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1. INTRODUCTION

1.1. General presentation of the study

The SMART RURAL project is part of the Key Action 2/KA2. (partnership funding) of the Erasmus+ program for 2014-2020. This action is the financial instrument for the EU education and training strategy to improve skills, encourage personal development and enhance employability. It encourages "strategical partnerships" between schools and organisations involved in teaching and training in order to encourage cooperation and build bridges between the teaching and the working worlds. The expenditure shall be eligible from the beginning (1/9/2015) to the end of the project (31/8/2018).

SMART RURAL aims to create a training programme in ICT and mobile applications for adults involved in agriculture in rural areas. The project suggests the creation of an ad hoc training methodology based on the farmers's needs, offering them basic and specific knowledge on mobile applications.

SMART RURAL will help to train these citizens and allow them to get an easier access to technological innovations in order to not only improve their communication and integration with the rest of the world but also improve their working conditions and their quality of life. The project aims to have a strong and sustainable impact, on both local and European levels, on promoting the use of ICT amongst citizens in rural areas in general and the use of mobile applications by professionals in rural areas in particular. These communication technologies are also a key vector for a smart and sustainable growth within the European Union in terms of development, products, transnational cooperation and best practice exchange.

The specific goals regarding the project and that are relevant to the present document are:

- In depth study of existing mobile applications specific to agriculture;
Les objectifs du projet SMART RURAL sont les suivants :

- Recherche et analyse des compétences et des besoins des agriculteurs concernant l'utilisation générale des TIC, en particulier, l'utilisation des appareils mobiles et des applications pertinentes, en se concentrant sur l'utilisation des TIC pour des fins professionnelles ;
- Création d'un programme personnalisé adapté aux agriculteurs dans les zones rurales intéressés par une formation en l'utilisation des applications mobiles pour des fins agricoles.

1.2 Présentation des partenaires

Le projet SMART RURAL est mené par 4 partenaires européens : pour l'Autriche, le BEST Institute, une organisation privée qui offre des formations professionnelles ainsi que des services de soutien ; pour la France, le CDA24, Dordogne’s Chamber of Agriculture, pour l'Irlande, CIT Cork Institute of Technology, un institut d'enseignement supérieur, le DEX group, une pratique de conseil espagnole dédiée, en particulier, à la livraison de services européens spécifiques et pour l'Espagne, INTIA, l’Institut Navarre of Technology and Food Infrastructures, une organisation publique liée au ministère du Développement Rural et de l'Environnement et aux gouvernements locaux du gouvernement de Navarre. Les Dordogne’s Chamber of Agriculture et le DEX group coordonnent le projet ensemble.

Chaque partenaire a présenté les résultats de ces études dans un rapport national. Ce projet transnational offre une synthèse des données collectées dans chaque pays et servira de base à la création d'un programme de formation en TIC et applications mobiles pour les agriculteurs.

1.3 Approche méthodologique

Un questionnaire a été développé par la Dordogne's Chamber of Agriculture et remis aux partenaires en janvier 2016, afin de s'adresser à l'audience cible sur les points suivants : équipement mobile qu'ils possèdent, accès à Internet mobile et comment ils l'utilisent, barrières à l'utilisation de l'Internet mobile, mobile...
Internet skills, future use of the Internet and mobile applications for professional purposes and training needs in this area. The surveys were carried out mainly through one-to-one interviews and focus groups made of farmers or farming professionals and sometimes phone interviews or more seldom by sending online forms, respondents feeling more comfortable in one-to-one situations.

In Austria, the study was carried out with the help of two focus groups, one with farmers from the Lower Austria region and the other one with farmers for the Burgenland Region. Surveys were first sent online. After they received the documents, a second phase of individual interviews as well as interviews with two experts helped filling in the missing information.

For France, there were two focus groups: one with farmers as well as one mixed group with farmers and professional from the farming world. The interviews first occurred in a group setting. Participants then individually filled in the questionnaire. As in Austria, one-to-one interviews had to be carried out after the first phase in order to be able to collect complementary information.

The same type of process, one-to-one interviews followed by two focus groups, happened in Spain and Ireland with the difference that, in Ireland, a small number of interviews were carried out via the phone.

In order to complete and compare the information collected thanks to the questionnaires, the BEST Institute for Austria and CIT for Ireland used information provided by public organisations.

