

Towards a job profile of an ICT-AT trainer

Evert-Jan HOOGERWERF^a, Ivan TRAINA^b

^aAIAS Bologna onlus – Ausilioteca Team, ^b University of Bologna, Department of Education

Background

Within the ATLEC project (518229-LLP-1-2011-UK-LEONARDO-LMP) a job profile of an Information and Communication Technology-Assistive Technology trainer (“ICT-AT trainer” henceforward) was developed.

Activity Report

A preliminary analysis revealed that a formal and specific qualification for ICT-AT trainer does not seem to exist in Europe and the function is in reality performed by professionals with a wider professional preparation whose educational background, professional profile and job description varies depending on the context and the country.

A job profile typically includes a list of: required competences, a role description within a given organisational context, goals, tasks and responsibilities. Where the competences required from an ICT-AT trainer are basically the same for any work environment -due to similar type of needs across the target population-, the tasks, functions and responsibilities of an ICT-AT trainer might differ depending on the operational context, e.g. AT Centres, Health Units, Disabled People Organizations, Schools, Higher Education Institutions, Vocational Training centres, AT vendors, etc. In other words, whilst knowledge, skills and competences basically are the same, the role, goals, tasks and responsibilities may change, on the basis of the needs of the structures in which the professional will be placed. This makes it difficult to speak about a unique job profile for ICT-AT trainer, but it does make it possible to reflect on the **core areas of ICT-AT knowledge, skills and competences required to perform this specialized role.**

Within the ATLEC project we have therefore described 5 job profiles based on realistic work environments: formal education, AT Centres, informal adult education, vocational training centres, community settings. Together with wider aspects related to required education and experience they are reported in the project report (see References). In the annex to this fact sheet we present the **core competence framework** as designed within the project and as discussed by the consortium and with a panel of international experts.

Conclusions

Digital skills acquisition of persons with disabilities is definitely a priority for the inclusive society and for closing the digital divide. ICT-AT learning is an important part of digital skills development. ICT-AT trainers can fulfil an important role. As learning takes place in different contexts, jobs will probably always be different, but qualifications and competences required should be further investigated and validated in order to promote the very idea that professional intervention is needed, as well as structural investments in digital skills development of citizens at risk of digital exclusion.

References

The full report: <http://atlec-project.eu/wp-content/uploads/2014/04/D.7.3-Job-profile-of-ICT-AT-EN.pdf>

Contact details

Evert-Jan Hoogerwerf. AIAS Bologna onlus Ausilioteca Team. E-mail: hoogerwerf@ausilioteca.org.

Proposed ATLEC Competence framework for an ICT-AT trainer

	General	Technical	Specific
Knowledge*	<ul style="list-style-type: none"> Broad theoretical and practical knowledge in the ICT and ICT-AT field. Demonstrate critical awareness of knowledge issues in the ICT-AT field and at the interface between different disciplines. Knowledge of the advantages of using the personal solution compared to non-using it. Good understanding of national and local current legislation relevant to disabled people. Knowledge and understanding of the UN Convention on the Rights of Persons with disabilities. Knowledge of the rehabilitation, educational and social services that people with disabilities typically refer to, especially those relevant in the AT implementation process. Understanding of education and learning processes. Knowledge of the basics of user human centered design 	<ul style="list-style-type: none"> Working knowledge and comprehensive understanding of ICT-AT including: hardware, software, and practices which allow persons with disabilities equal access and creates the most inclusive environment. Knowledge of effective best practices and current issues in the field of accessibility and user centred approach, including adaptations and modifications that enable people to improve their quality of life. Excellent knowledge of emerging mobile technology, tablet computers and social networks 	<ul style="list-style-type: none"> Demonstrable knowledge of the application of ICT-AT strategies pertinent to specific groups of persons with disabilities. Demonstrable knowledge of assistive devices and be able to describe the personal assistive solutions in their context of use and their expected outcome. Demonstrable knowledge of the AT market and ability to search and find information about ICT-AT solutions at local and national level. Awareness of international databases in this field.
Skills**	<ul style="list-style-type: none"> Excellent teaching skills Ability to design learning programmes that respond to training needs by integrating multidisciplinary knowledge elements from different sources. Excellent interpersonal and communication skills Good organisational and time management skills. Elementary skills in applying the basics of user centred design. Skill to perform a context analysis before implementing AT. 	<ul style="list-style-type: none"> Mastery of methods and tools in many areas of AT. Experience in setting up and using ICT-AT. Ability to transform emerging technologies (i.e. mobile applications, social networks, e-learning) in opportunities for learning. 	<ul style="list-style-type: none"> Experience of working with disabled people, families, professionals and HRMs. Ability to adapt learning programmes to the needs and wishes of the disabled learner. Ability to identify critical issues during the training related to personal training needs and the appropriateness of the solutions identified for the learner.
Competences***	<ul style="list-style-type: none"> Demonstrate autonomy in the direction of training and high level of understanding of education and learning processes of people with different disabilities Demonstrate ability to develop individualised training programmes that are responsive to the needs identified. Express a comprehensive, personalized viewpoint showing respect for the view of others. Work effectively both independently and as part of a multi-disciplinary team, also during the assessment phase. Demonstrate experience of operational interaction in multidisciplinary teams and within complex environments. Demonstrate experience in context analysis. 	<ul style="list-style-type: none"> Demonstrate excellent knowledge of current and evolving trends in ICT and assistive technology. Apply working knowledge of specialist assistive software or hardware and skills in reaching satisfying outcomes. Demonstrate ability to interact with ICT-AT technicians for expert advice and the personalisation of devices and solutions. 	<ul style="list-style-type: none"> Show initiative in the management of training processes to develop awareness for the benefit of using ICT-AT in personal context. Demonstrate empathy, involvement and motivation in dealing with learners with disabilities. Make recommendations based on the integration of social and educational issues.

We have referred to the European Qualification Framework for the following definitions: **Knowledge** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual. **Skills** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). **Competence** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.