



Digital inclusion

Intellectual Disability People

Training and autonomous work Experience Report
PROJECT: Digital Inclusion for Intellectual Disability People
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Introduction

Implementing digital inclusion programmes for people with intellectual disabilities presents a multifaceted challenge that requires innovative and adapted approaches. The project documented in this report, carried out by VALE and APPCMD (Portugal), focuses on leveraging digital tools and applications to improve the cognitive, social and emotional well-being of participants with intellectual disabilities. This report provides a detailed overview of the various activities designed and implemented to achieve these objectives, highlighting the training phases, the autonomous use phases and the adaptations made to ensure accessibility and effectiveness.

Digital inclusion is a critical component of social inclusion, particularly for people with intellectual disabilities who often face significant barriers to accessing technology and digital resources. These barriers can include limited access to devices, lack of knowledge or skills to use digital tools effectively, and interfaces that are not friendly to those with cognitive challenges. Addressing these barriers requires a comprehensive strategy that not only provides access to technology, but also supports users in developing the skills necessary to use these tools independently.

The activities described in this report cover a wide range of digital skills, from basic computer use and internet browsing to more advanced tasks such as creating presentations and managing social media profiles. Each activity is carefully structured to meet the diverse needs of participants, with a strong emphasis on hands-on, practical learning experiences. The training phases are designed to build fundamental skills, while the autonomous use phases aim to foster independence and confidence in the use of digital tools.





Adaptations play a crucial role in the success of these activities. Recognising the diverse needs of people with intellectual disabilities, the project incorporates several adaptations to ensure that all participants can meaningfully engage with the content. These adaptations include simplified user interfaces, visual aids, step-by-step guides and continuous support from trained monitors. By adapting the learning environment to the needs of the participants, the project not only improves their digital skills, but also boosts their confidence and self-esteem.

This report also addresses the challenges encountered during the implementation of the project, such as the limited availability of devices and the different levels of digital literacy among participants. It provides information on the supports used, specific adaptations made and possible improvements to the methodology. In addition, it offers practical tips for implementation that may be useful for other organisations seeking to promote digital inclusion for people with intellectual disabilities.

In conclusion, the activities underline the importance of digital literacy as a tool for empowerment and inclusion. By providing people with intellectual disabilities with the skills and confidence to navigate the digital world, the project not only improves their personal and professional lives, but also promotes greater social inclusion and equality. The lessons learned and successful strategies employed in this project serve as a valuable resource for future initiatives in the field of digital inclusion.

Activities implemented

- a. Development of Cognitive and Psychomotor Skills with Digital Games
 - i. Training phase:





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| Name of the activity | Development of Cognitive and Psychomotor Skills with Digital Games |
| Organisation | VALE (SPAIN) |
| Description of the activity | In this activity, four people with intellectual disabilities, together with a support monitor, attend once a week to Guadalinfo, located in Dúrcal, 10 minutes away from the institution. The duration of the activity is one hour and a half. During these sessions, participants work on the development of memory and cognitive skills through calculation games, counting, puzzles and jigsaw puzzles. Each person alternates between different exercises, adapting to their tastes and preferences. |
| Adaptations of the activity | Exercises are customised to the individual needs of each participant, with different levels of learning and reinforcement available. Digital tools and games are used that are designed to improve fine motor skills in the fingers, hands and wrists, especially beneficial for those with degenerative conditions. The monitor provides constant support, guiding through the tasks, giving clear directions and celebrating the achievements and goals reached by each user. |
| Results | After regular participation in these workshops, users significantly improved their cognitive and psychomotor skills. The constant practice of calculation games and puzzles helped to develop memory and fine motor coordination. In addition, the supportive atmosphere and celebration of |





achievements boosted the participants' self-esteem and motivation.

ii. Autonomous use phase

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| Name of the activity | Development of Cognitive and Psychomotor Skills with Digital Games |
| Organisation | VALE (SPAIN) |
| Description of the activity | In the autonomous phase, users independently practice online digital games and exercises. They will continue to use the tools and resources learned during the training phase, alternating between different games and activities that challenge their memory and cognitive skills. |
| Adaptations of the activity | Simplified and accessible user interfaces are used to facilitate access to games and exercises. Selected applications and platforms are designed with adjustable levels of difficulty, allowing users to progress at their own pace. Online support options are included, such as tutorials and step-by-step guides, which users can consult in case of difficulty. |
| Results | During the autonomous phase, users demonstrated increasing independence in performing digital games and exercises, which increased their ability to perform basic and complex cognitive tasks. This independence not only improved their digital skills, but also provided them with a |





sense of achievement and self-confidence, promoting their personal development and their ability to face new challenges autonomously.

b. Bullying and Disability Awareness Campaign

i. Training phase:

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| Name of the activity | Bullying and Disability Awareness Campaign |
| Organisation | VALE (SPAIN) |
| Description of the activity | In the framework of Vale España's project "My, your, your, our community", an awareness raising campaign on bullying and disability was organised. This activity consisted of a workshop where three people with intellectual disabilities, together with a support monitor, gave a talk to young people from the county using a PowerPoint presentation. The activity lasted about an hour and a half and took place in collaboration with the Dúrcal Town Hall and the Andalusian Youth Institute. The main objective was to raise awareness about bullying and to promote inclusive communities that respect all people as full citizens. |
| Adaptations of the activity | To ensure effective participation, computer tools such as PowerPoint were used to structure and guide the talk. Participants collaborated in creating a slogan and title for the presentation, which encouraged their imagination and creativity. The support monitor provided constant assistance, |