1.4 Number and profile and the people contacted for the study

For the study, 280 people in total were surveyed in 4 partner countries, 49 in Austria, 123 in France, 62 in Spain and 46 in Ireland. The recommended sample of 40 surveyed people for the study was voluntarily expanded in particular in France where the partner wished to get more precise results.
After analysis of the target group profile, it can be concluded that they are farmers whose main production differs from country to country. In Austria, wine producers are the majority (27.50%), in France vegetable producers (69%), and livestock producers for Spain (37.09%) and Ireland (100%).

The respondents were mostly men, 67.5% in Austria, 88.70% in Spain, 82% in France and 91.1% in Ireland. The average age was between 30 and 45 years old, 37.9% in Spain and 43% in France. In Austria, the survey was carried out with people aged mostly between 46 and 60. In Ireland, on the other hand, the surveyed people were mostly between 18 and 29 years old (67.3%); the second focus group was mainly made of students already involved in rural activities.

### AUSTRIA

**AUSTRIA: MAIN PRODUCTION**

- **15,00%** Livestock
- **17,50%** Field Crops
- **27,50%** Tree growing
- **12,50%** Wine growing
- **12,50%** Vegetables
- **15,00%** Other
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1.5 Difficulties encountered

Analysing the results of the surveys carried out with the online questionnaires was somewhat problematic. Indeed, the questionnaires were often left incomplete, hard to read and sometimes impossible to understand. This can be partly explained by the lack of time dedicated to this task, the way the survey was conducted and problems to understand some of the points discussed. Finally, for people, except for the younger people, being little used to IT tools was certainly an obstacle to filling in an online survey.
The one-to-one interviews with the same questionnaire have, however, allowed researchers in all countries to present the approach beforehand and to explain some points that hadn't been understood which help the research.

The focus groups were conducted without major obstacles even if some were first hesitant to take part, mostly due to lack of time, reluctance to reveal one's identity like in Austria for example or a reluctance to express one's opinion in front of a group of professionals like in Ireland.

2. MAIN RESULTS OF THE STUDY

2.1 Equipment and access to mobile Internet

In all four countries involved in the project, the results showed that the target group already owned mobile equipment (85% in France and Ireland, 84% in Spain and 70% in Austria, mainly a smartphone (81.14% in Austria, 75% in France, 56.4% in Spain and 91.2% in Ireland), followed by a laptop (54.5% in France, 46.8% in Spain, 46.4% in Austria and 56.5% in Ireland) and/or a touch screen tablet.

Purchasing new material however isn't as consensual. Some farmers, notably in France, do intend to buy but do not know yet what type of material they wish to acquire. In other countries, however, the answers to these questions were rather unsatisfactory. Purchasing material depends on the age, the region and the type of farm or isn't a priority. No general tendency appeared.

Regarding access to mobile Internet, the most frequently used types of connection are broadband via the house Wi-Fi (70.7% in France, 60% in Austria, 51% in Spain and 65.2% in Ireland) and/or via a smartphone (53.2% in Spain, 32% in Austria, 30.08% in France and 69.5% in Ireland).
The main reason adults involved in farming gave for getting a device with mobile Internet is above all classic communication outside the house using a phone, email, texts, web chats or social media (24.10% in Austria, 42% in Spain, 69.5% in Ireland) for both professional and personal purposes, consulting online services as well as surfing the web, in particular to consult websites.

The most common activities carried out using a mobile device, outside of classic communication, are checking the weather forecast and looking up geographic information. However, the use of the Internet via applications remains, except for the weather forecast, very limited, no type of applications stood out.

2.2 Use and barriers to the use of mobile internet

Regarding the frequency of connection, all surveyed people connected to a mobile device in the three months before the beginning of the study, most of them several times a day, in Spain, France and Ireland and several times a week in Austria.

The activities carried out with a mobile device for professional purposes the most often were, in all 4 countries, in order of priority, sending and/or receiving emails, checking the weather forecast and geographic information (maps, itineraries, GPS etc.). Other activities that were carried out by a large number of people were about looking up information on services, in Austria, looking up for useful information for farming activities, in Spain and Ireland, or the use of market-related services in France.

