SEACW DELIVERABLE D.2.3
"Final document of skills and competences for elderly people and social inclusion agents"

Project Acronym	SEACW
Grant Agreement No.	325146
Project Title	Social Ecosystem for Antiaging, Capacitation and Well-Being
Deliverable Reference Number	SEACW_D.2.3
Deliverable Title	Skills and competences for elderly people and social inclusion agents
Revision Number	2
Deliverable Editors *(main redactors)*	**GIP**: Isabelle Molina, Véronique Dupuis, Fabienne Martin, Anne-Marie Klapka, Véronique Maillet, Anna Reolon

Project co-funded by the European Commission within the ICT Policy Support Programme	
Dissemination Level	
PU	PUBLIC

Revision	Date	Description
0	04/02/2013	Definition of objectives and expected results
0.1	06/02/2013	Definition of methodologies and tasks assigned to this WP
0.2	11/02/2013	Inform all contributors (editors) in order to specify their participation and the information they have to provide for the study
0.3	21/06/2013	Reception an analysis of contributions
0.4	24/06/2013	Study conclusions
1	25/06/2013	Launching version
2	04/07/2013	Final version

Statement of originality:

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

Abstract

The present document identify:
-The skills necessary for the elderly according to their needs
- the skills needed by social inclusion agents (professional and non-professional) in relation to ICT and active and healthy aging

ICT SKILLS FOR THE ELDERLY AND SOCIAL INCLUSION AGENTS

INTRODUCTION

In 2013, in France, 11.6 million seniors are on the internet and represent 24.1% of Internet users. Seniors represent the people who spend the most time online (11 hours per month). These figures were unimaginable only 10 years ago. The older generation and the Internet is on the way: they are called surfers silvers.

SEACW The project aims to support this generation of seniors and promote active and healthy aging by developing a social ecosystem. This ecosystem, based on information technology and communication (ICT) requires from all users actors - elderly, professional actors and non-professional social inclusion - specific ICT skills to their status.

The lack of information about the features of the ecosystem has led us to focus on generic skills for the use of ICT by the elderly and social inclusion agents.

Before defining the skills to everyone involved, we initially sought to determine the needs of each of these actors.

For each of these two steps, we specify the methodology for finding us, one hand on the needs of actors and other ICT skills to meet the needs.

DETERMINATION OF NEEDS

I. Methodology

A first exploratory study was to analyze the needs of older people in new technologies.

We initially analyzed the results of a regional survey on the elderly regarding ICT uses. Then we met with a number of stakeholders to understand the needs from information obtained directly from the elderly.

I.I. Result of the investigation URAF

The GIP EFTLV used a regional survey, published in 2012, driven by URAF (Regional Union of Family Associations) of "our health tomorrow with new technologies "in which the GIP EFTLV participated.
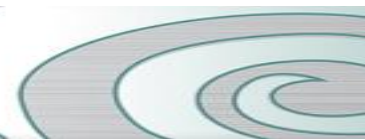
Conducted among 9,000 people all ages, 20% of people responded to the survey. Taking note of the results, it turned out that some issues are directly related to the use of ICT. The URAF has been asked to extract from these data the results dealing with these issues for the age groups of interest to the project SEACW:

• the group of 60-65 years,

• the group of 66-75 years

• the group of more than 75 years.

The results concerning the use of ICT by the elderly have been extracted from this survey (Appendix 1).

The following information comes from the survey completed by 1,465 people over 18 years including 430 people aged over 60 years.

☐ 94% of people aged under 60 <u>have internet access</u>
> against 80% of those aged 60-64 years,
> 68% of people aged 65-74 years
> and 34% of those 75 and older.

☐ 98% of people aged under 60 <u>use a computer</u>
> against 84% of those aged 60-64 years,
> 72% of people aged 65-74 years
> and 40% of those 75 and older.

☐ 97% of people aged under 60 <u>read an email message</u>
> against 82% of those aged 60-64 years,
> 70% of people aged 65-74 years
> and 38% of those 75 and older.

☐ 76% of people under 60 years of <u>know how to use a webcam</u>
> against 52% of those aged 60-64 years,
> 35% of people aged 65-74 years
> and 17% of those 75 and older.

☐ 20% of people under 60 years of <u>buying drugstore products on the internet at least once a year,</u>
> against 12% of those aged 60-64 years,
> 9% of people aged 65-74 years
> and 4% of people aged 75 and over.

☐ 49% of people under <u>60 believe that information technology applied to health, can dehumanize the patient / physician relationship</u>.
> This is the case with 59% of those 60-64,
> 58% of people aged 65-74 years
> and 55% of people aged 75 and over

This survey shows that people aged over 75 years belong to a generation far removed from ICT. The fracture is important from that age.

One of the obstacles to the use of ICTs is the dehumanization of relationships. This aspect apparent from interviews with elderly people who absolutely want to keep a social link-face. ICT can create social ties but this is a link to "distance" as the elderly seek direct contact.

I.2. Entities encountered

Meetings with professional ICT training for seniors

- Carsat :

- The Pension Insurance Fund and Health at Work is declared as a training organization, with the regional prefect.

4

- The CARSAT is in constant contact with a multitude of organizations working for and with the elderly. Thus, GIP EFTLV met Mrs Pruvot-Demichelis, Project Manager in Social Action CARSAT Northeast, for information on target groups SEACW project: the elderly and social inclusion agents. Where their needs / expectations and ways to meet them.

The information collected:

- Existing sites on the "aging well"

  o assuranceretraite.fr,

  o regeca.org (geriatric network Champagne-Ardenne)

  o seniorscope.com: surveys on the needs of seniors

  o gerontechnologie.net: Sofres investigations, information on uses (Entertainment - Contact - Stay connected-Alert - Move, be mobile - Secure your environment - View - Follow her health - Working his memory - Prevent and detect falls - Manage the home services - Helping caregivers and technologies for retirement homes- Accompany Alzheimer's disease), on technology, on the Silver Economy ..

- - Specific needs of older persons: identification of ICT skills (CARSAT data)

  o 60-80 years are accustomed to the use of ICT

  o farther ICT seem to be over 80 years and occupation (worker) who has not had to use ICT in their professional life.

  o Their needs lie mainly in the use of the Internet and peripheral (printer, scanner, webcam). They must be able to use the Internet safely, communicate with their loved ones, to manage their photos, learn how to make secure purchases.

