

**YES, I CAN! ICT AND ICT-AT
SKILLS DEVELOPMENT FOR ALL
FINAL SYMPOSIUM OF THE VIPI &
ATLEC PROJECTS – 04/12/2013**



**Training on ICT and ICT
AT in service provision
and the labour market**

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THE FOLLOWING SESSIONS, TO BE LED BY VDAB AND EASPD, THE NEED FOR ICT AT TRAINING

Transition
Vocational
Training
(VDAB)

Working Life
Labour
Market
(VDAB)

Independent Living Skills
Care
(EASPD)

NEED FOR TRAINING IN ICT AT IN VOCATIONAL TRAINING

- Transition is a flashpoint for people leaving mandatory education, where they will have received high levels of support and training
- What happens next will make all the difference between meaningful occupation and independence or isolation and dependence
- The availability and structure of continued training they receive at this point is therefore crucial

ICT IN EDUCATION

Survey of Schools: ICT in Education -Benchmarking Access, Use and Attitudes to Technology in Europe's Schools – EC DG Communications Networks, Content & Technology 2013 -Key Issues

- Policies and concrete support needed to facilitate digitally supportive schools
- Teachers' confidence and opinions about ICT use for T&L affect the frequency of students' ICT use for learning – Policy issue – need to massively invest in teacher professional development as a necessary accompaniment to investment in school ICT infrastructure
- Students' ICT use during lessons still lags far behind their use of ICT out of school, affecting their confidence in their digital competences.

ICT IN SCHOOLS – CRITICAL FACTORS

- ICT infrastructure for highly digitally equipped schools
- How well is it used - % teachers using ICT >25% classes not increased since 2006
- Students' computer experience from home is greater than at school -The low use of digital resources and tools in school is a concern.
- Teachers' professional development - across the EU, only about 25% of students at grade 8 and 11 and 30% at grade 4 are taught by teachers for whom ICT training is compulsory
- Confidence levels –in teachers, teaching assistants and students

EUROPEAN COMMISSION REPORT FINDINGS ON ICT AT TRAINING

European Commission Information Society and Media Directorate-General by Deloitte, 'INTERNAL MARKET FOR INCLUSIVE AND ASSISTIVE ICT, TARGETED MARKET ANALYSIS AND LEGISLATIVE ASPECTS' – key relevant findings:

- The Assistive ICT industry in Europe is mainly categorized by a large amount of Small and Medium Sized Enterprises (SMEs).
- There is an inconsistency across the member states in terms of issues relating to employers, the financial incentives they are offered to employ people with disabilities varies as does the obligation of providing Assistive ICT technologies that is in place in some countries by national legislation
- Licensing and upgrades - Acquiring and upgrading Assistive ICT can be an issue due to high prices
- Standardisation and interoperability affect usage

AT ISSUES CONTD

- **Users' awareness** – the report observes that Assistive ICT users often prefer to stick with their version of a technology due to the lack of awareness about the alternative open source products. Adding to that is a steep learning curve associated with mastering new technologies.
- Having a chance to “**try before you buy**” is often not there for persons with disability.
- Lack of **disability awareness** among customer services staff, often making advice and support inadequate.
- Training levels and policy (rights) differ between the 3 life areas covered in the following presentations

EXPERIENCE OF ICT TRAINING FOR PEOPLE WITH DISABILITIES (VIPI SURVEY)

Information and Communications Technology training problems experienced by people with disabilities...

- The training was too basic
- The cost was too high
- The price of the required software
- Duration of the training too short (although too long was also prevalent)
- Pitched at wrong level (insufficient basic skills to access)
- Format/accessibility of training

ASPECTS OF ASSISTIVE TECHNOLOGY TRAINING PEOPLE WITH DISABILITIES ARE UNHAPPY WITH (ATLEC SURVEY)

- Cost too high
- Often it is done once and never repeated – too much to take in or remember
- Done by wrong person (eg support staff or carer with insufficient knowledge themselves)
- Not personalised to individual's needs
- Too generic
- Pitched at wrong level (too basic/too advanced)

IMPORTANT ASPECTS OF ICT AT TRAINING FOR PEOPLE WITH DISABILITIES (ATLEC SURVEY)

- Cost
- Support to communicate with friends and for everyday life and increased independence is a key priority;
- Training content needs to be accessible to all skills levels;
- Flexibility of learning paths is important;
- Prior assessment of training needs – this will aid individuals to know what skills people have and at what level training should be pitched
- To show how training can develop skills levels and increase employability

THEREFORE....HYPOTHESES FROM THESE STUDIES

- Digital Inclusion for disabled people through the use of ICT AT is a key factor in social inclusion including access to employment, education and quality of life.
- Lack of awareness, information provision and cohesive training is a barrier to access to and provision of Assistive ICT for consumers of Assistive ICT at individual, organizational and state levels.
- The confidence and Digital Skills levels of trainers and support staff are of equal importance to the confidence and skills levels of the people with disabilities
- We must look to get cohesive policies in terms of digitally enabled service infrastructure, access, rights and opportunities to AT usage and training provision across all countries and the three life areas, which we will now turn to....