In Austria, Spain, France and Ireland, the professional applications downloaded were for most of the target group weather applications. We can conclude about this point that communicating via a smartphone or a tablet is the most common activity.
Altogether, even if the rate of mobile equipment is satisfactory, its usage, however, remains limited because of a few obstacles identified during the surveys. The material as well as the connection fees are, in fact, often considered too expensive. It is the case in Austria where there is an issue with cost management. Furthermore, most of respondents in all four countries state that the material is often ill adapted or obsolete.

In Ireland, the obstacles to the use of mobile Internet are also due to the difficulties to connect, broadband speed varies depending on whether one lives in a rural or urban area. In France, were few people expressed their opinion on the matter, there being few obstacles, we still have to mention the work conditions on the farm (risk of breaking or getting the material dirty, sight problems) which are an obstacle to the use of equipment.

In addition to material questions, some of the respondents also mentioned, to explain what prevents them from using mobile internet, aspects related to the lack of knowledge and skills in this area, in Spain and Austria, a country where human contact seems to prevail over communication via mobile Internet. There is also a certain amount of mistrust and fear towards technology, notably regarding information security, in France and in Ireland. This factor will be taken into account during the conception of the training plan.

2.3 Mobile equipment skills

When asked about mobile equipment skills, the target group stated in all 4 countries that they feel comfortable consulting websites and communicating via the Internet. However, managing costs for online browsing is more difficult in France (46.28%), Austria (32%), Spain (17%) and Ireland (37.5%) followed by difficulty to download embedded applications in France (45.46%), Austria (32%), Spain (17%) and Ireland (34.2%).
In case of difficulties, farmers usually first ask a family member for help (child or partner) before they contact a professional (teacher, farming technician etc.).

2.4 Future use of the Internet and applications for professional purposes

Despite a certain number of obstacles, most people declare themselves ready to use the Internet or applications via their mobile phones, 41% in France, 38% in Spain (NB: there wasn’t any data for Ireland). The results somewhat vary in Austria where 55% of the target group declared having no idea, 31% even declared having no intention to use it in the future.

Nevertheless, support is almost unanimously wanted, even in Austria where a training on general internet use, on a better knowledge of existing professional applications and on the use of mobile devices would be very welcome.
3. RECOMMENDATIONS AND CONCLUSIONS

3.1 Summary of results

After analysis of all the means provided by the partners to carry out the study, it became obvious that a large majority of farmers is equipped with smartphones and/or laptops with a broadband connection.

As a result of this study, there are no doubts that a training program in ICT and mobile applications for adults involved in farming activities in rural areas is essential and wanted in all four countries. In fact, the respondents, besides their fears and initial reluctance, in particular in Austria and Ireland, wanted and did get to express their opinion and needs regarding the topic. Even if the latter are not necessarily exactly the same in Austria, France, Spain and Ireland, what remains clear is that it was possible to identify transversal needs.

3.2 Types of training and technical support to offer

Introduction training
The first training to be offered should aim to explain to the target group the practical advantages (financial and others) offered by the use of mobile equipment in order, in particular, to get rid of the mistrust and fear associated with using ICT.

Training on how to use the Internet
There is a unanimous demand for training on how to use the Internet. First, it should be about general Internet use. Globally, the level of skills is intermediate, it is essentially about learning how to navigate professional websites, knowing where to look for and find information. A specific training on how to analyze access providers’ offers is also required in Austria.
Training on how to use mobile equipment
Most farmers use mobile equipment but not to its full potential hence a demand for training. In France, despite difficulties to access 3G mobile internet, there's a demand for help on how to use a smartphone.

Training on how to use mobile applications
Even if the target group own mobile equipment and have satisfactory knowledge in this area, many don’t know about or use mobile applications in Austria, Ireland and Spain, a country where we know there are a lot of them but few are known. In France, however, using mobile applications is common. Paradoxically, concrete needs for training in this area, in particular regarding how to distinguish between useful and superfluous applications and their use, was only expressed in France.

3.3 Recommendations
La participation à de telles formations est liée à un certain nombre de conditions préalables utiles pour faciliter leur mise en place et garantir leur efficacité.
The participation to these trainings depends on a lot of preliminary conditions that are useful to facilitate their implementation and guaranty their efficiency.