The use must be as simple as possible to make a friendly and reassuring approach. Touch technologies seem more suitable for this category of users. Skills in word processing are not put first.

- - Contacts to be taken::

  o Association « les aînés ruraux » - Contact : Mr Salvadori Alain : 06 79 45 25 98
  o Association Eurafecam (Européenne de Formation et d'Échanges Culturels pour Aveugles et Malvoyants) - Contact : Mr Legai : 03 26 06 76 59
  o MSA - Contact : Mme Bouyer : 03 26 40 81 20
  o Association Unis cité – Contact : Monsieur Glatigny : 06 80 45 97 21
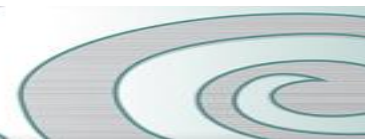
- Association "Génération en mouvement: les aînés ruraux" : Association "Generation in Motion: rural seniors"

The association "rural seniors" now "generation moving" organized in the Ardennes for three or four years of ICT training for rural seniors. Their audience is seniors aged 60 to 85 years.

The trainer is retired.

The training content is classic with learning about the computer environment, word processing, spreadsheet and Internet. The elderly account for an association need to know to create a digital document to tables, to communicate with their members on the internet and sometimes they want to be able to do direct mail. Some seniors want to use a spreadsheet to manage their budget. The majority wants to use the Internet to communicate with their grandchildren.

- • Foyer housing for pensioners (ARFO: Association of Residences households):

- Interviews with senior housing a home for retired as support with a questionnaire developed to identify the needs of elderly people.

- In France, people aged over 60 account for approximately 23% of the population (INSEE 2013).

- In order to locate the collection and use of ICT by the elderly, a questionnaire was created (Appendix 2.). Fifteen elderly were interviewed in a home housing for retirees ARFO (Association of Homes residence), the Coubertin residence in Reims. These people belong to the latter group presented above, since the average age of the household is 85 years.

- The results of this survey are presented in Appendix 3

- In conclusion of this qualitative study:

  - People aged over 75 have a low use of ICT

  - Training is provided in the context of intergenerational link organized by the Municipality

  - The existence of brakes: preconceptions "not for us", "our age", "it's too complicated" and a general lack of motivation to try new things.

  - The levers: they are available, they like games and social ties. They need to discover their computer or ICT as a fun way for them to learn what is binding and tiring.

• MSA

In Reims, the MSA (Agricultural Social Mutual) trains volunteers retired rural animators animate maintenance memory workshops. A novelty is to have introduced ICT in these formations and apparently future leaders show difficulties in appropriating these tools. It would be interesting to know their nature.

- • Unis Cités Association

The association Unis Cités develops projects (lasting about 8 months) to create an intergenerational link between young people (community service) and older people living in rural areas. This is a population of isolated and vulnerable elderly.

As part of a future project, young people could have the platform of the ecosystem and the elderly and to offer them over to the test.

- • E-seniors

Interview with trainer association e-seniors which provides ICT training for people aged between 60 and 85 years in the Paris region.

The trainer has set up a specific education to seniors:

- Must make them want to discover: use of access to some sites like google earth engine...

- They feel a great desire to communicate (children, peers ...), exchange of photos, documents and information retrieval (activities, culture, ...).

- We must be vigilant in terms of education and ensure that they have understood

- They have some difficulties in understanding the three-dimensional (eg hyperlink)

- No training in an operating system, not forming a word processor, spreadsheet ...

- We have access to the internet via a smartphone, tablet, register via the cloud ...: These ICT should be a simple, accessible and friendly world for this audience of seniors.

Conclusions :

The multiplicity of actors GIP EFTLV met to determine training needs and responses of some organizations highlights the diversity of these public exempted from traditional training training focused solely on the web training.

Older people who have never used computer tools are ultimately more receptive to ICT (eg use of cloud) that those who have used ICT.

2. The identified needs of elderly and agents of social inclusion

The elderly

The elderly were divided into three groups in the SEACW project.

Various studies grouped under the three age groups, specifics behaviors and needs:

- 60 to 65 years

In the first group, it is relevant to distinguish between active and inactive elderly because their needs are different.

Active people are more or less constrained in their work to be interested in computers. The public needs to learn form, the basic tools such as word processing, spreadsheet, e-mail, Internet.

Non-active persons, young retirees interested in computer tools more freely, voluntarily. Those are young grandparents who turn to computer activity to share these practices with their grandchildren.

- between 66 and 75 years

This age group discusses computer activity without any pressure. It seeks only to have fun, to grow and slow down the normal cognitive aging.

- and more than 75 years

This age group is the most remote of ICT. Only 15% are concerned. A lack of resources and the cognitive effects associated with age may explain this exclusion.

But these three age classes are only average in terms of behavior and needs. The needs of the elderly depend on various factors such as age, education level, activity level, social class, family situation.

And for the elderly, we recommend to make a real position to identify training needs. This positioning can be made from Table 1 "Needs of the Elderly" (next page).
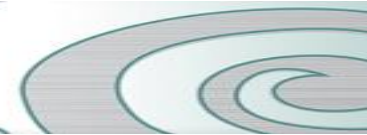
Table 1 «Needs of the Elderly» :

NEEDS OF THE ELDERLY
INFORM Find information on aging well Inquire about his illness Find counseling Develop their leisure (travel, games, photos) Cultivating Maintain their memory Find training in relation to their hobbies Learn about the welfare Learn about associations Manage an association
COMMUNICATE Maintain contact with their grandchildren Correspond with friends Maintain social ties Discuss on their medical experiments on their treatment
ORGANIZE DAILY LIFE using services Staying fit: eat well, sleep, sports Do not remain isolated Maintain the memory Have a preventive attitude to antiaging (techniques, guidelines, tools) Combine a job with retirement Prepare a trip Order meals Adapt its housing Perform administrative tasks Buy products without moving Shopping
PRODUCTION OF DOCUMENTS View photos, exchange Write a letter Create documents for an association Manage its budget

The social inclusion agents

The social inclusion agents are of two types: professionals and non-professionals.
The social inclusion professional actors involve professionals working with the elderly as home health aides, nursing aides, social workers, psychologists, nurses, physiotherapists, occupational therapists, dieticians, service trades the person (hairdresser home meal delivery man).
The non-professional insertion agents are relatives (spouse, family) and neighbors.