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| | helping participants to prepare and practice their parts of the presentation. In addition, visual guides and practical examples were used to facilitate understanding of the content. |
| Results | At the end of the training phase, participants showed significant improvement in their ability to use digital tools such as PowerPoint and to express themselves in public. Collaboration in the creation of the slogan and title of the presentation strengthened their teamwork and creativity skills. The talk was very successful, and participants were able to share their experiences and knowledge in a clear and precise way. |

ii. Autonomous use phase

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| Name of the activity | Bullying and Disability Awareness Campaign |
| Organisation | VALE (SPAIN) |
| Description of the activity | In the autonomous phase, participants independently practice preparing and presenting similar talks on awareness-raising topics using digital tools. They will continue to use PowerPoint to structure their presentations and create visual materials to support their presentations. |
| Adaptations of the activity | Simplified and accessible user interfaces are used to facilitate the creation and editing of presentations. The |





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| | selected applications and platforms are designed to be intuitive and easy to use. Online tutorials and step-by-step guides are provided for participants to consult in case of difficulty. In addition, self-assessment and constant practice are encouraged to improve fluency and confidence in their presentations. |
| Results | During the autonomous phase, users demonstrated increasing independence in the preparation and presentation of awareness-raising talks. Their ability to use PowerPoint effectively and to express themselves in public improved significantly. This independence not only increased their confidence and communication skills, but also enabled them to take more active roles in promoting inclusive communities and raising awareness on important issues such as bullying and disability. |

c. Participation in a Community Radio Programme

i. Training phase:

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| Name of the activity | Participation in a Community Radio Programme |
| Organisation | VALE |
| Description of the activity | For the last two years, Vale España has been offering a radio activity in which three people with intellectual disabilities, together with a support professional, participate continuously in a monthly programme on Radio-Dúrcal, a regional radio |





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| | <p>station close to the institution. In the "Program without a name", the participants discuss current issues, share opinions and personal experiences, and become familiar with the radio studios and the equipment used, such as microphones and headphones. This activity not only gives them an insight into the workings of the media, but also provides them with a platform to express their ideas and be heard.</p> |
| Adaptations of the activity | <p>To ensure the effectiveness and comfort of participants, adaptations are made in the radio studios. Microphones and headphones are adjusted according to individual needs, and the environment is adapted to minimise distractions and facilitate concentration. The support professional provides constant assistance, helping participants to prepare for the programmes, rehearse their interventions and feel comfortable in the studio environment. Visual guides and scripts are used to structure discussions and conversations, ensuring that participants feel confident and prepared.</p> |
| Results | <p>Throughout the two years of participation in the radio programme, users have significantly developed their communication and social skills. They have learned to speak clearly and confidently on a variety of topics, to improvise and to interact effectively with programme staff and the listening community. Regular exposure to this environment has strengthened their self-esteem and given them a sense of belonging and inclusion. In addition, they have managed</p> |





to attract an audience through their YouTube channel, Morxemedia, with around 100 views per programme, demonstrating the positive impact and reach of their efforts.

ii. Autonomous use phase

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| Name of the activity | Participation in a Community Radio Programme |
| Organisation | VALE (SPAIN) |
| Description of the activity | In the autonomous phase, participants continue their participation in the radio programme more independently. Although the support professional is still available for occasional assistance, the users take a more active role in the planning, preparation and execution of the programmes. They are responsible for selecting the topics for discussion, preparing their interventions and coordinating with the station staff. |
| Adaptations of the activity | To facilitate this transition towards greater autonomy, digital tools and online resources are provided that participants can use to prepare their programmes. Audio editing software interfaces and scripts are simplified to be more accessible, and online tutorials and step-by-step guides are provided. In addition, self-assessment and feedback skills are encouraged, allowing users to identify areas for improvement and develop their skills on an ongoing basis. |





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| Results | During the autonomous phase, users demonstrated remarkable independence in managing and participating in the radio programme. Their ability to plan and execute programmes effectively improved significantly, as did their ability to improvise and manage discussions in real time. This autonomy not only increased their confidence and communication skills, but also allowed them to establish a deeper connection with the listening community and continue to promote greater inclusion and diversity in local media. |
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d. Planning and Execution of Outputs through Digital Technologies

i. Training phase:

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| Name of the activity | Planning and Execution of Outputs through Digital Technologies |
| Organisation | VALE |
| Description of the activity | The aim of the activity is that people with intellectual disabilities decide, plan, execute and evaluate their Friday outings in the Day Centre service using technological devices. This activity takes place on Wednesdays, a few days before the outing. Participants rotate so that everyone has the opportunity to participate. Planning includes selecting the place to visit, checking the location and distance on Google Maps, checking the weather on Google and discussing what to wear and what to bring. Participants also communicate with their families to inform them about |