Homogenous groups of students
Learning will, in effect, be more efficient in groups where learners have the same skills and knowledge in the area but also belong to the same socio-professional category: the future learners usually wish to be taught by a peer, with other farmers, in a farming environment, close to their farm. We can get homogenous groups only by analyzing beforehand the skills/knowledge and needs.
Using the learners’ mobile equipment during training

In Austria, using one’s own mobile equipment during the training sessions is considered a major factor for the project to work out whether at an institutional level (preliminary condition for the implementation of a training in some public organizations in Austria for example) or at a professional level. This factor, which is only mentioned here, could offset the fears that some have when using new material and allow learners to directly apply the acquired skills.

Implementation of a training session adapted to the constraints of the farming world

In view of the constraints specific to the farming world, appropriate training happening at appropriate hours (in particular at the end of the day) and times of the year (in winter in particular after the harvest) is recommended. Furthermore, even if distance training would eliminate the risk of absenteeism due to work pace, offering learners more flexibility, the level of skills that this program aims to improve would be an obstacle to this training mode. Most respondents in Austria rejected this option preferring instead the "classic" classroom-training option. The training mode needs turned out to be different from the original approach, the partners not having considered online training.

3.4 Conclusion

The study provided some new and interesting results. Thanks to the numerous interviews, it was possible to identify useful points for the creation of a training program answering the needs of adults involved in farming activities.

The respondents’ needs and they level of skills allowed us to get a good overview of the current situation regarding ICT in the farming world in all 4 partner countries.
All the study's results provide a good overview of the needs and issues that the target group have as well as the support to provide for a sound training programme in ITC.

The most important results to keep in mind for the project’s future phases are the following:

- A majority of farmers is equipped with smartphones and/or laptops with broadband connection and prefer using their own mobile equipment for training.
- The most common activities in all countries: sending and/or receiving emails, checking the weather forecast and geographical information (maps, itineraries, GPS coordinates etc.)...
- In all four countries, there is a demand for a training program on ICT and mobile applications.
- The training offer should aim at explaining to the target group the practical advantages (financial and others) of using mobile equipment at first and then of using the Internet in general (at intermediate level), where to look for information, i.e. to find information and also, participants have suggested that the learning material should match the needs of each country (according to individual needs).
- Organisation of homogenous training groups, regarding skills and knowledge for group activities during group activities as well as part of distance training.
- Need for minute analysis of knowledge/skills and needs before beginning the training (whether traditional or distance training).
- Need to take mistrust and fear of technology into account, in particular regarding (personal) information security.
4. ANNEXES

4.1 Detailed presentation of the partners

BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH was founded in 1990 as an independent Austrian organisation for providing continuous training, vocational qualification and career services. Its main activities comprise the development of innovative training programmes for young (+16) individuals and adults. The institute has its headquarters in Vienna and operates six branches in the Vienna and Lower Austria region. Within its International Projects Department, since 1995, BEST has been engaged in more than 180 European projects, both as coordinator and partner, in the framework of various EU programmes (Leonardo, Socrates/Grundtvig, EQUAL, LLP, ESF, eTEN, FP, EuropeAid, Erasmus+, H2020, IEE, INTERREG, etc.). The institute disposes of a network of more than 250 international organisations, both public and private, from different sectors, and is focused on networking, exchange of experience and practices, peer learning, research and development.

The Chamber of Agriculture of Dordogne (CA24) is at the service of professionals of agriculture and rural sector. It supports the farmers in their installation, in agricultural development projects or in training adapted to their job. It defines and promotes to public authorities a policy for the development of agriculture and rurality. It is directed by 47 elected officials, elected by universal suffrage, representing all the agricultural sectors as well as the forest sector. The political orientations they encourage reflect the needs and the choices of the future for the farmers. These strategic choices are implemented by the 100 employees of the Chamber of Agriculture of Dordogne who support the farmers with their advices and trainings. The Chamber of Agriculture provides a huge choice of training in the frame of continuous training. Each year, 1200 to 1400 trainees follow these short trainings in various areas such as agricultural technics, mechanization, management, current regulations and also new technologies...
There is one Chamber of Agriculture for each French department. They are the 1st provider for training to farmers and farm employees. They also work in association with agricultural training institutions who can award qualifications.