The table "Needs of social inclusion agents" includes all the identified needs of agents of social inclusion they are professional or not to intervene or assist the elderly.

Table 2 «Needs of social inclusion agents » :

Needs of social inclusion agents
Have knowledge about the "active and healthy ageing"
Have tools to promote the prevention of aging
Help the elderly to use ICT
Create a database on social welfare agencies
Communicate with professionals (for non-professional inclusion agents)
Communication between professionals (for professional social inclusion agents)
Access to information about interventions and monitoring of the elderly.

DETERMINATION OF SKILLS

II.1. Methodology

Based on the identified needs, and ICT training benchmark description (Appendix 4) and job benchmark description of social inclusion agents (Appendix 5), we tried to answer the needs through the use of ICT. We worked with a teacher working on training for three businesses cited, and an inspector Education specialist health and social sector.

II.2. Competencies identified

II.2.1. For the elderly

As the state of the art we did see, the use of new technologies involves changing skills mobilized. They involve adaptation and practices for senior citizens who do not rely systematically on professional experience (Charbonnier 2012)[1].

Skill levels were identified in the use of new technologies:

- - Instrumental skills: they relate to the hardware, software and applications. To use the equipment, these skills are mastered through distributors who sell and help the grip. For software and applications use is less obvious for seniors and especially for those from disadvantaged social strata.

- - The skills of information processing: they concern the skills to collect, sort, select, check and understand the contents of all types (data, information, knowledge). Older people are not accustomed to the research of nonlinear information. Cognitive scheme follows a linear path of having lived a time when information was scarce. By cons, they have facilities to sort and make use of the information found in relation to young people. They know better use the information that search.

- - Generic skills: mental openness (ability to capture heterogeneous information, cross), mental flexibility (ability to raise multiple media simultaneously) and mental polarization (ability to focus). The way of thinking is more senior unilateral and mental flexibility is more limited, they are disadvantaged youth reports. By cons, seniors have a better ability to concentrate. Older therefore compensate for their weaknesses by other resources: mental polarization compared to the open-mindedness and mental flexibility.

The skills that GIP EFTLV has identified and grouped into different tables fit into the three skill levels mentioned above.

---

[1] Charbonnier, O. et DARCHEN, L. (2012), Formation des seniors et changements technologiques. *Education permanente*, 191,37-49
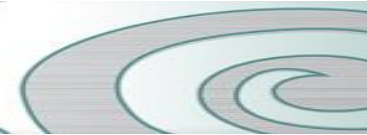
For the elderly, we have established two tables:

- Annex 6: Table "Objectives-Skills for the elderly" presents the skills for the elderly based on objectives.

- Annex 7: Table 'Needs-Skills for the elderly "describes the skills of the elderly according to their needs that were identified in the table on page 8.

  In this table there are three columns for knowledge / knowledge, skills and attitudes. Different knowledge were extracted from table "Objectives-Skills for the elderly" Every knowledge is associated with an index [..].

  Column in the ICT skills are specific skills that the elderly person must possess or acquire which are necessary to meet their needs.

  The index identifies how these skills are associated knowledge. The index is initially fat. The fat is removed when the response to the need calls for a skill that has been previously indicated.

II.2.2. Social Inclusion Agents

➢ ☐ We worked on three business professional social inclusion agents: the choice of three businesses becomes from the results of the statistical study of the DARES (2012)[2]. This study shows that the business trades help at home, caregivers is growing.

Social inclusion agent	Functions
Auxiliary social life (AVS) Graduation by the additional statement Nonprofit (MCAD) or the State diploma auxiliary social life (DEAVS)	- Performs duties with families, elderly or disabled living in private housing individual or collective - Provides support for people in the activities of daily life
Support, care and home services (ASSD) Having a professional tray: Support, care and personal services, home option (ASSD)	**-** Performs duties with elderly or disabled families living in private housing individual or collective - Provides support for people in the activities of daily life - Is able to supervise small teams of professionals responsible for these interventions
Nursing Services (AS) Diploma Nursing state aid	- Operates under the responsibility of the nurse - Performs functions related to care and maintenance of continuity of life to partially or fully compensate for a lack or decrease the autonomy of the person or group of people.

---

[2] [2] Direction de l'Animation de la Recherche, des Etudes et des Statistiques (2012) : Les métiers 2020, dynamisme des métiers d'aide et de soins aux personnes. Dares analyses, 22.

Table "Professional Activities and Skills for Social Inclusion agents" (Appendix 8): the activities mentioned in this table are extracted from the job benchmarking description activities common to these three business types insertion agent: home support different levels of training and career support.

- ➤ For agents of social inclusion lay-friends, family, loved ones, we have developed a list of skills that will define the training needs based on the activity and responsibilities that the actor wish to practice.

  In Appendix 9: Table 'Objectives Skills for non-professional social inclusion agents "refers to skills required by the public based on objectives.

  Skills can meet the identified needs of the elderly and to intervene in relation to professionals: actors social inclusion professionals but also health professionals.

CONCLUSION

The relational network (children, friends, colleagues) is a lever on the appropriation of new technologies by the elderly. It helps them make sense and perceive their usefulness. The desire for social inclusion has a major influence on their motivation to learn the use of ICT.

The role of training is to provide support to enable this appropriation. Kern supports this idea when he said the specifics of the training for the elderly (Kern 2008)[3]. This training is not focused primarily on the acquisition of specific skills but practical support contributing to the management of their daily lives.

The audience of the elderly is very different in function, not only of their age, but their openness, their cognitive ability according to their socio-professional category, their social environment, their activity, their professional experience.

We conducted various tools that allow for the responsibilities of the actor, or inherent to the profession chosen to define the skills necessary to perform the function. From the difference between the skills acquired and skills needed, an individualized training plan will be developed.

