



VIPI - VIRTUAL PORTAL FOR INTERACTION AND ICT TRAINING FOR PEOPLE WITH DISABILITIES

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National ViPi Workshop 03/10/2011, Larnaca, Cyprus

www.vipi-project.eu

511792-LLP-1-2010-1-GR-KA3-KA3NW

GENERAL INFORMATION

- Start: 01 January 2011
- End: 31 December 2013
- Duration: 36 months

- Target groups:
 - People with disabilities (PwD)
 - Trainers, VET centres, etc.

- Financial support:
 - 75% EU Grant from European Commission, Lifelong learning programme, Key Activity 3 ICT

PROJECT CONSORTIUM

- **Nottingham Trent University** (United Kingdom)
– project contractor
- **PhoenixKM BVBA** (Belgium)
– project coordinator
- **Hypertech S.A. Informatics & New Technologies** (Greece)
- **Steficon SA** (Greece)
- **VŠĮ HITECO** – High Technologies for Cooperation (Lithuania)
- **G.M Eurocy Innovations Ltd** (Cyprus)



THE STORY

- An estimated 45 million people in Europe have a long-standing health problem or disability (LSHPD)
 - 16% of men and women aged 16-64 in the EU as a whole (Source: 2002 EU Labour Force Survey (LFS) and the 2004 EU Statistics on Incomes and Living Conditions)
- Only 33% of these people are not restricted in the kind or amount of work they could do or their mobility to and from work
 - Figures vary across EU members (10-50%), directly linked to the level of prosperity and the assistance available
- Of those, 68% are in employment.
- While for the ones restricted, only 28% are in employment

SOME FACTS

Figures are from 2001, Eurostat

Country	Total Population	Disabled Population²² <i>Severely Hampered</i>	Disabled Population²³ <i>Moderately Hampered</i>	Disabled Population²⁴
	(Millions)	(Millions)	(Millions)	(Percentage)
Belgium	10.3	0.6	1.0	15.5
Denmark	5.4	0.3	0.9	22.2
Germany	82.5	8.4	24.3	39.6
Greece	11.0	0.8	1.0	17.3
Spain	41.5	2.4	4.0	15.4
France	59.6	6.2	8.0	23.8
Ireland	4.0	0.2	0.5	17.5
Italy	57.3	2.6	3.8	11.2
Netherlands	16.2	1.4	2.6	24.7
Austria	8.1	0.4	0.9	16.0
Portugal	10.4	0.9	1.4	22.1

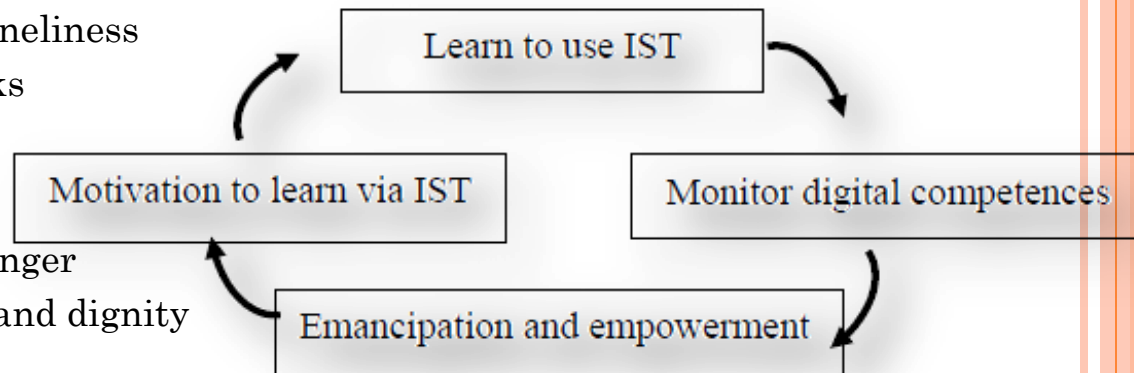
VIPI VISION

- ICT provide alternative and creative solutions for the employment of PwD
- PwD can benefit enormously from digital competences
 - core life and employability skills (see Lisbon Objectives)
 - Recent studies (www.accessible-project.eu, www.aegis-project.eu)
- Main barrier is the lack of specific training support or material
- ViPi project envisages fulfilling the gap by...
 - making available accessible and flexible training,
 - designed to be adopted directly by PwD,
 - and through centres providing special education and vocational training.

