

## Developing an adult learning Information Communication Technology (ICT) project for adults with learning disabilities

### Project Outline Information

This project aims to provide adults with learning disabilities aged 30+ with Information Communication Technology (ICT) learning opportunities which could include courses, taster sessions and bitesize programmes. This project will involve a Community Association representative(s) attending a one day Total Communications Training course gaining knowledge, skills and understanding of working with adults with learning disabilities. The project will be tailored to the ICT learning needs of adults with learning disabilities in your community.

#### Aim

To enable Community Associations to provide ICT learning opportunities to adults aged 30+ in their locality and to potentially increase their participation.

#### Objectives

By the end of this project Community Associations will have;

- Sent an appropriate representatives to attend Total Communications Course.
- Gained increased awareness within the Community Association about the needs of adults with learning disabilities.
- Sourced/Identified other local providers to map provision in the local area so as not to overlap and make links with those providers where possible.
- Developed partnerships with other local organisations to support the project where appropriate.
- Developed project aims, objectives and outcomes (see section below) supported by development of a project plan and action plan for organisation and delivery.
- Obtained appropriate ICT equipment, software in addition to tutor(s), staff and volunteers to deliver adult learning sessions for target group.
- Appropriately advertised all events
- Developed and monitored a budget
- Monitored and evaluated the success of the courses and assess needs for future provision

### Background Information

#### What is a learning disability?

The way the brain develops causes a learning disability. There are numerous different types of learning disability and the majority develop before a child is born, during the birth or as a result of a serious illness in early childhood. A learning disability is lifelong and usually has a major impact on a person's life. Learning disability can sometimes be confused with a mental illness or dyslexia, although it is neither.

People with a learning disability find it more challenging than others to learn, understand and communicate. Those people with profound and multiple

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learning disabilities (PMLD) need full-time help with all areas of their lives - including eating, drinking, washing, dressing and toileting.

### Interesting facts

- Within the UK there are 1.5 million people with a learning disability.
- Only 1 in 3 people with a learning disability participate in some form of education or training.
- Less than 1 in 5 people with a learning disability work (compared with 1 in 2 disabled people generally), although Mencap we know that at least 65% of people with a learning disability would like to work. Those people with a learning disability that do work, most only work part time and are low paid.

Mencap (2011) What is a Learning Disability? [online] Available at: <http://www.mencap.org.uk/page.asp?id=1684> [Accessed on 10<sup>th</sup> January 2011]

### Adults with Learning Disabilities Nationally and in Hampshire;

National research indicates that about 2% of the population will have a learning disability. These projections suggest that over 23,000 people in Hampshire in 2010 will have a learning disability, with this being moderate or severe in just under 5,000 people

### Extract from the 'Valuing People' White paper 2001;

'People with learning disabilities are amongst the most vulnerable and socially excluded in our society. Very few have jobs, live in their own homes or have choice over who cares for them. This needs to change: people with learning disabilities must no longer be marginalised or excluded. *Valuing People* sets out how the Government will provide new opportunities for children and adults with learning disabilities and their families to live full and independent lives as part of their local communities'.

Department of Health (2001) **Valuing People: A New Strategy for Learning Disability for the 21st Century** [online] Available at: <http://www.archive.official-documents.co.uk/document/cm50/5086/5086.pdf> [Accessed on 10th January 2011]

### Total Communications Training Information

Total Communication is communicating with people with learning disabilities and giving them more choice and control to live, as they want. Total Communication is about having numerous communication methods available, as everyone is different!



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The one day training session will be very useful for those staff and volunteers working within a community centre who may work with or meet people with learning disabilities.

The session will cover various aspects of Total Communication including exercises to explore practical ideas for making communication easier - Why do we need to use Total Communication? - Using pictures, symbols and objects - Levels of understanding. How we can help people to understand our communication?

### Planning your project – In brief ...

#### Setting your aims, objectives and outcomes

In order for a project to have every chance of success it is important you are clear from the start what it is you are trying to achieve. It helps provide direction and focus for all people and partners involved.

Can I involve the target group in setting the project aims, objectives and outcomes? Having the target group involved from the start- helping set direction helps towards a successful project- what you plan is based on the needs identified by the target group.

*Aims* – What are you trying to achieve overall? Aims are the overall change that you want to achieve and are usually very general.

*Objectives* – Objectives are the desired or needed result to be achieved by a specific time. Usually objectives are SMART – Specific, Measurable, Achievable, relevant and Timebound.

*Outcomes* – this is the end result of the project/activity/event.

#### Action planning

What resources do I need?

**Equipment** – What materials and equipment do I need to deliver this project? Computers laptops, software?

**Money** – how much is this project going to cost? How will I manage the finances? Development of a budget and monitoring measures is an effective way to manage the project finances and keep on track with expenditure.

**Human resources** – who do I need to get involved with this projects to help make it a success? Can I use staff and volunteers. What skills will they need to have? Where can I ascertain a tutors to deliver the classes/taster sessions?

**Responsibilities** – who is going to undertake which tasks? Who has the right skills, knowledge and experience to carry out the roles?

**Partnership organisations** – can we work in partnership and build links with other organisations, groups and agencies that have an interest in this work

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(local support group for adults with learning disabilities, H.C.C. Adult Services, Mencap, schools and colleges who may have tutors etc)?

**Timescale** – what do I need to do and when do I need to do it by?

**Risks** - What are the risks and how will I minimise these? What are the legal regulations associated with this project? Do I have all of the policies and procedures in place to undertake this work?

**Marketing and Promotion** –

How am I going to ensure I target the people this project aims to help? How am I going to communicate the opportunities this project brings to the target group? Who currently works with the target group – can I talk with these organisations and promote this project?

**Monitoring and Evaluation** –

How am I going to measure if this project is working well? What monitoring and evaluation tools can I use to ensure the project is successful? How will I demonstrate the impact and value this project brings to the target group? It is important to think about monitoring and evaluation from the outset of the project planning process. It not only ensures you have measures in place to pick up any problems as soon as they arise so that developments can be made to improve the project if appropriate. The information gained can be used to demonstrate the numbers of people who participated, the level of skills they had at the beginning and the project and the developments made at the end, both the direct and indirect impacts the project has had on the target group. This could help with future funding and sustainability.

**Future sustainability and project developments** –

How can I ensure this project, if successful, can continue in the future without support funding from H.C.C.? How can I demonstrate to funders that this activity/programme/class is worth supporting? What value has it brought to the target group, carers and the community association? How can we develop this project further- what have we learnt so far- can we improve it to make it even more successful?

## Useful Websites

Hampshire County Council Adult Services – Learning Disabilities – <http://www3.hants.gov.uk/adult-services/disability/learndis.htm>

HM Government: Valuing people Now - <http://www.valuingpeoplenow.dh.gov.uk/>

Mencap – <http://www.mencap.org.uk/page.asp?id=1684>

Department of Health: Valuing People Now 2009 - [http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_093375.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_093375.pdf)

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Foundation for people with learning disabilities -  
<http://www.learningdisabilities.org.uk/welcome/>

British Institute for Learning Disabilities -  
<http://www.bild.org.uk/02introduction.htm#About>

Hampshire Learning Disability Partnership Board -  
<http://www.hampshirelearningdisabilitypartnershipboard.org.uk/>

Hampshire County Council Adult Services -  
<http://www3.hants.gov.uk/adult-services/disability/learndis.htm>