We wish to point out that the information on the skills can be adapted to the use of the ecosystem once it is operational and that we know all its features.

---

[3] [3] Kern, D. (2008), Les besoins d'apprentissage dans la vieillesse. Savoirs, 18,79-97

List of appendices and tables

APPENDIX 1

Survey URAF 2012

(of 1465 aged 18 to 74 years and more people including 430 people aged over 60 years)
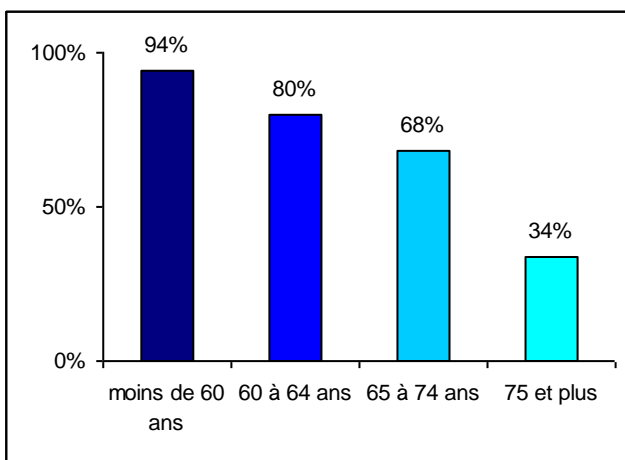
In this specific research, he is studying how field-Ardennes, especially those over 60 years using new technologies, including monitoring of their health.

15

Do you have access to the Internet?

85% of field-Ardennes surveyed have internet access

The respondent's age plays an important role in the internet.
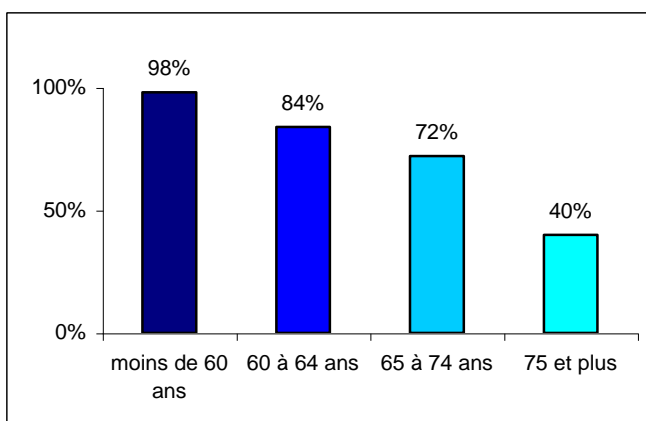

94% of people aged under 60 have internet access
against 80% of those aged 60-64 years,
68% of people aged 65-74 years
and 34% of those 75 and older.

Do you use a computer?

89% of field-Ardennes surveyed say they know how to use a computer.
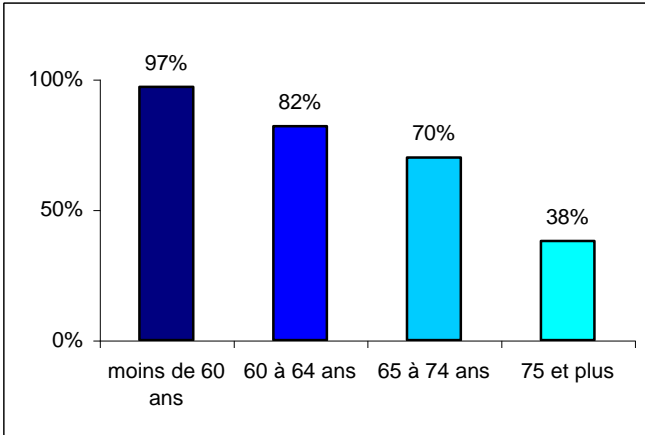
A distinction is made according to age with a stall for the last group.

98% of people aged under 60 are computer
against 84% of those aged 60-64 years,
72% of people aged 65-74 years
and 40% of those 75 and older.
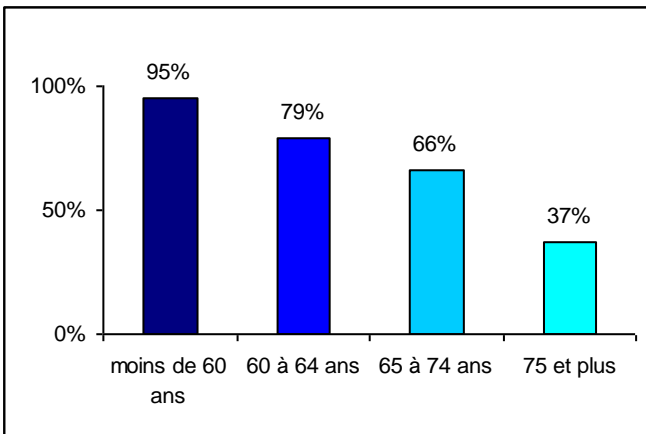
Do you read e-mail?

88% of field-Ardennes surveyed say they read an electronic message.

97% of people aged under 60 read an email message
against 82% of those aged 60-64 years,
70% of people aged 65-74 years
and 38% of those 75 and older.
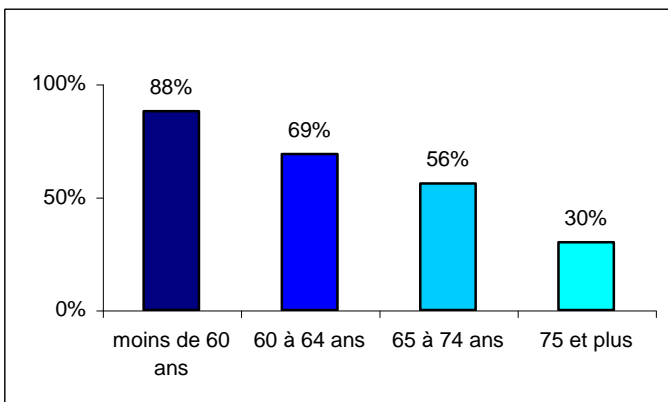
Do you send an email?

86% of field-Ardennes surveyed say they know send an email message.

