

Paving the way with ICT

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Background

According to societal reforms and anti-discrimination laws, people with intellectual disability have the right to be included in the different areas of the society.

Often, people with intellectual disability work in social enterprises or activity centres.

They seldom have the opportunity to work at ordinary work places.

Other groups are taking over jobs in social enterprises due to increased requirements in ordinary jobs.

Strategies and tools for remaining in social enterprises, and if possible, getting jobs at ordinary work places, are needed for persons with intellectual disability.

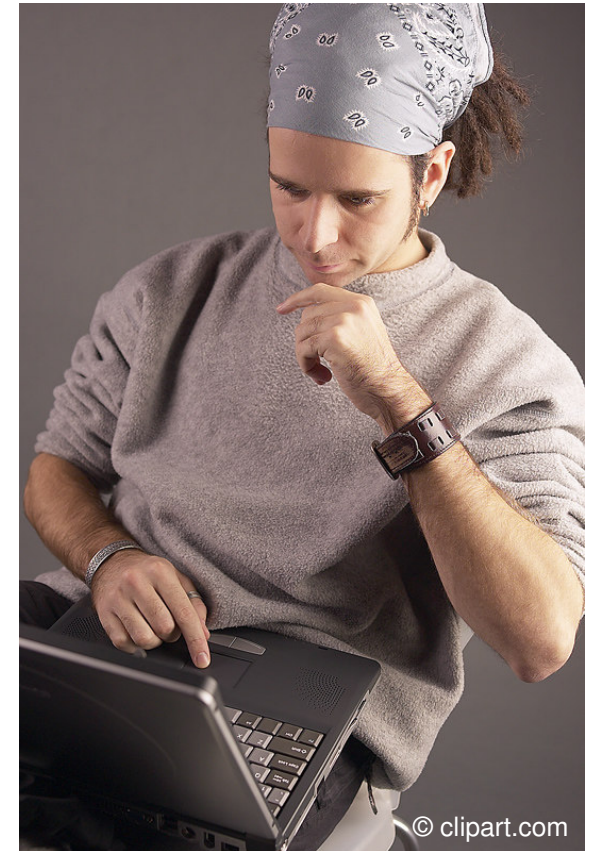


<http://njnetwork.com/tag/pei-council-of-disabled>

Paving the way with ICT

Our project focuses on the use of ICT (information and communication technology) in the learning of work-related tasks and the use of ICT at work.

The main goal of the project is to include people with intellectual disability in the working life in general, and to develop their abilities to perform tasks connected to the use of ICT in particular.



Importance of ICT

Often, people have prejudices and think that learning and using ICTs is too difficult for people with intellectual disability.

Our basic assumptions are that enhanced ICT-skills:

- increase work motivation
- increase self-esteem
- increase work opportunities



<http://www.time4learning.com/images/nev%20smaller.jpg>

Project facts

Financed by the Norwegian Labour and Welfare Administration (www.nav.no/english).

Total budget of about 90.000 €, including salaries and ICT-equipment.

Relatively cheap video equipment and mobile phones were used.

No professional photographer or film producer was involved.

Runs March–December 2010.

Collaboration between:

- Fossheim Verksteder AS (social enterprise / rehabilitation company) www.fv.no
Involved at Fossheim: 8 employees, 4 supervisors and 3 managers.
Employees: Age: 22-49 years, 3 females, 5 males.
- Karde AS (research and development, ICT) www.karde.no

Realisation

The main “tool” in the first part of the project was video-filming of work tasks and work processes, such as:

- quality-checking and repairing destroyed set-top boxes (satellite tuners)
- packaging of laboratory equipment
- scanning bar-codes and attaching labels to boxes
- printing barcode cards

The employees studied learning videos on a **PC** or a **mobile phone**.

Fundamental to this idea is that learning by using ICTs may be an effective way of learning for employees with intellectual disability.

Handling the video may in itself be satisfying and time saving.



Results from the first phase: interviews of employees

5 learning videos were used.

The employees were trained to run videos themselves on PCs and mobile phones.

The supervisors were observing and completing logg-forms.

The employees and the supervisors were interviewed.

1. 7 of 8 employees liked to learn by watching video film.
2. They understood what was done and said in the videos.
3. Most of them found it easy to remember what do to.
4. 5 of them would prefer this way of learning compared to other methods.
5. 3 preferred to use mobile phone, 5 to use PC.
6. Comment: "This is much better than having somebody hanging over you."
"What to do seemed so obvious."

Results from the first phase: interviews of supervisors

1. All 4 found the learning effect by watching videos positive for *all employees*.
2. They thought that learning by watching videos also for *other tasks* would be positive.
3. They thought that the effect would be positive at *other work places* as well.
4. Comments:
 - "She was more focused on learning when watching film, not distracted like she usually would have been."
 - "He seemed to have saved the process in his head from the first time he saw the video."
 - "Instruction by videos probably gives a more active learning process than an instruction that is not so well prepared."

Next phases



- Later, learning ICT-related tasks in a broader context are being implemented. Examples: copying documents, producing text documents, franking letters and shipments, and stock updating in Excel-spreadsheet.
- Tasks that improve social interaction and the social milieu, such as taking and using digital photos, and making invitations to social happenings, will be selected.
- Some employees will teach other employees ICT-related tasks, such as using the copying machine.

Demo video here – not included in the slides file.

Concluding remarks

- Supervisors have now learned to produce similar instruction videos themselves.
- They have produced learning videos for the next phase of the project.
- They think learning by watching videos seems to be an effective way of learning for the employees and time-saving for the supervisors.
- Good video films ensures good pedagogic in the learning process.