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| | the plans and what to prepare. |
| Adaptations of the activity | <p>Digital media such as laptops, tablets and mobile phones are used. On each device, work is done on specific objectives:</p> <ul style="list-style-type: none">• On computers, laptops and tablets, participants agree on the place to visit and vote on the proposals. Google Maps is used to observe the location and kilometres, and Google is used to check the weather.• Using mobile phones, each person with an intellectual disability, with different levels of support, calls their family or referrer to communicate necessary decisions and preparations. Levels of support can vary from giving directions to direct intervention. |
| Results | <p>Participants developed skills in planning and executing leisure activities, improving their ability to make decisions and communicate effectively. They learned to use digital tools to search for relevant information and coordinate activities, which increased their autonomy and confidence in the use of technologies. Regular interaction with their families and peers also strengthened their social and communication skills.</p> |





ii. Autonomous use phase

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| Name of the activity | Planning and Execution of Outputs through Digital Technologies |
| Organisation | VALE (SPAIN) |
| Description of the activity | In the autonomous phase, participants continue to use digital technologies to plan and execute their outings more independently. They use the skills acquired during the training phase to select destinations, consult the necessary information and coordinate arrangements with their families and referrals. |
| Adaptations of the activity | The user interfaces of the digital devices are simplified to facilitate independent access and use. Online tutorials and step-by-step guides are provided for participants to consult in case of difficulty. In addition, self-assessment is encouraged so that users can identify areas for improvement and strengthen their planning and coordination skills. |
| Results | During the autonomous phase, users demonstrated greater independence in planning and executing their outings. Their ability to use digital technologies effectively enabled them to make informed decisions and coordinate leisure activities with less supervision. This independence not only improved their confidence and organisational skills, but also fostered a sense of responsibility and self-management in their daily |





activities. Regular interaction with digital technologies and continuous practice strengthened their ability to plan and enjoy leisure activities autonomously.

e. Training in Emotional Well-Being through Information and Communication Technologies

i. Training phase:

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| Name of the activity | Training in Emotional Well-Being through Information and Communication Technologies |
| Organisation | VALE (SPAIN) |
| Description of the activity | New technologies have become powerful tools for inclusion and equality, enabling people with intellectual disabilities to play significant roles in society. In Vale España, a person with intellectual disabilities, together with the psychologist of the entity, act as Emotional Wellbeing trainers through Plena Inclusión Andalucía. This activity is carried out through virtual meetings using the Meet platform. During the sessions, the trainers share knowledge about mental and emotional health, taking advantage of information and communication technologies (ICT) to facilitate learning and interaction. |
| Adaptations of the activity | To ensure that the training is accessible and effective, various technological and pedagogical adaptations are employed. Presentations are designed with a visual approach, using clear images and graphics to complement |





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| | verbal information. Trainers use visual guides and supporting materials that are sent to participants in advance. In addition, regular breaks are implemented to allow for the assimilation of information and active participation is encouraged through questions and discussions. |
| Results | Participants improved their knowledge of emotional well-being and acquired practical tools to manage their mental health. The collaboration with the Vale psychologist and the use of ICT enabled people with intellectual disabilities to take leadership roles in the training, demonstrating their ability to contribute meaningfully to society. This experience also strengthened their communication skills and their confidence in using digital technologies. |

ii. Autonomous use phase

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| Name of the activity | Training in Emotional Well-Being through Information and Communication Technologies |
| Organisation | VALE (SPAIN) |
| Description of the activity | In the autonomous phase, trainers with intellectual disabilities continue to deliver emotional wellbeing sessions more independently, using the Meet platform. They are in charge of preparing and conducting the sessions, interacting with the participants and answering their questions without the constant supervision of the |





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| | psychologist. |
| Adaptations of the activity | To facilitate this transition towards greater autonomy, online tutorials and additional resources are provided that trainers can use to prepare their sessions. Presentations and supporting materials are designed to be easy to edit and customise, allowing trainers to adapt the content according to the needs of the participants. In addition, self-assessment and constructive feedback is encouraged, allowing trainers to identify areas for improvement and continue to develop their skills. |
| Results | During the autonomous phase, trainers demonstrated remarkable independence in planning and conducting emotional wellbeing sessions. Their ability to use digital technologies effectively and to lead discussions on mental health improved significantly. This autonomy not only increased their confidence and training skills, but also enabled them to continue to contribute meaningfully to the community, promoting inclusion and emotional wellbeing among participants. |

- f. Creating and Managing a Community Internet Profile in Support of Collective Rights
 - i. Training phase:

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| Name of the activity | Creating and Managing a Community Internet Profile in |
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| | Support of Collective Rights |
| Organisation | VALE (SPAIN) |
| Description of the activity | Ana and Manoli, two people with disabilities who are part of Vale España, have taken on a crucial role as leaders of Plena Inclusión, concentrating their efforts on supporting the collective rights of people with disabilities. This activity focuses on the creation and management of a community profile on the Internet, which serves as an open window to the commitment and struggle for women's rights and the inclusion of people with disabilities. Through this profile, they share valuable information on a variety of topics, highlighting their dedication to inclusive feminism, self-leadership and active participation on boards of directors. |
| Adaptations of the activity | To ensure the accessibility and effectiveness of the community profile, digital platforms are used to enable intuitive and flexible content management. Training workshops include the use of tools such as social media, blogs and user-friendly websites. Visual guides and step-by-step tutorials are used to teach Ana and Manoli how to create, publish and manage content effectively. In addition, the use of multimedia resources such as images and videos is encouraged to enrich publications and make them more attractive and accessible. |
| Results | During the training phase, Ana and Manoli acquired |





fundamental skills in digital profile management and the creation of relevant content. They learned how to use online editing and publishing tools, developing the ability to share information clearly and effectively. Their active participation in this activity not only increased their confidence and digital skills, but also strengthened their role as advocates for the rights of women and persons with disabilities.

ii. Autonomous use phase

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| Name of the activity | Creating and Managing a Community Internet Profile in Support of Collective Rights |
| Organisation | VALE (SPAIN) |
| Description of the activity | In the autonomous phase, Ana and Manoli continue to manage the online community profile independently. They are responsible for creating and publishing content, interacting with the online community and regularly updating information. They use the skills acquired during the training phase to keep the profile active and relevant, encouraging community participation and engagement. |
| Adaptations of the activity | Additional tools and resources are provided to facilitate autonomous profile management. Digital platforms are |