ICT AND PWD

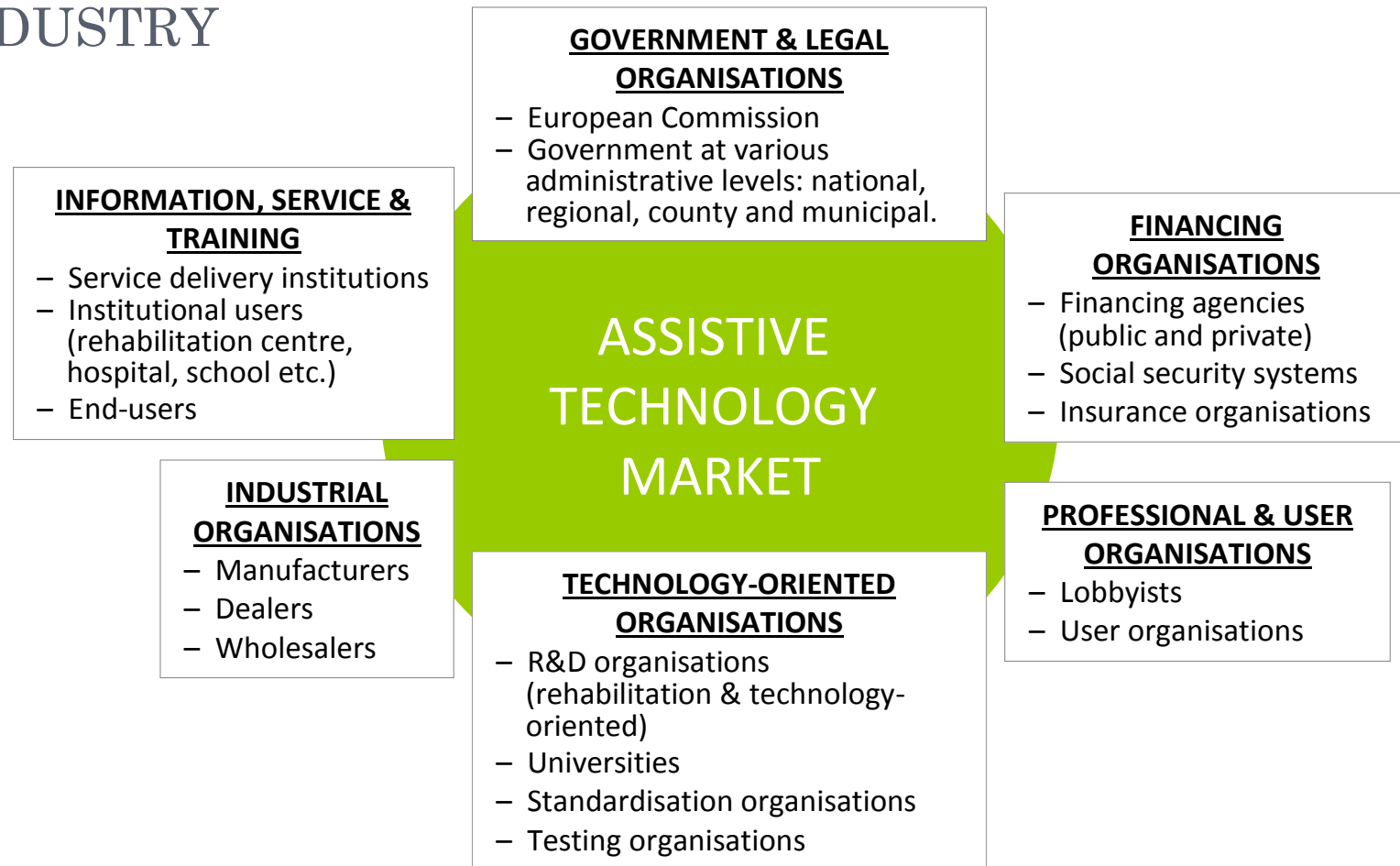
○ ICT can benefit people with disabilities:

- At Work
 - Staying active and productive for longer
 - Accessible Work environment (AT HW/SW))
 - Better quality of work and work-life balance
- In the Community
 - Overcoming isolation & loneliness
 - Keeping up social networks
 - Accessing public services
- At Home
 - Better quality of life for longer
 - Independence, autonomy and dignity
- On the Road
 - Travel in accessible manner
 - Independently
 - Multimodal



Source: Hüsing, T. (2004). 'The impact of ICT on Social Cohesion: Looking Beyond the Digital Divide