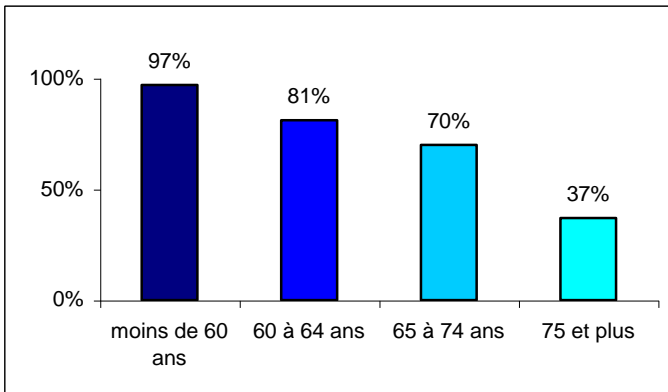## Do you send an attachment with an email message?

79% of field-Ardennes surveyed say they know send an attachment.

88% of people under 60 years of know send an
attachment to an email message
against 69% of those aged 60-64 years,
56% of people aged 65-74 years
and 30% of those 75 and older.

Do you use a printer?

88% of field-Ardennes surveyed say they know how to use a printer.

97% of people under 60 years of know how to use a printer
against 81% of those aged 60-64 years,
70% of people aged 65-74 years
and 37% of those 75 and older.

Do you send using a scanner?

74% of field-Ardennes surveyed say they know how to use a scanner.

84% of people under 60 years of know how to use a scanner
against 62% of those aged 60-64 years,
50% of those 65-74 years
and 25% of those 75 and older.

Do you send using a webcam?

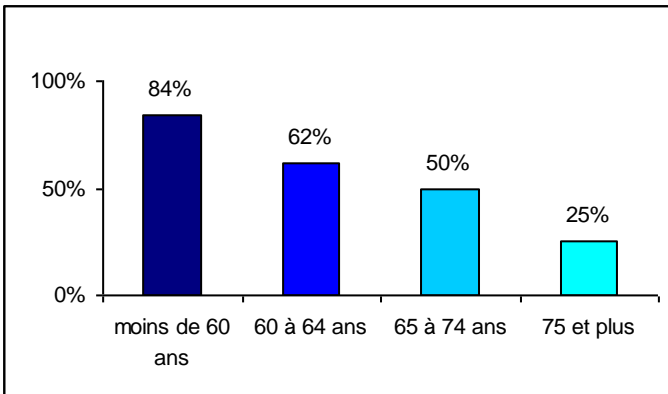65% of field-Ardennes surveyed say they know how to use a webcam

76% of people under 60 years of know how to use a webcam
against 52% of those aged 60-64 years,
35% of people aged 65-74 years
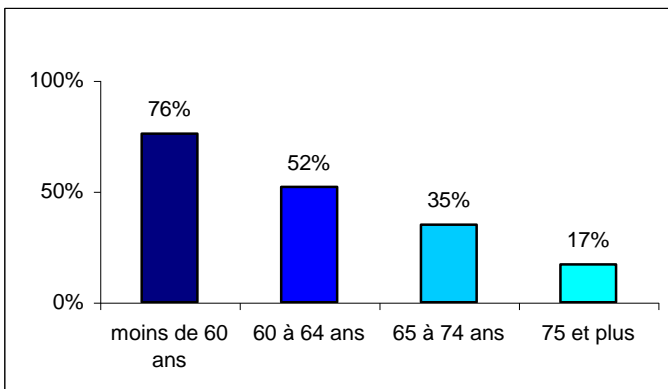and 17% of those 75 and older.

Do you send using a USB key?

78% of field-Ardennes surveyed say they know how to use a USB
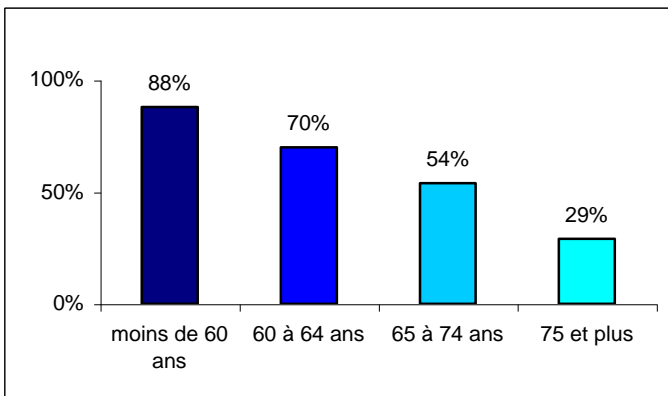
88% of people under 60 years of know how to use a webcam
against 70% of those aged 60-64 years,
54% of those 65-74 years
and 29% of those 75 and older.

Do you consult the websites of health?

51% of field-Ardennes surveyed say they visit websites of health.
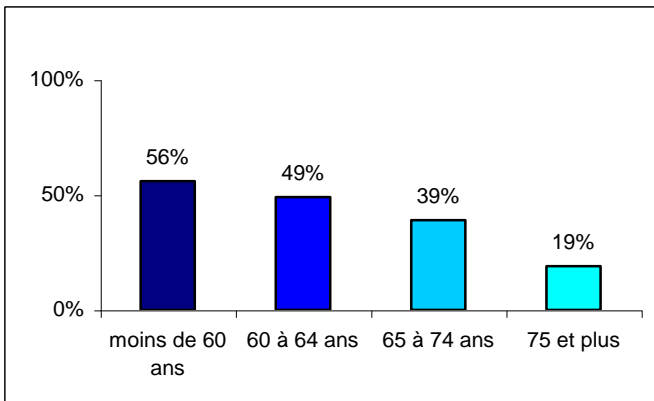
56% of people under 60 years of information from websites of health
against 49% of those aged 60-64 years,
39% of those 65-74 years
and 19% of those 75 and older.

Do you buy products online drugstore?