Cork Institute of Technology (CIT) is a publicly funded higher education provider. It is located in Cork, in the south of Ireland. It is one of the largest of Ireland’s thirteen Institutes of Technology. It has over 15,600 students (full time and part-time) and close to 1,500 staff. CIT has 4 separate campuses and has 3 constituent colleges: the CIT Crawford College of Art and Design, the CIT Cork School of Music and the National Maritime College of Ireland.

So CIT offers a wide variety of programmes in fields such as Business, Computing, Engineering, Science, Hospitality, Maritime Education, Fine Art & Design, Music, Sport and of course Agriculture too.

The CIT School of Business provides training at Level 8 BSc Honours in agriculture in association with Teagasc Clonakilty Agricultural College. This course provides students with a mix of business and technical skills to manage a modern farm or work in agribusiness.

Finally, it also offers to its students a variety of extra-curriculum activities in the area of culture and sport.

Grupo DEX (Desarrollo de Estrategias Exteriores, S.A) is an international consulting agency which provides specialized services in the fields of European Union affairs, strategic planning, innovation, local development and advises in international economic and institutional relations to private companies and public sector.

With a flexible and highly qualified stucture, they count on a multidisciplinary team of experts with experience in Economy, Law and International Relations, Engineering and with deep knowledge of the activity of the European Union and it’s aid programmes.
DEX writes European projects for its European clients, manages a big number of them and participates for the rest as active partner. Furthermore, DEX has done numerous evaluations of projects and programmes from the European Union.

The Institute for Agrifood Technology and Infrastructures of Navarra (INTIA, Instituto Navarro de Tecnologías e Infraestructuras Agroalimentarias) is a public company attached to the Department of Rural Development, Environment and Local Administration of the Government of Navarra, Spain. INTIA offers advanced market-oriented services for the development of the agrifood sector based on quality, efficiency, innovation and sustainability criteria. INTIA includes a section with qualified staff offering training and technical advice on agriculture and livestock, as well as a team of technical experts responsible of diverse programs of R&D and on farm experimentation. For technology transfer, the Institute has a team that specializes in training and numerous courses, seminars, tours and demonstrations are held. They have an experience of over 30 years.
4.2 Questionnaire used for the survey

PART A - Your equipment

Q1 Do you personally have a smartphone, a tablet or any other mobile equipment? Mobile equipment means a smartphone (e.g. Samsung, iPhone), a touch screen tablet, a laptop, a mobile phone with no touch screen. The game consoles (e.g. PlayStation and Nintendo) are not part of this category.

Yes ☑ Go to Q2
No ☑ Go to Q3

Q2 Which equipment do you have for your personal use? (Several possible answers)

Android Smartphone (Samsung, Nokia) ☑
iPhone ☑
Tablet ☑
iPad ☑
Phone with no touch screen ☑
Laptop ☑

Go to Q8

Q3 Is there for the family or one of its member, one or several mobiles equipment?

Yes ☑ Go to Q4
No ☑ Go to Q5
Don’t Know ☑ Go to Q5

Q4 If the following equipment are found in your family, how many is there? (Several possible answers please put 0 if there is no equipment)

Smartphone (other than iPhone) number:
iPhone number:
Tablet number:
iPad number:
Phone with no Touch Screen number:
Laptop number:

Go to Q9

Q5 Are you planning for yourself or your family to get more equipment in the next 12 months?

Yes for me only ☑ Go to Q6
Yes to share with my family ☑ Go to Q7
No ☑ Go to Q11
Don’t know yet ☑ Go to Q11
Q6 - Which equipment are you planning for yourself? (Several possible answers)

Android Smartphone
iPhone
Tablet
iPad
Phone with no Touch Screen
Laptop
Don’t know yet

Q7 - Which equipment are you planning to share with your family?

Smartphone
iPhone
Tablet
iPad
Phone with no Touch Screen
Laptop
Don’t know yet

PART B – Access to Mobile Internet

Mobile internet means looking at websites, mails, sms, etc. with your smartphone or other mobile device.

Q8 - Which type of mobile internet connection are you using or will you use for yourself?

You can tick several answers

A Broadband mobile connection with WiFi at home
A Broadband mobile connection with satellite
A Broadband mobile connection with smartphone
I don’t know

Q9 – Which type of mobile internet connection is using or will use your family?

