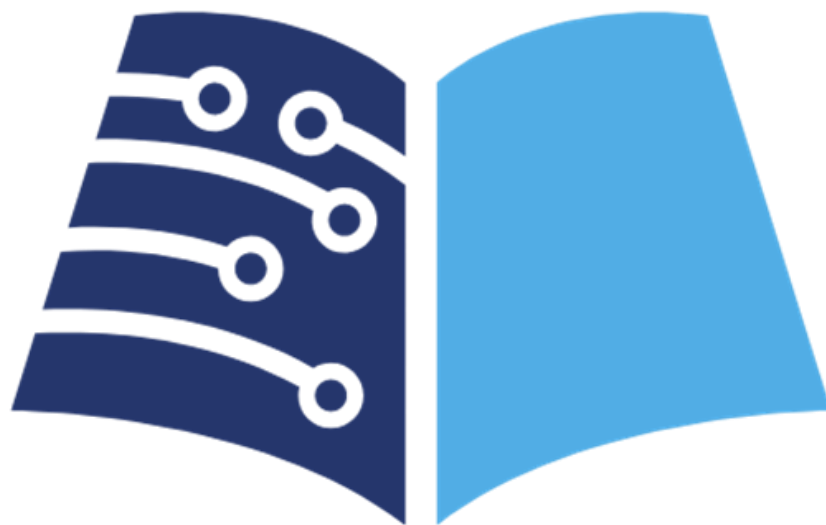




DIGITABILITY

Promoting people with disabilities' employment by enhancing their digital skills and competences to support a remote working scheme.

Syllabus



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Course expectations and responsibilities

The topic of the Draft	Content	Organization responsible to develop the content	Expectations/ learning objectives
I. Basic knowledge of devices	computer, mobile	Sigma business network	be able to use a range of devices and adapt them in an accessible mode.
II. Accessing information online	browsing, search engines	Ierfop	be able to search for information on the internet and apply it in an accessible way.
III. Online learning	collaboration and LMS	PRISM	be able to use online learning management systems in accessibility mode.
IV. Organising your information	drive, one drive, iCloud	BQC	be able to organise information in an accessible way.
V. Creating content (Office application)	web sites, office apps	VIKO	be able to create content in an accessible way.
VI. Communicate online	email, communication	Eugene	be able to communicate online in an accessible way.

The content

Learning objectives – each chapter should address accessibility issues for people with a range of disabilities to enable them to access digital skills.

Training material is prepared according to Syllabus below.

Resources – special software and hardware.

Duration of training – 5 working days, 8 hours per day, **a total of 40 hours** recommended.

Accessibility types:

- Accessibility for people with visual impairments
- Accessibility for people with hearing impairments
- Accessibility for people with physical disabilities
- Accessibility for people with cognitive impairments (autism spectrum disorder/ dyslexia/ dysgraphia/ dyscalculia / ADHD).

Each subtopic should contain information on all types of accessibility. Do not fill in if no information is available.

I - Basic knowledge of devices

1. Introduction
2. Working with accessibility devices (specific accessibility input/ output devices) (*emphasise the special software, i. e. drivers, that needs to be installed on the device for a particular operating system*)
 - 2.1. MS Windows OS
 - 2.1.1. Accessibility for People with Visual Impairments
Exercises
 - 2.1.2. Accessibility for People with Hearing Impairments
Exercises
 - 2.1.3. Accessibility for People with Physical Disabilities
Exercises
 - 2.1.4. Accessibility for People with Cognitive Impairments (autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)
Exercises
 - 2.1.5. Tests
 - 2.1.6. Resources
 - 2.2. Apple OS (the same structure as 2.1. MS Windows OS)
 - 2.3. Linux OS (the same structure as 2.1. MS Windows OS)
3. Operating System Accessibility Management for Computers
 - 3.1. MS Windows OS
 - 3.1.1. Desktop, Icons, Settings

- 3.1.1.1. Accessibility for People with Visual Impairments Exercises
- 3.1.1.2. Accessibility for People with Hearing Impairments Exercises
- 3.1.1.3. Accessibility for People with Physical Disabilities Exercises
- 3.1.1.4. Accessibility for People with Cognitive Impairments (autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD) Exercises
- 3.1.1.5. Tests
- 3.1.1.6. Resources
- 3.1.2. File management (the same structure as 3.1.1. Desktop, Icons, Settings)
- 3.1.3. Network (the same structure as 3.1.1. Desktop, Icons, Settings)
- 3.1.4. Security (the same structure as 3.1.1. Desktop, Icons, Settings)
- 3.1.5. Tests
- 3.1.6. Resources
- 3.2. Apple Mac OS (The same structure as 3.1. MS Windows OS if exists)
- 3.3. Linux (The same structure as 3.1. MS Windows OS if exists)
- 4. Operating System Accessibility Management for Smart Devices
 - 4.1. Android Tablet and Smartphones