16% of field-Ardennes surveyed say they buy personal care products on the internet at least once a year.
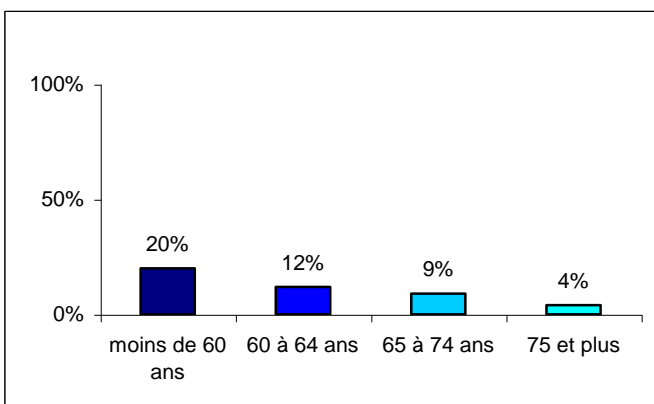
20% of people under 60 years of buying drugstore products on the internet at least once a year,
against 12% of those aged 60-64 years,
9% of people aged 65-74 years
and 4% of people aged 75 and over.

Do you think that new technologies combined with the health risk? ...

dehumanize the patient / physician relationship

52% of field-Ardennes surveyed believe that information technology applied to health, can dehumanize the patient / physician relationship.
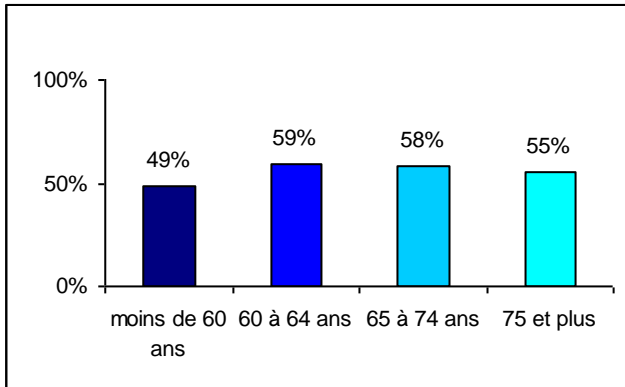
49% of people under 60 believe that information technology applied to health, can dehumanize the patient / physician relationship.
This is the case with 59% of those 60-64, 58% of people aged 65-74 years
and 55% of people aged 75 and over

disempower health professionals

34% of field-Ardennes surveyed believe that information technology applied to health, can disempower health professionals.
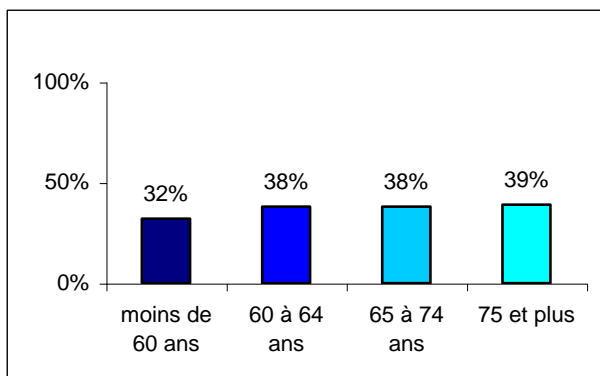
32% of people under 60 believe that information technology applied to health, can disempower health professionals.
This is the case for 38% of those 60-64, 38% of people aged 65-74 years
and 39% of those 75 and older.

transfer of responsibility to the patient does not wish to take

36% of field-Ardennes surveyed believe that information technology applied to health, can transfer the patient responsibilities he does not want to assume.
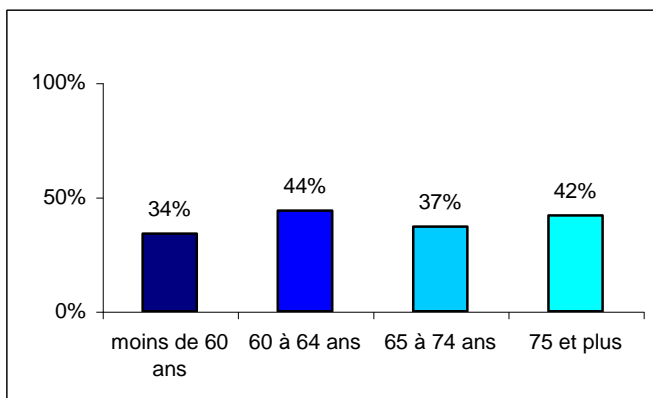
34% of people under 60 believe that information technology applied to health, can transfer the patient responsibilities he does not want to assume.
This is the case with 44% of those 60-64, 37% of people aged 65-74 years
and 42% of those 75 and older.

Would you be interested (e) to test practical combining health and new technologies?

43% of field-Ardennes surveyed would be interested to test combining health practices and new technologies (eg follow a regular treatment, monitoring health of a loved one, remote consultation**…**
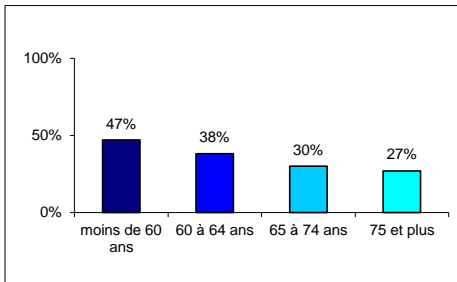
47% of those aged under 60 would be interested to test combining health practices and new technologies
against 38% of 60-64 years,
30% of 65-74
and 27% of people aged 75 and over

APPENDIX 2

Questionnaire on the use of ICT

Année de naissance :	Homme ☐	Femme ☐
Lieu d'origine :	Profession :	

RENSEIGNEMENTS (cochez une ou plusieurs cases)

Utilisez-vous

☐ TV   ☐ Téléphone fixe   ☐ téléphone portable   ☐ordinateur

Comment avez-vous appris à utiliser un ordinateur ?

☐ seul   ☐ avec l'aide d'un proche   ☐ par une formation

Avez-vous un accès à Internet ?

☐ oui   ☐ non

Comment communiquez-vous avec vos proches ?

☐ visite   ☐ téléphone ☐ chat   ☐ MMS ☐ twitter ☐SMS   ☐ IRC   ☐ appels visio

☐ courrier   ☐ e-mail   ☐forum   ☐ facebook   ☐ commentaires blogs

Comment trouvez-vous des informations sur votre santé ?