THE VARIETY OF ACTORS WHO PARTICIPATE – DIRECTLY OR INDIRECTLY – IN THE AT ICT INDUSTRY



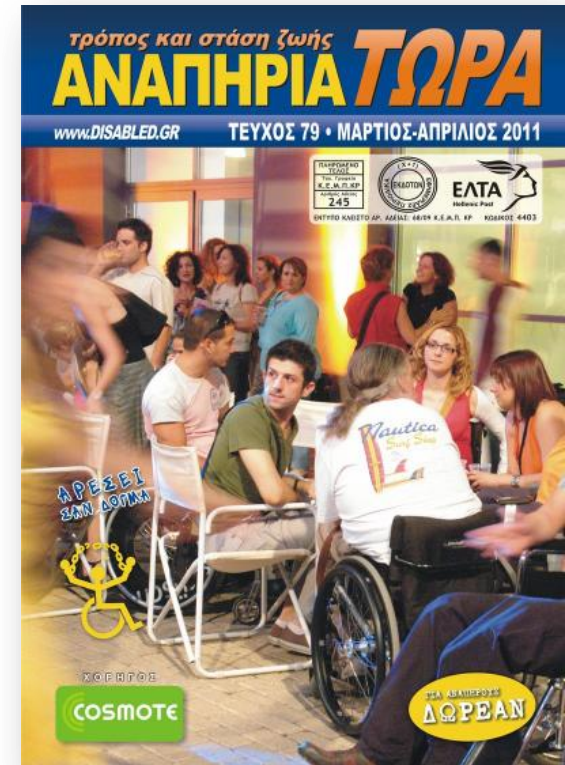
Source: Analysing and federating the European assistive technology ICT industry, Final Report, March 2009

AT INDUSTRY

- Core drivers AT ICT industry
 - **Knowledge of the disabled end-user**
 - Knowledge of the **diagnostician, prescriber of product solutions**
 - Knowledge of the **rules and procedures of different national service provider systems** in Europe, but also **reimbursement schemes**
 - **Flexibility in product design** to be able to serve different geographical markets
- Barriers
 - The **lack of knowledge by the marketplace** of types of solutions available.
 - The cost and time needed to navigate the **different national service provider systems** in Europe in order to ensure compliance
 - The **different interpretations** of national service provider systems at the regional level (thereby fragmenting a national market into regional markets)
 - The **lack of a coherent social policy for subsidising/reimbursing assistive technology** products and lack of coordination.
 - **High** assistive technology ICT equipment **prices** (i.e., which result in lower overall sales volume).

THE USER – IN GREECE

- Identified barriers in AT usage
 - Only 4 in 10 PwD aware of AT solutions that meet their accessibility needs in using ICT.
 - 11% of non-users of ICT with a disability believe that their disability prohibits them from using AT.
 - 9% indicates that there is no AT adapted to their needs.
 - Non-use of ICT attributed to lack of digital skills for 23% of non-users with a disability.
 - 45% of all participants with a disability believe that using ICT and AT requires a high level of digital skills.



FINDINGS RECENT SURVEYS – SOON PUBLIC



○ People with disabilities

● Desktop application usage

- Majority uses computer
- Most use desktop (although laptop is increasing quickly)
- OS
 - Proprietary: Mostly Windows XP followed by Vista
 - Non-proprietary: Ubuntu
- Mainly used at home and to a lesser extent at work
- Barriers
 - Lack of training
 - Cost of computer
 - Cost of AT
 - Accessing specific software

○ AT

- Speech output, Braille displays and embossers, OCR, on-screen keyboard, integrated OS settings

MAIN AIMS VIPI

- A “one-stop-shop” interactive portal & learning environment (online and via Android mobile phone) that delivers:
 - a multilingual platform (English, Dutch, Greek, Lithuanian) with:
 - an embedded social community (for VET centres, PwD, ICT training centres, etc.);
 - accessible (WCAG 2.0) online ICT for learning environment for PwD, their trainers;
 - with an interactive and vast repository of interoperable SCORM compliant learning objects
 - supported by Web 2.0 social services, and Web 3.0 for semantically enriched content
- Bring together key stakeholders and gatekeepers (VET, target groups, umbrella organizations)

EXPECTED RESULTS - PRODUCTS

- State of the art analysis on ICT skills LOs for people with disabilities;
- Comparative analysis of findings in UK, LT, GR & CY;
- A culturally adapted curriculum on ICT skills, tailored to individual user's needs;
- Multilingual training materials in alternative formats;
- Trainer handbook;
- Fully accessible online ViPi platform;
- Serious games for desktop and mobile usage;
- Local training workshops.

MORE INFORMATION:

- Official web page: www.vipi-project.eu
- Twitter: [Twitter.com/ViPi_project](https://twitter.com/ViPi_project)
- FaceBook: tinyurl.com/vipi-project

Contact us:

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