- 4.1.1. Accessibility for People with Visual Impairments Exercises
- 4.1.2. Accessibility for People with Hearing Impairments Exercises
- 4.1.3. Accessibility for People with Physical Disabilities Exercises
- 4.1.4. Accessibility for People with Cognitive Impairments (autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD) Exercises
- 4.1.5. Tests
- 4.1.6. Resources
- 4.2. iPad, iPhone (The same structure as 4.1. Android Tablet and Smartphones if exists)
- 5. Operating System Accessibility Management for others (The same structure as 4. Operating System Accessibility Management for Smart Devices if exists)

II - Accessing information online

- 1. Introduction
- 2. Web Browsing Accessibility Management
 - 2.1. MS Edge

2.1.1. Accessibility for People with Visual Impairments

Exercises

2.1.2. Accessibility for People with Hearing Impairments

Exercises

2.1.3. Accessibility for People with Physical Disabilities

Exercises

2.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.1.5. Tests

2.1.6. Resources

2.2. Google Chrome (The same structure as 2.1. MS Edge if exists)

2.3. Safari (The same structure as 2.1. MS Edge if exists)

2.4. FireFox (The same structure as 2.1. MS Edge if exists)

2.5. Opera (The same structure as 2.1. MS Edge if exists)

3. Search Engines Accessibility Management

3.1. Google

3.1.1. Accessibility for People with Visual Impairments

Exercises

3.1.2. Accessibility for People with Hearing Impairments

Exercises

3.1.3. Accessibility for People with Physical Disabilities

Exercises

3.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

3.1.5. Tests

3.1.6. Resources

3.2. Bing (The same structure as 3.1. Google if exists)

3.3. Yandex (The same structure as 3.1. Google if exists)

3.4. Others (The same structure as 3.1. Google if exists)

III - Online learning

1. Introduction (i.e. advantages and disadvantages)

2. Online Learning Platform Accessibility Management

2.1. Moodle

2.1.1. Accessibility for People with Visual Impairments

Exercises

2.1.2. Accessibility for People with Hearing Impairments

Exercises

2.1.3. Accessibility for People with Physical Disabilities

Exercises

2.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.1.5. Tests

2.1.6. Resources

2.2. Google Classroom (The same structure as 2.1. Moodle if exists)

2.3. MS Teams (The same structure as 2.1. Moodle if exists)

2.4. Others (The same structure as 2.1. Moodle if exists)

IV - Organising your information

1. Introduction

2. Online Drives Accessibility Management

2.1. Google Drive

2.1.1. Online File Management

2.1.1.1. Accessibility for People with Visual Impairments

Exercises

2.1.1.2. Accessibility for People with Hearing Impairments

Exercises

2.1.1.3. Accessibility for People with Physical Disabilities

Exercises

2.1.1.4. Accessibility for People with Cognitive Impairments (autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.1.1.5. Tests

2.1.1.6. Resources

2.1.2. Docs (The same structure as 2.1.1. Online File Management)

2.1.3. Sheets (The same structure as 2.1.1. Online File Management)

2.1.4. Slides (The same structure as 2.1.1. Online File Management)

2.1.5. Forms (The same structure as 2.1.1. Online File Management)

2.1.6. Translator (The same structure as 2.1.1. Online File Management)

2.2. One drive

2.2.1. Online File Management

2.2.1.1. Accessibility for People with Visual Impairments

Exercises

2.2.1.2. Accessibility for People with Hearing Impairments

Exercises

2.2.1.3. Accessibility for People with Physical Disabilities

Exercises

2.2.1.4. Accessibility for People with Cognitive Impairments (autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.2.1.5. Tests

2.2.1.6. Resources

2.2.2. Word (The same structure as 2.2.1. Online File Management)

2.2.3. Excel (The same structure as 2.2.1. Online File Management)

2.2.4. Power Point (The same structure as 2.2.1. Online File Management)

2.2.5. Forms (The same structure as 2.2.1. Online File Management)

2.3. iCloud

2.3.1. Online Files Management

2.3.1.1. Accessibility for People with Visual Impairments

Exercises

2.3.1.2. Accessibility for People with Hearing Impairments

Exercises

2.3.1.3. Accessibility for People with Physical Disabilities

Exercises

2.3.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.3.1.5. Tests

2.3.1.6. Resources

2.3.2. Numbers (The same structure as 2.3.1. Online Files Management)

2.3.3. Pages (The same structure as 2.3.1. Online Files Management)

2.3.4. Keynotes (The same structure as 2.3.1. Online Files Management)

2.4. Others (The same structure as 2.1. Google Drive)

V - Creating content

1. Introduction

2. Desktop Office Apps Accessibility Management

2.1. MS Office

2.1.1. Word

2.1.1.1. Accessibility for People with Visual Impairments

Exercises

2.1.1.2. Accessibility for People with Hearing Impairments

Exercises

2.1.1.3. Accessibility for People with Physical Disabilities

Exercises

2.1.1.4. Accessibility for People with Cognitive Impairments (autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.1.1.5. Tests