You can tick several answers

A Broadband mobile connection with WiFi at home
A Broadband mobile connection with satellite
A Broadband mobile connection with smartphone (3G 4G)
A dial-up mobile connection
I don’t know
Q10 - Among the following reasons, give the 3 main reasons which influenced your decision to get a mobile device with internet access? Please reply by descending order (3 being the most important to 1 being the least important)

- To subscribe to mobile internet has become cheaper
- To subscribe to mobile internet has become easier
- The internet access was included with the TV and phone subscription
- To communicate outside home (phone, mail, chat, social networks, etc.)
- To be able to use public services online
- To look up services online (bank, insurance, etc.)
- To surf the internet

Q11 - Have you been connected with a mobile device in the last 3 months?

- Yes  Go to Q12
- No  Go to Q15

Q12 – How many times have you been connected to internet?

- Several times a day
- Several times a week
- Once or less during the week

Go to Q13
**Q13 - Among the following activities, which ones have you done with your mobile device for professional purpose?**

*(Answer all questions)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicate with your smartphone, tablet, etc...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send and/or receive e-mails</td>
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<td></td>
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<tr>
<td>Phone with internet via Skype</td>
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<td>Send messages to chat website, to discussion groups or online forums, messaging services (e.g. WhatsApp)</td>
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<tr>
<td>Take part in public social networks (e.g. Facebook, Twitter), create a user profile, send messages or any other activity on one or more social networks</td>
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<td></td>
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<tr>
<td>Are you registered with one or more professional social agricultural networks or professional network?</td>
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<tr>
<td><strong>Use for surfing online services</strong></td>
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<tr>
<td>Look for information on services</td>
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<tr>
<td>Use prices comparison</td>
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<tr>
<td>Use online banking or insurance services</td>
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<tr>
<td>Buy goods or services (e.g. eBay, Amazon)</td>
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<tr>
<td>Look up or sale on classified ads sites</td>
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<tr>
<td><strong>To inform yourself</strong></td>
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<tr>
<td>Read or download online information, newspaper for free or with a charge</td>
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<tr>
<td>Subscribe to current affairs websites to receive regular information (newsletters, warnings, RSS feed, etc...)</td>
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<tr>
<td>Search geographical information (maps, itineraries, GPS coordinates, etc.)</td>
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<tr>
<td>Check the weather forecast</td>
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<tr>
<td><strong>Administrative Procedures (Social &amp; Fiscal)</strong></td>
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<tr>
<td>Search information on regulations</td>
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<tr>
<td>Communicate via messaging with public services</td>
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<tr>
<td>Online Tax return (or social statement, etc.)</td>
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<tr>
<td><strong>Increase your professional knowledge</strong></td>
<td></td>
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<tr>
<td>Search information for your agricultural activity</td>
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<tr>
<td>Follow an online course</td>
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<tr>
<td>Look up online encyclopaedia (ex. Wikipedia)</td>
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<table>
<thead>
<tr>
<th>Look up website on agricultural techniques</th>
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<tbody>
<tr>
<td>Audio-visual</td>
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<tr>
<td>Listen to radio online</td>
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<tr>
<td>Download videos &amp; pictures</td>
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<tr>
<td>Watch videos, pictures online (Instagram, YouTube, etc.)</td>
<td></td>
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<tr>
<td>Transfer photos and/or videos from your device to a website</td>
<td></td>
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<tr>
<td>Download work oriented applications (outside agricultural news applications)</td>
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<tr>
<td>Manage irrigation</td>
<td></td>
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<tr>
<td>Manage the crops (sanitary treatments, warning)</td>
<td></td>
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<tr>
<td>Sale, buy goods</td>
<td></td>
</tr>
<tr>
<td>Manage livestock farming</td>
<td></td>
</tr>
<tr>
<td>Manage your stock of machine</td>
<td></td>
</tr>
<tr>
<td>Weather warning</td>
<td></td>
</tr>
<tr>
<td>Accommodation, direct sale/farm shop onsite</td>
<td></td>
</tr>
<tr>
<td>Watch raw materials and stock exchange rates</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Q14 - Among the 7 categories of usage as mentioned above, please indicate below the 3 main ones you use.

