Training course outline

Title	ICTs for better ageing and livelihood in the digital landscape
Modality	Online self-paced
Dates	4 January – 31 December 2022
Duration	About 1.5 hours to complete
Registration deadline	24 December 2022
Training fees	Free
Description	The training course aims to raise awareness of and increase the capacity of ITU members, stakeholders and policy-makers to address the two global megatrends of population ageing and the exponential rise in digital technologies. Through its three modules the training provides holistic information and guidelines to support all stakeholders' efforts to ensure that older persons are empowered by new technologies and are digitally included. To enable everyone to have access to this training knowledge the content has been designed to be accessible by all people, including by persons with disabilities.
Code	22OS28014MUL-E

1.LEARNING OBJECTIVES

To raise awareness of and increase the capacity of ITU members, stakeholders and policy-makers to address the two global megatrends of ageing and the exponential rise in digital technologies that will jointly bring substantive socio-economic changes.

To provide holistic information and guidelines on relevant policies, strategies, and good practices to support all stakeholders' efforts to implement the global overarching goal of digital inclusion and contribute to the United Nations Decade of Healthy Aging (2021-2030).

To prepare and enable ITU members and stakeholders to turn these potential challenges into valuable opportunities to further improve the socio-economic landscape by building digitally inclusive and age-friendly environments and communities in their countries and regions.

To bridge the digital and intergenerational divide and ensure a better ageing for all.

2. LEARNING OUTCOMES

Upon completion of this course, participants will be able to:

- Name and identify the key building blocks of digital inclusion.
- Recognise the role of ICT accessibility as a key element to overcome any possible decline in older persons' functional abilities.
- Define two key elements for the adoption of ICTs by older persons.
- Identify three digital challenges faced by older persons.
- Identify the requirements to develop accessible and age-friendly environments.
- Identify the main elements required to ensure digitally inclusive communities in which older persons are active participants and valuable contributors.
- Apply good practices to formulate a digital policy to support better livelihood and socio-economic development of older persons.
- Find more information and related resources on digital inclusion and how to develop age-friendly environments.

3.TARGET POPULATION

The target audience for this course is all ITU members, stakeholders and policy-makers.

To ensure inclusive learning, this self-paced training course has been designed to be accessible by all people, including by persons with disabilities

4.ENTRY REQUIREMENTS

No prior knowledge or qualification in the topic is required.
However, for interested learners, please visit Ageing in a digital world for related information on the topic.

5.TRAINING COURSE CONTENTS

The module topics are:

1. Ageing better in a digital world

This module sets the context of "ageing better in a digital world". It addresses the two global megatrends that impact each other: the exponential rise of digital technologies and the rapid increase of ageing populations. It helps all stakeholders understand the challenges caused by these megatrends and turn these into opportunities while developing age-friendly digital environments.

2. Key elements for digital inclusion and the adoption of ICTs by older persons

This module presents the key elements that should be considered in the process of digital inclusion of older adults. These include the ICT accessibility requirements and standards, as well as digital skills and the adoption of technology.

3. Policies and strategy recommendations from the perspective of ICTs and ageing as an opportunity for better livelihood and independent living

This module highlights trends, identifies good practices and provides guidelines and possible solutions of the use of ICTs to leverage the contributions of older generations, reduce their vulnerability and foster their socio-economic development.

6.TRAINING COURSE SCHEDULE

This online course is self-paced, and learning is asynchronous. Learners progress through the three modules at their own pace.

7.METHODOLOGY (Didactic approach)

This self-paced training course is designed to be inclusive for everyone interested in the subject matter and so is accessible by all persons including those with disabilities. Therefore, the training is delivered through a player which supports several accessibility features. All text is read out by a state-of-the art text to speech engine, volume can be adjusted, and closed captions are available. The course player works with JAWS 16 and later, NVDA, VoiceOver and TalkBack screen readers in a range of browsers.

The training course comprises of three modules. Each module comprises of content, supporting images and multimedia, including infographics, interactive presentation, and videos aiming to increase learner knowledge and understanding of ICTs and ageing for better livelihood in the digital landscape.

Additionally, several case studies are presented to demonstrate how countries around the world address the two global megatrends of the rapid increase in population ageing and the exponential rise in digital technologies. Recommendations and guidelines on how to facilitate the digital inclusion of older persons are included in addition to specific guidelines on ICT/digital accessibility.

At the end of each module, and before moving on to the next, the learner will take a quiz based on the training content. Progress will be tracked by the Learning Management System (LMS).

8. ADVICE FOR USERS WITH DISABILITIES

This course had been designed to be accessible for persons with disabilities. It is developed using the Articulate Storyline software in HTML5. The course is designed to be compatible with the JAWS, NVDA, VoiceOver and TalkBack screen readers used with Internet Explorer, Edge, Chrome, Firefox and Safari.

The course uses a player which has the following buttons: menu, play, progress bar, repeat, closed captions, next and previous. The controls you will use the most are the play and next button.

The course contains its own audio. It is strongly recommended that screen reader users mute this audio by going to the volume control on the player interface and muting the audio.

All text and any images that contain information are accessible. We recommend using the tab key to navigate through the content of each slide and to use the player controls to move between slides.

There are quizzes in the course. All questions must be answered correctly before progressing to the next topic. We recommend using the tab key to navigate through the radio button choices and using the space bar to select a choice in the quiz. When you submit an answer, you must tab to the onscreen control that will either move you to the next slide or allow you to answer the question again.

8. EVALUATION AND GRADING

Please note that quizzes within the course do not contain their own audio.
At the end of each module, learners will answer several quiz questions to reinforce and assess knowledge. Each question must be answered correctly before moving on to the next. You may attempt each question as many times as you wish. At the end of the course, the learner will answer ten questions. Each question carries ten marks.

A score of 80 per cent (80%) is required to obtain an ITU badge. Subject to successful validation of knowledge, a Completion badge will be awarded by the International Telecommunication Union (ITU) Academy.

9. TRAINING COURSE COORDINATION

ITU coordinator:

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