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| | <p>configured to be more accessible, with simplified interfaces and integrated help functions. Online tutorials and quick reference guides are provided to support Ana and Manoli in troubleshooting and optimising content. In addition, self-assessment and community feedback is encouraged to continuously improve the quality and impact of publications.</p> |
| Results | <p>During the autonomous phase, Ana and Manoli demonstrated remarkable independence in managing the community profile. Their ability to create and share relevant and engaging content was strengthened, as was their ability to interact with the online community. This autonomy not only increased their confidence and digital skills, but also enabled them to continue their advocacy work for the rights of women and persons with disabilities. The community profile was consolidated as an effective platform for awareness raising and empowerment, promoting inclusion and equality in society.</p> |

g. Accessibility and Use of YouTube for Entertainment and Education

i. Training phase:

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| Name of the activity | Accessibility and Use of YouTube for Entertainment and Education |
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| Organisation | VALE (SPAIN) |
| Description of the activity | With the aim of improving the quality of life and encouraging the active participation of people with disabilities, the Vale association has implemented a specific application that makes YouTube accessible on its electronic supports. Observing the particular routines and needs, the after-meal period was identified as a more relaxed time, ideal to offer entertainment and education through online videos. The intuitive and easy-to-use application is tailored to the specific needs of each individual. During this phase, residential and day centre monitors offer practical workshops to teach users how to navigate and use YouTube independently. |
| Adaptations of the activity | The application's interface has been designed to be extremely intuitive, with large icons and a clear layout for easy navigation. The monitors provide visual guides and step-by-step tutorials to ensure that users understand how to search for videos, play content and manage their playlists. In addition, customised settings are offered in the application to tailor the user experience to the individual needs of each participant. |
| Results | At the end of the training phase, participants demonstrated a significant improvement in their ability to use YouTube autonomously. They learned to search for |





and select videos of interest to them, from comedy programmes to music, thus contributing to their emotional and social well-being. The application not only expanded their entertainment opportunities, but also became a valuable educational tool, promoting social inclusion and empowerment.

ii. Autonomous use phase

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| Name of the activity | Accessibility and Use of YouTube for Entertainment and Education |
| Organisation | VALE (SPAIN) |
| Description of the activity | In the autonomous phase, users continue to use the YouTube application independently during leisure time and in various cross-curricular activities. They use their acquired skills to explore new content, create and manage their own playlists and share videos with peers and family members. |
| Adaptations of the activity | Minimal technical support is provided, as many users have learned to use the application without difficulty. The application maintains its intuitive and accessible design, and online tutorials and quick reference guides are provided for users to consult if they encounter any problems. In addition, self-exploration and discovery of |





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| | new functionalities within the platform is encouraged. |
| Results | During the autonomous phase, users demonstrated increasing independence in their use of YouTube. Their ability to find and enjoy relevant content not only improved their quality of life, but also fostered their active participation in social and educational activities. This independence contributed significantly to their emotional well-being by providing them with a constant source of entertainment and learning. YouTube accessibility was consolidated as a good digital skills practice, promoting inclusion and equality for people with disabilities in the digital realm. |

h. Basic Computer Use

i. Training phase:

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| Name of the activity | Basic computer use |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | The activity focuses on teaching participants the fundamental parts of a computer and its basic use. The participants, who are people with intellectual disabilities, learn to identify and use essential components such as the monitor, keyboard, mouse, printer and USB. In addition, they are introduced to simple software applications such as drawing and word processing |





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| | programs. The activity takes place in a classroom environment equipped with computers and a projector to facilitate live demonstrations. Supporting materials include visual guides and detailed printed steps. |
| Adaptations of the activity | Visual tutorials with clear images and diagrams are used, as well as live demonstrations to facilitate understanding. User interfaces are simplified with large icons and customised menus to reduce confusion. Trained monitors provide constant support and regular question and answer sessions and breaks are included to assimilate the information. Printed support materials, such as step-by-step guides and quick reference cards, are also provided for ongoing reference. |
| Results | Participants gained a basic understanding of the parts of a computer and initial skills in the use of software, increasing their confidence and ability to perform basic technological tasks. |

ii. Autonomous use phase

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| Name of the activity | Basic computer use |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | Participants continued to use the computers independently, applying the skills acquired during the training phase. They were encouraged to explore new |





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| | <p>applications and to practice regularly to consolidate and improve their technological skills.</p> |
| Adaptations of the activity | <p>To facilitate autonomous use, a number of resources were provided. Participants had access to a library of online tutorials covering a variety of topics related to computer use, available at any time so that participants could learn at their own pace. These online tutorials include instructional videos and detailed articles explaining how to perform specific tasks and solve common problems. In addition, printed guides were distributed with step-by-step instructions that participants can keep handy while using the computers. These guides are designed to be clear and easy to follow, with a focus on the most common and useful tasks.</p> |
| Results | <p>During the autonomous phase, participants demonstrated increasing independence in their use of computers. They were able to perform basic drawing and word processing tasks effectively, and showed increased confidence and comfort in using the technology. This independence contributed to their sense of achievement and increased their motivation to continue learning and exploring new digital tools.</p> |





b. Introduction to Internet Browsing

i. Training phase:

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| Name of the activity | Introduction to Internet Browsing |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | This activity aims to teach participants how to turn on and turn off digital devices correctly, as well as how to use web browsers to search for basic information on the Internet. Participants learn how to open and close browsers, perform simple searches and navigate websites safely. The activity takes place in a classroom equipped with computers and internet access, and includes live demonstrations and printed materials with visual and step-by-step guides. |
| Adaptations of the activity | <p>To ensure the understanding and participation of all participants, adaptations such as visual tutorials are implemented with clear images and diagrams explaining each step of the navigation process. During live demonstrations, a projector is used to show in real time how to perform the tasks, allowing participants to replicate the actions on their own computers. The user interfaces of the web browsers are simplified, featuring shortcuts to the most frequently used functions and a clear organisation of the tools.</p> <p>In addition, trained monitors provide ongoing support, assisting participants with queries and guiding them in the</p> |





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| | <p>use of the technology. Question and answer sessions are held at the end of each session to clarify doubts and regular breaks are included to facilitate the assimilation of information. Printed support materials, such as step-by-step guides and quick reference cards, are available for consultation during the activity.</p> |
| Results | <p>At the end of the training phase, participants acquired skills in turning on and off digital devices and using web browsers to search for basic information. However, problems arose such as difficulty in remembering the exact steps for searching and navigating websites. To address these problems, repetitive practice of basic steps was reinforced, memory exercises were introduced, and the availability of monitors was increased to provide additional assistance.</p> |

ii. Autonomous use phase

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| Name of the activity | Introduction to Internet Browsing |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | <p>In the autonomous phase, participants continued to use web browsers independently, applying acquired skills and exploring new online resources. Self-exploration and regular practice were encouraged to consolidate technological competences.</p> |





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| Adaptations of the activity | Online tutorials and printed guides were provided for ongoing reference. User interfaces remained simplified to ensure ease of use and accessibility, and regular software updates were made. In addition, additional sessions were introduced to teach how to assess the credibility of online sources. |
| Results | During the autonomous phase, participants demonstrated greater independence in surfing the Internet and improved their ability to find and use relevant information effectively. To address challenges such as assessing the credibility of online sources, strategies for identifying trustworthy websites and distinguishing accurate information from false information were taught, thus improving safe and responsible Internet browsing. |

c. Creating PowerPoint Presentations

i. Training phase:

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| Name of the activity | Creating PowerPoint Presentations |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | This activity aims to teach participants how to create a basic PowerPoint presentation, including inserting text, images and transitions. Participants learn how to open PowerPoint, select a template, add content to slides and apply transitions between slides. The activity takes place in a classroom equipped with computers and Microsoft |





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| | <p>PowerPoint. Live demonstrations are conducted using a projector, complemented by printed materials including visual guides and detailed steps.</p> |
| Adaptations of the activity | <p>To ensure that all participants understand and can follow the activity, several adaptations are implemented. Visual tutorials with clear images and detailed steps are used, including screenshots and diagrams showing how to add text, insert images and apply transitions in PowerPoint. During live demonstrations, a projector is used to show procedures in real time, allowing participants to replicate the actions. PowerPoint user interfaces are set up with large, easily recognisable icons to avoid confusion.</p> <p>Trained facilitators are available to provide individualised support, answer questions, guide PowerPoint use and offer positive feedback. Question and answer sessions are held at the end of each session and regular breaks are included to facilitate the assimilation of information. In addition, printed step-by-step guides and quick reference cards with key information and keyboard shortcuts are provided for easy reference during the activity.</p> |
| Results | <p>At the end of the training phase, participants acquired skills in creating PowerPoint presentations, improving their ability to communicate ideas visually and effectively. However, problems arose such as difficulty in remembering all the steps necessary to create and</p> |





customise a presentation. To address this problem, repetitive practice of the basic steps was reinforced, memory exercises were introduced, and the availability of monitors was increased to provide additional assistance.

ii. Autonomous use phase

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| Name of the activity | Creating PowerPoint Presentations |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | In the autonomous phase, participants continued to create PowerPoint presentations independently, applying the skills acquired during the training phase. They were encouraged to explore new features and to practice regularly to consolidate and improve their PowerPoint skills. |
| Adaptations of the activity | <p>To facilitate autonomous use, a number of resources were provided. Participants had access to a library of online tutorials covering a variety of topics related to creating PowerPoint presentations, available at any time so that participants can learn at their own pace. These online tutorials include instructional videos and detailed articles explaining how to perform specific tasks and solve common problems.</p> <p>The computers maintained the simplified interface implemented during the training phase, ensuring that</p> |





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| | participants do not face an additional learning curve. In addition, regular software updates were made to improve functionality and correct bugs, ensuring a smooth and uninterrupted user experience. |
| Results | During the autonomous phase, participants demonstrated greater independence in creating PowerPoint presentations. They were able to design visually appealing presentations and communicate their ideas effectively. However, some participants faced additional challenges, such as difficulty in using advanced PowerPoint features. To address this problem, regular use of online tutorials was promoted and participants were encouraged to experiment with new features and tools within PowerPoint. These strategies helped to improve participants' skills and foster greater creativity and competence in creating presentations. |

d. Use of Communication Applications

i. Training phase:

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| Name of the activity | Use of Communication Applications |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | This activity aims to teach participants how to use messaging and video calling applications to communicate with family and friends. Participants learn how to send text messages, make video calls and manage their contacts |





