



Harare, Zimbabwe
8th – 12th October 2018

Train of Trainers in Computer access and Digital Skills for people living with Disabilities

8 th October 2018	
8h: 30 – 9h:30	<p>Welcoming, Registration and Opening Welcoming speech ITU Opening speech Ministry of ICT and Cyber Security</p> <ul style="list-style-type: none"> • ITU Representatives for Southern Africa • Ministry of ICT and Cyber Security
9h:30 – 10h:30	<p>Session 1: Training overview</p> <p>To ensure standardisation within the Train The trainer group the program will consist of fundamental and specialisation modules. The purpose of the fundamental modules is to ensure competence on the mentioned Microsoft Applications (Internet and e-Mail, MS Word, MS PowerPoint, MS Excel) The specialization modules will cover applications designed for assistive adaptive technology applications in support of people with disabilities.</p> <p>Overview of Fundamental Modules</p>
10h: 30 - 10:45	<i>Break</i>
10:45 - 12:00	<p>Session 2: Key Applications (MS Word, MS Excel, MS PowerPoint) Covers popular word processing, spreadsheet and presentation applications and the common features of all applications. Key outcomes include.</p> <ul style="list-style-type: none"> • Starting and exiting an application, identify and modify interface elements and utilize sources of online help. • Performing common file-management functions.
12:15– 14:00	
14:00 – 16:00	<p>Session 2: (Continued)</p> <ul style="list-style-type: none"> • Performing common editing and formatting functions. • Performing common printing/outputting functions.
16:00 – 16:15	<i>Break</i>
16:15 – 18:00	<p>Session 2: (Continued)</p> <ul style="list-style-type: none"> • Being able to format text and documents including the ability to use automatic formatting tools. • Being able to use word-processing tools to automate processes such as document review, security and collaboration. • Being able to modify worksheet data, structure and formatting. • Being able to sort data, manipulate data using formulas and functions and create simple charts.

	<ul style="list-style-type: none"> • Being able to create and format simple presentations
9th October 2018	
9:00 - 10:30	<p>Session 3: Living Online. This session covers a foundational understanding of computing Key outcomes that include the following:</p> <ul style="list-style-type: none"> • Identifying network fundamentals and the benefits and risks of network computing. • Identifying different types of electronic communication/collaboration and how they work. • Identifying how to use an electronic mail application. • Identifying the appropriate use of different types of communication/collaboration tools and the “rules of the road” regarding online communication (“netiquette”).
10:30 - 10:45	
10:45 - 12:15	<p>Session 3 (continued)</p> <ul style="list-style-type: none"> • Identifying information about the Internet, the World Wide Web and Web sites and be able to use a Web browsing application. • Understanding how content is created, located and evaluated on the World Wide Web. • Identifying how computers are used in different areas of work, school and home. • Identifying the risks of using computer hardware and software and how to use computers and the Internet safely, ethically and legally.
12:15 – 14:00	<i>Lunch</i>
14:00 – 15:30	Session 5: Visit to the Community Information Centre
15:30 – 15:45	<i>Break</i>
15:45 – 17:30	Session 5: (continued) Visit to the Community Information Centre
10th October 2018	
9:00 - 10:30	<p>Session 7 : Assistive /Adaptive Technologies: The specialization modules will cover applications designed for assistive adaptive technology applications in support of people with disabilities.</p> <ul style="list-style-type: none"> • Overview of typical disabilities that will be encountered and how to deal with people with these challenges will be built into the program
10:30 - 10:45	<i>Break</i>
10:45 - 12:15	Session 7: (Continued)
12:15 – 14:00	<i>Lunch</i>
14h:00 – 15h:30	Session 8: Job Access with Speed (JAWS) is a computer screen reader program

	for Microsoft Windows that allows blind and visually impaired users to read the screen either with a text-to-speech output or by a refreshable Braille display.
15:30 – 15:45	<i>Break</i>
15:45 – 17:30	Session 8: (Continued) Job Access with Speed (JAWS) is a computer screen reader program for Microsoft Windows that allows blind and visually impaired users to read the screen either with a text-to-speech output or by a refreshable Braille display.
11th October 2018	
9: 00 - 10:30	Session 9: Overview of Assistive Technologies for Computers Inputs
10: 30 - 10:45	<i>Break</i>
10:45 - 12:15	Session 10: Hand-Strapped Typing Aid and stakeholders Hand-Strapped Typing Aid - Hand-strapped typing aids are pencil sized sticks with rubber tips that strap around the palm area of the user's hand (right, left, or both). These provide the user with a rigid point option they can control with the gross motor movement of their hands and arms. These typing aids are primarily used by people who's disability (SCI, ALS, neuromuscular disorders, TBI, RSI, etc.) has effected the fine motor control of their fingers, causing an inability to accurately target or press keys on a standard keyboard
12:15 – 14:00	<i>Lunch</i>
14:00 – 15:30	Session 11 : Mouth Stick and stakeholders Mouth Stick - Mouth sticks are a similar concept to hand-strapped typing aids. They provide the user with a rigid pointing device that, due to the user's disability, is easier for the user to control than their finger. A mouth stick is roughly 8"-12" long and attaches to a retainer-like bite plate that the user holds in his or her mouth to operate the stick. To effectively use a mouth stick, the user must have good head control. A typical user typically has little or no arm control due to his/her disability.
15:30 – 15:45	<i>Break</i>
15:45 – 17:30	Session 12: Head Pointer and stakeholders Head Pointer - A head pointer is similar to a mouth stick except instead of holding the device in one's mouth, it is strapped to the user's head. Control with a head pointer is dependent on the tightness of the strap, thus good head pointer control usually correlates with discomfort. Head pointers also have a degree of dependency because most people who use head pointers rely on someone else to put it on. Those who have used both find greater control and comfort with a mouth stick. A typical head pointer user is similar to a mouth stick user with the added difficulty of unreliable mouth control, a need to breathe through one's mouth, or cognitive disabilities preventing the ability to understand the proper use of a mouth stick.

12th October 2018

9:00 - 10:00	Session 13: Key Guard and Stakeholders Key Guard - Unlike the other typing aids, key guards are not used as a replacement for an inability to point with one finger. A key guard is a piece of plastic or wood with holes corresponding to each key that is placed over a keyboard to help isolate each key. This prevents multiple same-time key hits while also directing users to the proper key and improving the user's typing accuracy. Key guards can be used with or without any of the previously mentioned typing aids. A typical user would be someone with an inability to accurately target an individual key on a keyboard due to a fine motor disability.
10:00 - 10:15	<i>Break</i>
10:15 - 10:45	Session 14: Case Study on physical and mental disability Digital Literacy program to Deaf/Mute disability Stakeholders
10:45 - 12:15	<i>Closure</i>
12:15 - 14:00	<i>Lunch</i>