*Rank them by descending order of importance (3 being the most important to 1 being the least important)*

<table>
<thead>
<tr>
<th>Communicate with your android smartphone, tablet etc.</th>
<th>Rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use for surfing online services</td>
<td>Rank:</td>
</tr>
<tr>
<td>To inform yourself</td>
<td>Rank:</td>
</tr>
<tr>
<td>Administrative Procedures (Social &amp; Fiscal)</td>
<td>Rank:</td>
</tr>
<tr>
<td>Increase your professional knowledge</td>
<td>Rank:</td>
</tr>
<tr>
<td>Audio-visual</td>
<td>Rank:</td>
</tr>
<tr>
<td>Download work oriented applications</td>
<td>Rank:</td>
</tr>
</tbody>
</table>

Go to Q14

Go to Q17
PART D – Obstacles preventing the use of mobile internet

Q15 –
You don’t use mobile internet for the following material/concrete reasons:
(One reply per line)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The device is too expensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The connection charges (subscription or phone) are too high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The additional costs created by a longer connection time or downloading size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile internet is not accessible in my area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bad quality internet connection (slow, loss of connection, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My equipment is no longer adapted and I don’t want to change it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A physical disability (e.g. dexterity) or sensory disability (e.g. sight or hearing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of the above reasons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go to Q16

Q16 - You don’t use mobile internet for reasons linked to its usage
(One reply per line)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health risks (harmful waves)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have no interest in internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You prefer to meet people in person (internet is too impersonal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have more trust in paper document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For lack of skills and knowledge’s (e.g. I don’t know how to download and send a file)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To protect my privacy and my personal data (hacking of this information)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The cost of the online content (e.g. paying websites)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of the above reasons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go to Q19
Ce projet (2015-J-FL01-KA204-013720) a été financé avec le soutien de la Commission européenne. Cette publication (communication) n‘engage que son auteur et la Commission n‘est pas responsable de l‘usage qui pourrait être fait des informations qui y sont contenues.

### PART E - Your skills

#### Q17 - Are comfortable with doing the following things?
*(Go from one line to the other. Please tick only one answer per line)*

<table>
<thead>
<tr>
<th>Comfortable</th>
<th>Less Comfortable</th>
<th>Not at all comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the functions of my device (configuration, saving/backing up, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master the connection of the mobile device with your other equipment (PC, tablet, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate on internet with members of your family, friends or colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look up internet websites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Download and use embedded applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master the cost of your online activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Go to Q18*

#### Q18 - In case of difficulty, who helps you as a priority? *(Only one possible answer)*

- A family member (child, partner, etc.)  
- A professional (trainer, agricultural technician, etc.)  
- The provider of the application or of the service  
- Your access provider  
- Nobody, you give up

*Go to Q19*

### PART F: Future use of mobile internet and applications for professional purpose

In the question below, internet means browsing, e-mails and chat.
Q19- Would you like to increase your usage of internet or the applications via your mobile?

- Yes  \(\square\) Go to Q20
- No  \(\square\) Go to Q21
- Don’t know  \(\square\) Go to Q21

Q20 - Which support would you like?

(Put in order of priority: 4 for the most, 1 for the least)

- Follow training on the use of internet in general  \(\text{Rating:} \)
- Follow training on the use of mobile devices  \(\text{Rating:} \)
- Have a better knowledge of existing websites and professional applications  \(\text{Rating:} \)
- Analyse the offer of the connection suppliers (prices, services, etc.)  \(\text{Rating:} \)

Go to Q21

PART G: About you

Q21 - What is the main activity of your farm?

(Only one reply)

- Livestock farming  \(\square\)
- Tillage  \(\square\)
- Other (clarify)  \(\square\)

Go to Q22

Q22 - Are you doing an agro tourism activity?

- Tourist accommodation  \(\square\)
- Farm shop onsite  \(\square\)
- None  \(\square\)

Go to Q23

Q23 - What is your age bracket?

- 18 to 29  \(\square\)
- 30 to 45  \(\square\)
- 46 to 60  \(\square\)
- 61 to 75  \(\square\)
- 76 and over  \(\square\)

Go to Q24

Q24 - Are you male or female?

- Male  \(\square\)
- Female  \(\square\)
Q25 - In which country do you live?

- Austria
- Spain
- France
- Ireland

Q26 – Optional question: If you have them, could you please give?

Your website address:
Your professional e-mail address:

Q27- Your comments and suggestions

Thank you for completing the survey
4.3 Biblio- and sitography

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