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| | <p>using applications such as WhatsApp and Zoom. The activity takes place in a classroom equipped with computers and smartphones with the applications installed. Live demonstrations are conducted using a projector, complemented by printed materials including visual guides and detailed steps.</p> |
| Adaptations of the activity | <p>To ensure effective understanding and participation, several adaptations are implemented. Visual tutorials with clear images and detailed steps are used, including screenshots and diagrams showing how to send messages, make video calls and add contacts. During live demonstrations, a projector shows real-time tasks in the applications, allowing participants to replicate the actions on their own devices. The user interfaces of the applications are simplified with large, recognisable icons to avoid option overload.</p> <p>Trained monitors provide individualised support throughout the activity, answering questions and giving positive feedback. Question and answer sessions are held at the end of each session and regular breaks are included to facilitate the assimilation of information. In addition, printed step-by-step guides and quick reference cards with key information and keyboard shortcuts are distributed for easy reference during the activity.</p> |





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| Results | At the end of the training phase, participants acquired skills in using messaging and video calling applications, improving their ability to communicate effectively with their loved ones. However, problems arose such as difficulty in remembering all the steps needed to make video calls and manage contacts. To address this problem, repetitive practice of the basic steps was reinforced and the availability of monitors was increased to provide additional assistance. |
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ii. Autonomous use phase

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| Name of the activity | Use of Communication Applications |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | In the autonomous phase, participants continued to use messaging and video calling applications independently, applying the skills acquired during the training phase. They were encouraged to maintain regular contact with family and friends using these applications. |
| Adaptations of the activity | To facilitate autonomous use, a number of resources were provided. Participants had access to a library of online tutorials covering a variety of topics related to the use of communication applications, available at any time so that participants can learn at their own pace. These online tutorials include instructional videos and detailed articles |





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| | <p>explaining how to perform specific tasks and solve common problems.</p> <p>The user interfaces of the applications were kept simplified to ensure that participants do not face an additional learning curve. In addition, regular software updates were made to improve functionality and correct bugs, ensuring a smooth and seamless user experience.</p> |
| Results | <p>During the autonomous phase, participants demonstrated greater independence in the use of communication apps, improving their ability to maintain social relationships and stay connected with loved ones. However, some participants faced additional challenges, such as difficulty managing multiple conversations simultaneously. To address this problem, the use of organisational tools within the apps was promoted and participants were encouraged to prioritise conversations according to their importance. These strategies helped to improve participants' communication skills and encourage greater social interaction.</p> |

e. Creation and Management of Social Media Profiles

i. Training phase:

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| Name of the activity | Creation and Management of Social Media Profiles |
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| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | This activity aims to teach participants how to create and manage social media profiles safely. Participants learn how to register on a social network, create a profile, post content and manage the privacy of their accounts. The activity takes place in a classroom equipped with computers and internet access, and includes live demonstrations and printed materials containing visual guides and detailed steps. |
| Adaptations of the activity | <p>To ensure the understanding and participation of all participants, several adaptations are implemented. Visual tutorials with clear images and detailed steps are used, including screenshots and diagrams showing how to register, add profile information, post updates and adjust privacy settings. During the live demonstrations, a projector shows the social networking tasks in real time, allowing participants to replicate the actions on their own computers. User interfaces are simplified with large, recognisable icons to avoid option overload.</p> <p>Trained monitors provide individualised support throughout the activity, resolving doubts and guiding in the use of social networks. Question and answer sessions are held at the end of each session and regular breaks are included to facilitate the assimilation of information.</p> |





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| Results | <p>At the end of the training phase, participants acquired skills to create and manage social media profiles safely. They improved their ability to interact online and maintain the privacy of their accounts. However, some faced problems such as difficulty remembering the steps to adjust privacy settings. To address these problems, repetitive practice of the basic steps was reinforced and the availability of monitors was increased to provide additional assistance.</p> |
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ii. Autonomous use phase

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| Name of the activity | Creation and Management of Social Media Profiles |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | <p>In the autonomous phase, participants continued to manage their social media profiles independently, applying the skills acquired during the training phase. They were encouraged to post content regularly and interact with their contacts while managing the privacy of their accounts.</p> |
| Adaptations of the activity | <p>To facilitate autonomous use, a number of resources were provided. Participants had access to a library of online tutorials covering a variety of topics related to social media profile management, available at any time so that participants can learn at their own pace. These online</p> |





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| | <p>tutorials include instructional videos and detailed articles explaining how to perform specific tasks and solve common problems.</p> <p>The user interfaces of the social networks were kept simplified to ensure that participants do not face an additional learning curve. In addition, regular software updates were made to improve functionality and fix bugs, ensuring a smooth and seamless user experience.</p> |
| Results | <p>During the autonomous phase, participants demonstrated greater independence in managing social media profiles, improving their ability to interact online and maintain the security and privacy of their accounts. However, some participants faced additional challenges, such as difficulty managing multiple interactions and notifications. To address this problem, the use of organisational tools within social networks was promoted and participants were encouraged to review and adjust their notification settings to reduce overload. These strategies helped to improve participants' social network management skills and encourage more effective and safer online interaction.</p> |

f. Use of Education and Entertainment Applications

i. Training phase:

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| Name of the activity | Use of Education and Entertainment Applications |
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| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | This activity aims to teach participants how to use educational and entertainment apps for personal development and recreation. Participants learn how to navigate and use apps such as Khan Academy for learning and YouTube for entertainment. The activity takes place in a classroom equipped with computers, tablets and smartphones with the apps installed. Live demonstrations are conducted using a projector, complemented by printed materials including visual guides and detailed steps. |
| Adaptations of the activity | <p>Various adaptations are implemented to ensure that all participants understand and follow the activity. Visual tutorials are used with clear images and detailed steps, including screenshots and diagrams showing how to navigate the applications, search for educational content and play videos. During live demonstrations, a projector is used to show real-time tasks in the applications, allowing participants to replicate the actions on their own devices. User interfaces are set up to be simplified, with large, recognisable icons to avoid option overload.</p> <p>Trained monitors provide individualised support, resolving doubts and guiding in the use of the applications, offering positive feedback. Question and answer sessions are held at the end of each session and regular breaks are included</p> |





