



## U.K. National Research Report



Education and Culture DG

**Lifelong Learning Programme**

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# National Research Report

## Profile of testing group users

Student	Gender	Age	Disability	Level of Independence	Perceived barriers To independence	Ethnicity
H.C	F	42	Deaf/ learning disability	low	family reluctance	Pakistani
M N-W	M	26	Deaf/learning Disability	Low to medium	Confidence level of student /learning disability	White U.K
S.A	F	33	Deaf/ Learning Disability	low	Students learning disability issues	Black
C.G	F	43	Deaf/learning Disability	Medium to Good	Needs additional help to travel wider a field	Black
A.C	F	26	Deaf/learning disability	low	Family reluctance	Pakistani
R.B	F	24	Deaf/Learning disability	low	Students confidence	Pakistani
P.S	F	50	Deaf/learning disability	good	Has some independent travel skills	Black
A.S	M	43	Deaf/Learning Disability	Medium to Good	Additional support required to travel wider a field	White U.K

There is also a second group of students expected for travel training at bid in September. Profiles will be added accordingly on commencement of the new term.

## National Research Phase

Attitudes to independent travel among groups within the education, training and caring profession and support staff and care facilities can be dependant on a number of factors.

From interviews carried out I have discovered that there are similar factors that can prevent an individual gaining the skills needed for independent travel to be successful at different stages of the progression. There is no national curriculum for travel training in the first instance so lack of funds or drive within organisations to make it happen initially but where it does occur.

Where travel training is carried out I came up with the following responses in interviews I conducted;-

- Use of staff that were not trained to appropriate skills level to support students to train towards independent level.
- Trainers who themselves are not motivated enough to support the students to reach their full potential to reach the goal of travelling independently.
- Not enough staff to have a consistent travel training programme therefore students lacks the motivation or skills development or the autonomy needed for travel training to be successful , or the cognitive learning does not happen for independent travel to occur with individual learners.
- Students with more additional complex needs never assessed fully or not educationally stated and not considered for travel independently.
- Funding is withdrawn or is limited so that low level achievers are never given a place on a travel training programme that is dependant on additional funding from high targets of achievers being recorded.
- Asian females have cultural and religious restrictions that can prevent them gaining more independence and therefore there is no real consideration within their culture or community for independent travel

commonly there is a mini bus or taxis provided to cover any independent travel needs.

On conducting interviews with supported learning staff some colleges had a small amount of funding for travel training. One college had no provision and was unable to obtain funding, although they have students who would benefit from learning to travel independently.

### **Resources used for travel training**

From interviews from travel training professionals within Adult Supported Learning and independent travel training consortiums, it seems that there are resources in place. Some are developed by trainers to address a particular learning need with a particular student. A travel training book with cue cards and photographs of places on the locality of the route to travel are common. Resources tend to be visual and practical in their application of use, and seem to be developed on an ongoing basis to support the travel training needs of individuals with their learning needs taken into consideration as they progress.

Others are generic resources developed by national and regional transport sectors to assist people with additional needs to travel independently. Resources are generally communication cards asking the driver to support the person to get off the bus at the right bus stop or explaining that the person is Deaf or has a disability.

### **What are the Barriers to independent travel?**

The overriding aim of travel training is to support individuals in under taking travel autonomously so that they can expand their social and working opportunities.

I found from the discussions I had that people came from different view points on independent travel programmes. This was due to past experiences of trying travel training programmes before and the student not able to succeed to become independent or from the carers or families feeling that the person was unable to start working towards independent travel as they felt the student did not have the capacity to grow in this area or would be too vulnerable out in the wider community.

Currently, there are no central learning frameworks in place to support and inform programmes for either the training of individuals or the training of those who deliver the travel training.

There are no common standards to drive quality assurance either for those who deliver the training or for those who train the deliverers. This makes it difficult for organisations such as local Authorities to introduce training and/or to monitor any performance against a national standard; therefore this has implications of any profile or credibility of any travel training programme.

There is a real need for one curriculum framework for travel training, available to learners' that has accreditation by recognised awarding bodies. This could then be used within the programme of the day's educational activities of guided learning hours and true status and importance portioned to travel training, and its integration therefore would make travel training meaningful with a true profile within the day to day delivery of teaching subjects on the timetable for students.

There are possible areas for inclusion in a travel training curriculum ( this is based on feedback from current deliverers of travel training programmes).

TOPIC AREA	TOPIC AREA
<p><b>PLANNING FOR TRAVEL</b></p> <ul style="list-style-type: none"> <li>❖ How to plan a journey</li> <li>❖ How to pay for fares/buy tickets</li> <li>❖ How to read a timetable</li> <li>❖ How to read a map</li> <li>❖ How to get directions</li> <li>❖ How to find out the locations of bus stops</li> <li>❖ Working out times of journeys</li> <li>❖ Aids available to support travel</li> </ul>	<p><b>PERSONAL PREPARATION FOR TRAVELING</b></p> <ul style="list-style-type: none"> <li>❖ Making sure you have everything you need before leaving the house</li> <li>❖ Including emergency contact numbers</li> <li>❖ Ensure that some one knows when and where you are travelling</li> </ul>

It is easy to see from the above where Routemate could be a useful resource to provide support for travel training.