☐ par mon médecin   ☐ par la TV   ☐ par internet

☐ par des magazines spécialisées   ☐ je ne cherche pas ces informations

Quels sont pour vous les raisons d'utiliser de nouvelles technologies

☐ communiquer avec ses proches   ☐ gérer des photos

☐ avoir une activité sociale   ☐ trouver des informations

☐ avoir une activité intellectuelle   ☐ jouer

Quelles sont pour vous les raisons pour ne pas utiliser les nouvelles technologies

☐ par peur ne pas pouvoir apprendre   ☐ par manque de compétences

☐ par manque de confiance en soi   ☐ par la complexité d'utilisation

☐ par manque de sécurité des données   ☐ par risque pour le lien social

☐ trop difficile à comprendre   ☐ inutilité

☐ par rapport au coût élevé   ☐ aucun intérêt

Seriez-vous intéressés par une initiation aux nouvelles technologies ?

☐ oui   ☐ non

Qu'est-ce que « bien vieillir » selon vous ?

☐ si oui pourquoi ?   ☐ si non pourquoi ?

Si vous n'avez jamais utilisé un ordinateur, ne remplissez pas la suite du questionnaire

Merci

Pour la suite de ce questionnaire répondez aux questions en cochant la case 0, 1 ou 2 correspondant aux réponses suivantes :

☐ 0 je ne sais pas   ☐ 1 j'ai su mais j'ai oublié   ☐ 2 je sais sans hésitation

CONNAISSANCE DE BASES				
Présentation, mise en route, le matériel				
	Etes-vous capable de…		**Réponses**	
1	mettre en route et d'arrêter un ordinateur	☐0	☐1	☐2
2	brancher correctement un poste informatique, alimentation, imprimante, souris	☐0	☐1	☐2
3	lancer un programme	☐0	☐1	☐2
4	Faire du copier/coller	☐0	☐1	☐2
5	Utiliser une clé USB	☐0	☐1	☐2
TRAITER DES DOCUMENTS				
Produire un document textuel				
	Etes-vous capable de…		**Réponses**	
1	Utiliser un traitement de texte	☐0	☐1	☐2
2	Saisir un texte simple	☐0	☐1	☐2
3	Modifier un texte simple	☐0	☐1	☐2
4	Rédiger une lettre	☐0	☐1	☐2
Réaliser et gérer des documents fonctionnels				
	Etes-vous capable de…		**Réponses**	
1	Enregistrer un document	☐0	☐1	☐2
2	Créer des dossiers	☐0	☐1	☐2
3	Classer vos fichiers dans des dossiers	☐0	☐1	☐2
4	Retrouver vos fichiers	☐0	☐1	☐2

RECHERCHER DES INFORMATIONS				
Trouver une information				
	Etes-vous capable de…		**Réponses**	
1	trouver un navigateur	☐0	☐1	☐2
2	Rechercher l'informations dans un site	☐0	☐1	☐2
3	Utiliser un support (aide, CD-ROM, DVD…)	☐0	☐1	☐2
Rechercher et gérer une information adaptée à ses besoins				
	Etes-vous capable de…		**Réponses**	
1	développer un esprit critique vis-à-vis d'Internet	☐0	☐1	☐2

2	utiliser les moteurs de recherche	□0 □1 □2
3	extraire l'information adaptée à vos besoins	□0 □1 □2
4	gérer les informations récupérés	□0 □1 □2
5	télécharger un fichier	□0 □1 □2

COMMUNIQUER		
Envoyer et recevoir des messages		
	Etes-vous capable de…	**Réponses**
1	Connaître les usages des courriels, forums, blogs, chats, réseaux sociaux, SMS	□0 □1 □2
2	envoyer et recevoir un SMS	□0 □1 □2
3	envoyer et recevoir un message électronique	□0 □1 □2
4	échanger sur un forum, un chat, un blog	□0 □1 □2
Gérer sa messagerie		
	Etes-vous capable de…	**Réponses**
1	gérer vos contacts	□0 □1 □2
2	envoyer et recevoir un message	□0 □1 □2
3	envoyer une pièce jointe avec un message	□0 □1 □2
4	Conserver vos messages	□0 □1 □2

OBTENIR UN SERVICE		
Obtenir un service indispensable avec un appareil connu		
	Etes-vous capable de…	**Réponses**
1	utiliser une imprimante	□0 □1 □2
2	Utiliser un scanner	□0 □1 □2
3	utiliser une webcam	□0 □1 □2
4	utiliser Internet pour acquérir un bien ou un service	□0 □1 □2
5	acheter sur Internet en utilisant un paiement sécurisé	□0 □1 □2

Merci pour votre participation

Results of the questionnaire elderly

Les 14 personnes interrogées appartiennent à la tranche d'âge de 76 ans à + (moyenne de 85,5). Ce sont des personnes relativement autonomes. Ils n'ont pas de problèmes cognitifs importants. Toutes ces personnes utilisent la TV et un téléphone fixe et communiquent au moins avec leurs proches par téléphone et en direct (visite). Toutes trouvent des informations sur leur santé auprès de leur médecin. Toutes sont attachées au lien social. Ils aimeraient « *bien vieillir* » c'est-à-dire vieillir « *doucement* » « *sans maladies* » en étant « *alerte* » et « *solides sur ses jambes* ».

Comportement vis-à-vis des nouvelles technologies :

14 respondents belong to the age group of 76 + years (mean 85.5). These are relatively autonomous individuals. They do not have significant cognitive problems. All these people use TV and a landline phone and at least communicate with their loved ones by phone and live (visit). Find all information about their health with their doctor. All are attached to the social bond. They would "age well" that is to say old "gently" "no disease" being "alert" and "strong on his legs."

Behavior vis-à-vis the new technologies:

➤ Regarding the use of a computer most of the elderly or do not want to learn or they do not want to learn, or they are afraid of not being able to learn. They think it is too complicated and there is no interest. Some no longer have a taste for anything for various reasons: either because they are very old and have lost loved ones or they had serious illnesses.

➤ Some people would like to try but find the cost too high. Another would like to have one but she thinks she would have more social ties because it would still be playing, "it would take me all my time and I do not go down to the common room."