2.1.1.6. Resources

2.1.2. Excel (The same structure as 2.1.1. MS Word)

2.1.3. Power Point (The same structure as 2.1.1. MS Word)

2.1.4. Paint (The same structure as 2.1.1. MS Word)

2.1.5. Snipping (The same structure as 2.1.1. MS Word)

2.2. Libre Office or other open-source office

2.2.1. Writer

2.2.1.1. Accessibility for People with Visual Impairments

Exercises

2.2.1.2. Accessibility for People with Hearing Impairments

Exercises

2.2.1.3. Accessibility for People with Physical Disabilities

Exercises

2.2.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.2.1.5. Tests

2.2.1.6. Resources

2.2.2. Calc (The same structure as 2.2.1. Writer)

2.2.3. Impress (The same structure as 2.2.1. Writer)

2.2.4. Draw (The same structure as 2.2.1. Writer)

2.3. Mac OS office

2.3.1. Pages

2.3.1.1. Accessibility for People with Visual Impairments

Exercises

2.3.1.2. Accessibility for People with Hearing Impairments

Exercises

2.3.1.3. Accessibility for People with Physical Disabilities

Exercises

2.3.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.3.1.5. Tests

2.3.1.6. Resources

2.3.2. Numbers (The same structure as 2.3.1. Pages)

2.3.3. Keynote (The same structure as 2.3.1. Pages)

3. Web sites CMS Accessibility Management

3.1. Web sites CMS

3.1.1. WordPress

3.1.1.1. Accessibility for People with Visual Impairments

Exercises

3.1.1.2. Accessibility for People with Hearing Impairments

Exercises

3.1.1.3. Accessibility for People with Physical Disabilities

Exercises

3.1.1.4. Accessibility for People with Cognitive Impairments (autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

3.1.1.5. Tests

3.1.1.6. Resources

3.1.2. Joomla (The same structure as 3.1.1. WordPress)

3.1.3. PrestaShop (The same structure as 3.1.1. WordPress)

3.1.4. Other content publishing platform (domain) (The same structure as 3.1.1. WordPress)

VI - Communicating online

1. Introduction

1.1. Collaboration Platforms Accessibility Management

1.1.1. MS Teams

1.1.1.1. Accessibility for People with Visual Impairments

Exercises

1.1.1.2. Accessibility for People with Hearing Impairments

Exercises

1.1.1.3. Accessibility for People with Physical Disabilities

Exercises

1.1.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

1.1.1.5. Tests

1.1.1.6. Resources

1.1.2. Google Classroom (The same structure as 1.1.1. MS Teams)

1.1.3. Zoom (The same structure as 1.1.1. MS Teams)

1.1.4. Others (The same structure as 1.1.1. MS Teams)

2. Email Accessibility Management

2.1.1. MS Outlook

2.1.1.1. Accessibility for People with Visual Impairments

Exercises

2.1.1.2. Accessibility for People with Hearing Impairments

Exercises

2.1.1.3. Accessibility for People with Physical Disabilities

Exercises

2.1.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

2.1.1.5. Tests

2.1.1.6. Resources

2.1.2. Google Gmail (The same structure as 2.1.1. MS Outlook if exists)

2.1.3. Mac mail (The same structure as 2.1.1. MS Outlook if exists)

2.1.4. Others (The same structure as 2.1.1. MS Outlook if exists)

3. Communication Accessibility Management

3.1. Messenger

3.1.1. Accessibility for People with Visual Impairments

Exercises

3.1.2. Accessibility for People with Hearing Impairments

Exercises

3.1.3. Accessibility for People with Physical Disabilities

Exercises

3.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

3.1.5. Tests

3.1.6. Resources

3.2. Viber (The same structure as 2.2.1. Messenger)

3.3. WhatsUp (The same structure as 2.2.1. Messenger)

3.4. Others (The same structure as 2.2.1. Messenger)

4. Social Network Platforms Accessibility Management

4.1. Facebook

4.1.1. Accessibility for People with Visual Impairments

Exercises

4.1.2. Accessibility for People with Hearing Impairments

Exercises

4.1.3. Accessibility for People with Physical Disabilities

Exercises

4.1.4. Accessibility for People with Cognitive Impairments
(autism/ dyslexia/ dysgraphia/ dyscalculia/ ADHD)

Exercises

4.1.5. Tests

4.1.6. Resources

4.2. Instagram (The same structure as 4.1. Facebook)



- 4.3. LinkedIn (The same structure as 4.1. Facebook)
- 4.4. Youtube (The same structure as 4.1. Facebook)
- 4.5. Others (The same structure as 4.1. Facebook)