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| | to facilitate the assimilation of information. In addition, printed step-by-step guides and quick reference cards with key information and keyboard shortcuts are provided for easy reference during the activity. |
| Results | At the end of the training phase, participants acquired skills to use educational and entertainment apps, improving their ability to access relevant content and enjoy recreational activities. However, some faced problems such as difficulty navigating the apps and finding specific content. To address these problems, repetitive practice of basic steps was reinforced and the availability of monitors was increased to provide additional assistance. |

ii. Autonomous use phase

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| Name of the activity | Use of Education and Entertainment Applications |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | In the autonomous phase, participants continued to use educational and entertainment applications independently, applying the skills acquired during the training phase. They were encouraged to explore and regularly use these applications for personal development and recreation. |
| Adaptations of the | To facilitate autonomous use, a number of resources were |





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| activity | <p>provided. Participants had access to a library of online tutorials covering a variety of topics related to the use of educational and entertainment applications, available at any time so that participants can learn at their own pace. These online tutorials include instructional videos and detailed articles explaining how to navigate and use the applications' functions.</p> <p>The user interfaces of the applications were kept simplified to ensure that participants do not face an additional learning curve. In addition, regular software updates were made to improve functionality and correct bugs, ensuring a smooth and seamless user experience.</p> |
| Results | <p>During the autonomous phase, participants demonstrated greater independence in the use of educational and entertainment apps, improving their ability to access relevant content and enjoy recreational activities. However, some participants faced additional challenges, such as difficulty in selecting appropriate content and avoiding distractions. To address this problem, the use of playlists was promoted and participants were encouraged to set specific times for the use of educational and entertainment applications, helping to improve organisation and time management. These strategies helped participants develop more effective usage habits and maximise the benefits of the apps.</p> |





g. Use of Personal Assistance Applications

i. Training phase:

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| Name of the activity | Use of Personal Assistance Applications |
| Organisation | APPCMD (PORTUGAL) |
| Description of the activity | <p>This activity aims to teach participants how to use personal assistant applications, such as Google Assistant and Siri, to help with everyday tasks. Participants learn how to set up and use voice commands to set reminders, look up information, send messages and make calls. The activity takes place in a classroom equipped with smartphones and tablets that have the personal assistant apps installed. Live demonstrations are conducted using a projector, complemented by printed materials including visual guides and detailed steps.</p> |
| Adaptations of the activity | <p>To ensure that all participants understand and can follow the activity, various adaptations are implemented. Visual tutorials with clear pictures and detailed steps are used to guide participants through each step of using the personal assistant applications. These tutorials include screenshots and diagrams showing how to set up the assistant, give voice commands and use specific functions.</p> <p>During live demonstrations, a projector is used to show in real time how tasks are performed in the applications, allowing participants to observe and replicate the actions on their own devices. The user interfaces of the applications</p> |





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| | <p>are set up to be simplified, with large, recognisable icons to avoid option overload.</p> <p>Trained monitors provide individualised support throughout the activity, answering questions and giving positive feedback. Question and answer sessions are held at the end of each session and regular breaks are included to facilitate the assimilation of information.</p> <p>In addition, printed step-by-step guides and quick reference cards with common voice commands and basic procedures are provided for easy reference during the activity.</p> |
| Results | <p>At the end of the training phase, participants acquired skills to use personal assistance applications, improving their ability to manage everyday tasks more autonomously. However, some faced problems such as difficulty remembering specific voice commands. To address these problems, repetitive practice of basic commands was reinforced and the availability of monitors to provide additional assistance was increased.</p> |

ii. Autonomous use phase

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| Name of the activity | Use of Personal Assistance Applications |
| Organisation | APPCMD (PORTUGAL) |
| Description of the | In the autonomous phase, participants continued to use |





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| activity | <p>personal assistance applications independently, applying the skills acquired during the training phase. They were encouraged to use these applications regularly to manage their daily tasks and to explore new functions that could be useful in their daily lives.</p> |
| Adaptations of the activity | <p>To facilitate autonomous use, a number of resources were provided. Participants had access to a library of online tutorials covering a variety of topics related to the use of personal assistance applications, available at any time so that participants can learn at their own pace. These online tutorials include instructional videos and detailed articles explaining how to perform specific tasks and solve common problems.</p> <p>The user interfaces of the applications were kept simplified to ensure that participants do not face an additional learning curve. In addition, regular software updates were made to improve functionality and correct bugs, ensuring a smooth and seamless user experience.</p> |
| Results | <p>During the autonomous phase, participants demonstrated greater independence in the use of personal assistance applications, improving their ability to manage their daily tasks and increasing their autonomy. However, some participants faced additional challenges, such as difficulty in using more advanced commands. To address this problem, regular use of online tutorials was promoted and</p> |





participants were encouraged to practice new voice commands in different contexts, helping to improve their competence in using personal assistance applications. These strategies helped participants maximise the benefits of the applications and develop greater confidence in their ability to manage everyday tasks.





Learning Experiences

Below, we outline the advantages, disadvantages and tips that could be useful for other monitors or carers who carry out this type of practice. We have divided it into blocks of use, such as social networks, applications and digital tools. It is worth mentioning that specific adaptations have been made in each of the entities, complying with the basic levels and activities set out in the methodology. However, it has been shown that it is necessary to make many adaptations and look for a uniform group in order to accelerate the learning process for all users.

