A lack of time was also mentioned as a barrier for group members to acquire the necessary computer skills.

Learning style

In discussion with respondents many mentioned that learning while using the computer was just not for them, that they preferred other types of learning involving paper and pen, books and conventional classroom settings. On the questionnaire only one respondent mentioned this relating to unsuccessful experiences of e-learning (see above). However, it is an issue that needs to be explored.

The respondents

The initial six questionnaires didn't contain the questions on age, gender and whether the respondent was a first language Welsh speaker.

Gender

The respondents were 33 women and 14 men.

Age

There was only one respondent aged between 16 and 25, six respondents were aged between 26 and 35, 16 between 36 and 45, 9 between 46 and 55, 8 aged between 56 and 65, three aged between 66 and 75, and none aged 76+.

Welsh speaker

There was only one respondent who ticked the box 'Welsh first language speaker'.

Groups represented

The questionnaire asked respondents to write down the group they represented and gave them also the choice to tick one or more boxes with the area that the group works in. Almost all respondents named the group they represented. Groups ranged from carers groups, Age Concern Pembrokeshire, the Pembrokeshire Coalition for Disabled People, a youth project and a children's group, mental health and health groups, environmental groups, sports groups, the Women's Institute, educational groups and a film society.

Three respondents said their groups were working the field of art and culture, 19 selected community, 7 selected the environment, 19 health and social care, 7 older people/pensioners groups, 5 sport and leisure and 5 youth.

Discussion

The results of this survey suggest that most people have heard of e-learning and have a good idea of what it is. To raise the profile of e-learning it will be essential to expand this knowledge by opening up the concept of e-learning to include informal information gathering on the internet as well as the use of ICT for communication and networking. Highlighting features of good quality e-learning can also contribute to make e-learning more attractive.

Most respondents clearly see the potentials that e-learning offers. The flexibility of time and place makes e-learning especially attractive to fit in the busy lives of people giving some of their time to work in the voluntary sector. This flexibility can also be of use to client groups who have difficulties with attending regular courses at colleges. This could be due to transport problems for disabled people or due to a lack of time for example experienced by carers. A lack of self-confidence was also mentioned as a barrier for vulnerable client groups to attend courses.

The potentials are at the moment offset for many groups in the voluntary sector by the barriers they experience to use ICT equipment. Many groups don't own computers and if they do they are not linked to the internet. Broadband access which is necessary for many online courses is the exception at the moment. Access to computers for public use like for example in libraries and community education facilities is also problematic for many client groups due to problems of transport, time and self-confidence described above.

A lack of knowledge about e-learning, a lack of computer skills as well as negative attitudes towards computers and learning in general are barriers to e-learning. This can be addressed by providing more information about good e-learning. Of course e-learning

faces the same barriers as any other learning, and not all of them can be addressed in this project. The issue of different learning styles that may or may not be suited to e-learning was raised. It needs to be explored further to find out what can make e-learning successful.

The information gained from this questionnaire will be useful to design a second questionnaire with more questions which will be distributed more widely to cover a representative sample from groups in the voluntary sector in Pembrokeshire. This baseline questionnaire covered a wide range of groups from the voluntary sector but was not representative. Especially young people and Welsh first language speakers were underrepresented, as were men. The questions on potentials and barriers will be transformed into multiple choice questions using the responses given here and giving respondents the option to tick boxes. Questions on access to IT equipment, skills and training will also be included in the follow-up questionnaire.

Findings from the follow-on survey

43 individuals were contacted by post and by phone, representing 36 groups and organisations and 7 trainers working in the voluntary sector.

In the following the answers given to the questions are summarised:

Q3 In what field does your group work? Please tick (use an x or a v).

Environmental	10	Sport and leisure	2
Community	13	Youth group	4
Art and culture	4	Older people/pensioner group	4
Other, please specify: 17, of those: health and social care 7, training 7, animal welfare 3			

Q4 Does your organisation make use of e-learning?

Yes	21	Not sure	2
No	19		
If yes, please give details: examples: various ICT training, use of online communities, use of the internet/email for research, running training sessions supported by ICT			

Q5 How do you think your group could benefit from e-learning? Please tick any of the following statements that apply.

Learners can learn in their own time	11	e-learning is more interesting than conventional learning	7
Learners can learn at home, at work, at college, library or community centres	9	e-learning can motivate people to use computers and the internet	9
Increased course choice	3	e-learning can save costs on transport	5
e-learning attracts people that do not participate in conventional learning	5		
Other, please specify: 15, examples: ICT is technology of future, young people want to learn through ICT, mobile technology can be taken out to people			

Q6 What do you think could be the barriers to your organisation making the most of e-learning? Please tick any of the following points that apply.

Lack of computer equipment	9	Lack of computer skills	6
Lack of internet connection	1	Out of date and unreliable equipment	8
Lack of broadband connection	4	Learning style not suited to the use	9

		of computers	
Cost of computer equipment and internet connection	7	Fear of computers	4
Lack of knowledge about e-learning, course choice etc.	5	Negative attitudes to learning	5
Cost of courses	3		
Other, please specify 17, for example: lack of time, no interest, technology can get in the way, no technical support			

Q7 Does your organisation provide training?

To staff	11	To volunteers	12
To members	22	None at all	8
If yes, please specify – for example: countryside skills, seal handling, badger recognition, various ICT courses, First Aid, committee and membership skills, general volunteering, practical skills, crafts, agricultural skills, workshops on global issues, sailing, charity shop work – on job training, acting, use of video cameras, food hygiene, childcare, health promotion			

Q8 Does your organisation produce educational material?

Yes	21	Please go to Question 9
No	20	Please go to Question 11

Q9 If yes, in what area?many of the above training subjects.....

Q10 Who is the target group? ...learners: public, volunteers, members.....

Q11 Would you be interested in e-learning in any of the following areas?

Email Skills	3	Business Planning	4
Internet	2	Fundraising	5
Basic Computer Skills	3	Assertiveness	2
Further Computer Skills	7	Money Management	1
Website design	7	Marketing, Publicity & Media	2
Skills for life (Maths/English)	0	Presentation Skills	3
Family Skills	0	Preparing Funding Applications	5
Childcare	1	Constitutions	2
Food Hygiene	0	Managing a Community Hall	0
First Aid	4	Time Management	2
Committee/Management Skills	5	Stress Management	4
Volunteering Issues	4	Leisure Courses	1
Accounting	4	Welsh	3
Roles & Responsibilities of Trustees	2	Other Languages	0
Equal Opportunities	1	Family History	1
Employment Law	1		

Other, please specify: 19, for example: shooting and editing videos, local history, ECDL, business management, designing leaflets

Q12 Would you be interested in any of the following e-Learning events?

Presentation to your group	2	Workshop on authoring of e-learning materials	3
Workshop on the use of e-learning	6	e-learning Fair	3

Q13 Does your group/organisation own computers?

	With broadband connection	With dial-up connection	Without internet connection
If yes, how many?	10 groups	7 groups	9 groups

The original questionnaire also contained questions about the person filling in the questionnaire and their personal use of ICT, however, these questions were not systematically asked in the telephone survey, so the data is not included here.