There are other areas to be considered and this is where travel trainers, knowledge and experience is required to get a person to the stage where independent travel can happen with success and consistently.

<b>HOW TO INTERACT WITH OTHERS</b>	<b>HEALTH AND SAFETY</b>
<ul style="list-style-type: none"><li>❖ How to relate to others staff selling tickets/driver</li><li>❖ How people conduct themselves when travelling</li><li>❖ Dealing with unhelpful staff</li><li>❖ Finding help points or asking for help</li><li>❖ Communication with others</li></ul>	<ul style="list-style-type: none"><li>❖ Safe route planning</li><li>❖ Road safety and Awareness of dangers</li><li>❖ Personal safety</li><li>❖ Looking after personal belongings</li><li>❖ Knowing how to handle an emergency</li><li>❖ Coping strategies</li><li>❖ Risk assessments</li></ul>

## Android Phone Research

Research has been carried out to identify a range of Android phones that might be suitable to purchase for the Recall project. Android is an operating system which delivers a range of software and applications in order to make a handset increasingly 'open' (Android, 2010).

In November, 2007, the Open Handset Alliance (a consortium of companies including T-mobile, HTC, Google, LG and Sony Ericsson; Open Handset Alliance, 2010), began developing the Android operating system with the aim of improving open standards for mobile devices. The number of companies in the Open Handset Alliance has increased to 71 since this initial contract, reflecting the interest in- and uptake of- 3G phones operating on the Android system. As a result, new phones are frequently being introduced to the market and mobile phone networks have expressed plans to release even more within the next year or so (Android Phone, 2010). Android phones are subsequently easily available to consumers at a variety of competitive prices.

The majority of these 3G phones operate in the 2100MHz frequency band, providing good coverage across Europe and meaning that the technology is accessible to many users (Android Phone, 2010). New updates typically aim to expand on the system's current features, fix problems and develop new Android applications. One such application appears in the HTC range, where an application similar to Route Mate can be used to identify where the user is and the routes they can take to arrive at a specific destination (HTC, 2010).

In recent years, most UK mobile phone network providers have introduced android phones to the market. Please see Table 1 for current availability of popular android phones with the UK's top service providers (Vodafone, 2010; 02, 2010; T-Mobile, 2010; 3, 2010; Orange, 2010).

Table 1: A table to show the availability of popular android phones with top network providers

Android Phone	Vodafone	O2	T-Mobile	3	Orange
HTC Desire	X	X	X	X	X
HTC Hero			X	X	X
HTC Tattoo	X				X
HTC Legend	X				
LG GW620			X		
Motorola Dext					X
Samsung i5700			X		
Sony Ericsson Xperia X10	X	X	X	X	X

In order to maximize efficiency, bid services have chosen to purchase an unlocked (sim-free) android phone and select a 'text and web' based sim card. This gives us more freedom to purchase credit as and when required and allows us to use the phone more economically. Prices for locked phones (i.e. phones with sim-cards specific to one network provider) differ in price according to the contract or pay as you go deal. As a result, approximate prices for 15 sim-free phones were researched from various providers (such as Amazon, and Play), along with additional information and reviews about the phones themselves. Prices for said phones can be seen in the table 2.

Table 2: A table showing the price of 15 sim-free android phones

No.	Android Phone	Price pounds including VAT	Price euro including VAT
1	Acer Liquid	£329.00	389.85
2	HTC Desire	£419.00	496.50
3	HTC Hero	£325.99	386.33
4	HTC Magic	£282.99	335.25
5	HTC Nexus One	£545.00	645.66
6	HTC Tattoo	£250.00	296.17
7	HTC Legend	£359.99	426.48
8	LG GT540 Swift	£159.00	188.35
9	LG GW620	£231.51	274.21
10	Motorola Dext	£279.99	331.63
11	Motorola Milestone	£420.00	497.49
12	Samsung i5700	£238.94	282.81
13	Samsung i7500	£299.00	353.91
14	Samsung s i9000	£499.99	591.88
15	Sony Ericsson Xperia X10	£350.00	414.26

After much research, bid services decided to opt for the HTC Hero. This phone has received good reviews and fits the criteria required for using the Route Mate application.

In conclusion, through our research we have found that a variety of 3G phones operating on the android system are accessible to consumers at a range of competitive prices (most are between £200-£300). As network providers and handset manufacturers introduce new phones to the market, consumers are able to select from a wide range of handsets.

### References

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