Use of Social Media

Advantages:

1. **Reducing the Feeling of Isolation:** Social networks allow people with intellectual disabilities to be in contact with family, friends, professionals and acquaintances, fostering meaningful social relationships that reduce the feeling of isolation.
2. **Access to Information and Resources:** Through social networks, users can access useful information, educational resources and various types of online support, enabling them to learn, grow and develop independently.
3. **Participation in Communities:** By joining online groups and communities, users can participate in discussions, events and activities that allow them to feel part of something bigger and contribute to society.
4. **Development of Psychomotor Skills:** Regular use of digital devices to browse social networks helps to improve psychomotor skills, such as hand-eye coordination and manual dexterity.





5. **Inclusion in the Digital Society:** Social networks make it easier for users to keep up with current trends in music, fashion and other interests, promoting their inclusion in an increasingly digitalised society.
6. **Facilitating Non-Verbal Communication:** The use of emojis and icons allows users to express emotions and communicate more effectively, overcoming the barriers of verbal communication.

Disadvantages:

1. **Limitations in Autonomy:** Only the most autonomous people tend to use social networks effectively, which presents a major difficulty for those with greater support needs.
2. **Predominance of Written Communication:** Many social networks are based on written communication, which can make understanding difficult for people with intellectual disabilities.
3. **Diversity of Icons and Pictograms:** Each social network has its own icons and pictograms, which can be confusing and require new and different learning for each platform.
4. **Advertising and Scam Risks:** The proliferation of advertising on social networks can lead users to fall for scams or buy products they do not want. In addition, they may click on links that redirect them away from the main screen.
5. **Dependency:** Excessive use of social networks can lead to dependency in users who do not have sufficient self-control.

Advice:

1. **Standardisation of Icons:** That all social networks use the same symbols for common functions such as "messaging" or "search", and that these icons are placed in consistent locations, such as the top right corner.





2. **Simple and Clear Language:** Use simple and clear language in all publications so that they are understandable to as many people as possible.
3. **Compatibility with Screen Readers:** Ensure that platforms are compatible with screen readers to facilitate navigation.
4. **Subtitles and Text Size:** Include subtitles in videos and the option to increase text size to improve accessibility.
5. **Promoting Inclusion and Diversity:** Promote inclusion and diversity in publications to create a welcoming environment for all.

Use of Digital Tools

Advantages:

1. **Quick Access to Information:** Digital tools enable people to access a wide range of information quickly and easily.
2. **Communication Facilitation:** These tools facilitate communication through social networks, messaging applications or alternative communication software.
3. **Learning Stimulus:** They encourage learning and skill development more effectively than traditional educational methods.

Disadvantages:

1. **Shortage of Electronic Devices:** There is a limited amount of electronic devices available in the Association, which restricts access and use by users.
2. **Common Challenges with Social Media:** The disadvantages mentioned for social media, such as the need for autonomy and the risks of advertising and scams, also apply to other digital tools.

Advice:





1. **Improve Accessibility:** Use screen readers, adapted keyboards or voice recognition software to improve the accessibility of digital tools.

Use of applications

Advantages:

1. **Accessible Communication System:** The applications offer a more accessible communication system for people with disabilities.
2. **Adaptability to Individual Needs:** They are more adaptable to meet the specific needs of each person.
3. **Variety of Objectives:** There is a wide variety of applications designed to achieve different educational and personal development objectives.

Disadvantages:

1. **Lack of Knowledge:** There is limited knowledge about the variety of applications available and which ones are the most valued or best evaluated.
2. **Infantilisation:** Some applications tend to infantilise people with intellectual disabilities, which can be demotivating.
3. **Technological barrier:** There are technological barriers both in terms of availability of devices and understanding of how to use the applications.
4. **Economic Cost:** Some applications have an economic cost that can be prohibitive.
5. **Dependency:** As with social media, excessive use of apps can lead to dependency.
6. **Common Challenges with Other Tools:** The disadvantages mentioned for social networks and digital tools also apply to apps.





Advice:

1. **Same tips as for Social Media and Digital Tools:** Apply the same tips mentioned above to improve accessibility and usability.

Difficulties encountered

In addition to the difficulties mentioned above, the following challenges were encountered:

- **Availability of Electronic Devices:** There is a significant difficulty in having sufficient electronic devices in the centre to carry out the activities.
- **Perception of Digital Media:** It is challenging to get people to understand digital media as work tools and not only as entertainment media or vice versa.
- **Variable levels of knowledge:** There are different levels of digital knowledge and skills, being higher in the use of mobiles and finding it more difficult with computers.

Supports Used

- Mobiles
- Computers
- Tablets
- SmartTV (Netflix)
- Other (loudspeakers, screens, projectors)

Adaptations Made

Depending on the levels of support needed for each person, various adaptations have been implemented:





- **More autonomous people:** Adaptations focused on verbal comprehension and direct guidance.
- **People with special needs:** More intensive and personalised adaptations to ensure effective participation.

Possible Improvements to the Methodology

1. **Continuous Monitoring:** Implement more continuous monitoring of users' activities and progress.
2. **Early Planning:** Start the project before the annual planning of activities in September.

Implementation Tips

1. **Clear programming:** Establish a programme with clear objectives, specific activities and regular evaluations.
2. **Small groups:** Form small groups to ensure individualised and effective support.
3. **Regular Frequency:** Carry out weekly activities with few intervals to allow for continuous monitoring and consistent progress.
4. **Availability of tools:** Ensure the availability of the necessary tools, both material (electronic devices) and human resources (support staff).