➤ Only two people have a computer

➤ The first person is a woman aged 82 years, she has always lived in town and she was baking. She has a computer for 6 years, she learned to use through training in MJC. It uses a word processor, knows drafting a document but do not always find his file. It has access to the Internet, it uses search engines. She is able to communicate with his family by email. It manages contacts, knows to send an attachment with a message and receive. It is difficult to manage the information retrieved. For her, the use of new technologies can move with the times, to find information, communicate with friends and family and have an intellectual activity mainly through games. She finds it still lacks knowledge and training would have to be more comfortable with the computer environment (file management, prioritization of messages, information) It has already purchased goods on the Internet but it does not make payment online, it sends a check.

➤ The second person is a 83 year old city man who was a craftsman carpenter. It has a mobile phone and a computer for 20 years. These are the children who have been taught to use it. It is mainly used to play (Call of Duty, brick breaking, success). This gentleman will soon have access to the Internet because it wants to communicate with his family by email, search for information, move with the times and connect with young people. He was always on the lookout for new and a curious mind. He critically vis-à-vis the Internet. He does not know how to use word processing. He does not want to buy online because it is afraid of scams. He thinks he should "know aging well."

Conclusion

Brakes: preconceptions "is not for us," "our age! "" It's too complicated "and a general lack of motivation to try new things.

Levers: they are available, they love games and relational. It should help them discover the computer in a fun way for them to learn what is binding and tiring.

APPENDIX 4

ICT Training benchmarcks description

Education nationale
B2i ®

- ▶ **Brevet informatique et Internet**
- ▶ **B2i ® Ecole**
- ▶ **B2i ® Collège**
- ▶ **B2i ® Lycée**

C2i ®

- ▶ **Certificat informatique et Internet**
- ▶ **C2i ® niveau 1**
- ▶ **C2i ® niveau 2 : Enseignant**
- ▶ **C2i® niveau 2 : Fonctions d'organisation et de communication**
- ▶ **C2i ® niveau 2 : Métiers du droit**
- ▶ **C2i ® niveau 2 : Métiers de l'environnement et de l'aménagement durables**
- ▶ **C2i ® niveau 2 : Métiers de l'ingénieur**
- ▶ **C2i ® niveau 2 : Métiers de la santé**

B2i ® adultes

- ▶ **B2i ® adultes**

Hors Education nationale

- ▶ **PIM** : Le passeport Internet Multimédia
- ▶ NSI Naviguer Sur Internet
- ▶ DEFI Démarche Evaluation du Fonctionnaire Internaute

En Europe

- ▶ PCIE : Le permis de conduire Informatique Européen

Le référentiel national du B2i® "adultes"

Le référentiel présenté ci-après comporte 5 domaines. Chaque domaine est défini par un objectif correspondant à un ensemble de capacités.

Intitulé du domaine	Objectif	Capacités
D1: Environnement informatique	Maîtriser les concepts et fonctions de base d'un poste informatique, l'utiliser dans un contexte de réseaux.	Connaître le vocabulaire spécifique et maîtriser les éléments matériels et logiciels de base.
		Gérer et organiser les fichiers, identifier leurs propriétés et caractéristiques.
		Organiser, personnaliser et gérer un environnement informatique.
		Se connecter et s'identifier sur différents types de réseaux.
D2 : Attitude citoyenne	Adopter une attitude citoyenne dans la société de l'information.	Connaître les règles d'usage et les dangers liés aux réseaux et aux échanges de données.
		Connaître les droits et obligations relatifs à l'utilisation de l'informatique et d'internet.
		Protéger les informations concernant sa personne et ses données.
		Prendre part à la société de l'information dans ses dimensions administratives et citoyennes.
D3 : Traitement et Production	Réaliser un document numérique.	Concevoir un document : objectif, démarche, choix de l'outil.
		Mettre en œuvre les fonctionnalités de base d'outils permettant le traitement de textes, de nombres, d'images et de sons.
		Réaliser un document composite.
		Diffuser un document numérique.
D4 : Recherche de l'information	Construire une démarche de recherche et évaluer l'information.	Consulter de l'information à partir de différents supports.
		Concevoir une démarche adaptée à l'objectif de recherche d'information et la mettre en œuvre.
		Identifier et organiser les informations.
		Évaluer la qualité et la pertinence de l'information.
		Réaliser une veille informationnelle.
D5 : Communication	Communiquer, échanger, collaborer en réseau.	Utiliser un outil de communication adapté aux besoins.
		Échanger des documents numériques.
		Collaborer en réseau.

PIM Passeport Internet et Multimédia

Référentiel
Le PIM correspond à des capacités de base

"Il concerne au premier chef les personnes qui n'ont jamais utilisé d'ordinateur ou n'ont aucune expérience des services de l'internet et vise à les accompagner dans leurs "premiers pas".

Toute personne ayant suivi l'initiation et passé avec succès le test doit être en mesure d'utiliser par elle-même un micro-ordinateur déjà configuré et connecté au réseau (ordinateur familial, borne publique, poste dans un cadre professionnel ou dans un espace public numérique), et les services de base d'internet, d'une interactivité simple (recherche d'informations, courrier électronique, services administratifs en ligne…)"

Le référentiel de compétences a été actualisé en février 2007. Il est téléchargeable sur le site de la DUI (Délégation aux usages de l'internet)
http://delegation.internet.gouv.fr/chrgt/PIM-referentiel-mars07.pdf

Les compétences sont regroupées autour de 5 grands objectifs.

1
 	
Connaître et utiliser un équipement informatique et ses logiciels
	1.1. Identifier et mettre en fonction les principaux éléments composant un équipement informatique
	   (un ordinateur connecté et ses périphériques)
	  - Désigner les principaux éléments composant un équipement informatique et savoir à quoi ils servent
	   - Identifier les différents supports de stockage de données : disque dur, supports amovibles
	   - Allumer et éteindre l'équipement informatique
	   - Connecter et déconnecter un support de stockage amovible
	1.2. Utiliser la souris et le clavier
	   - Déplacer le pointeur, placer le curseur, sélectionner ou déplacer un objet
	   - Saisir, effacer, valider, et exécuter un raccourci-clavier
	1.3. Naviguer dans son espace de travail
	   - Identifier les éléments de l'interface (bureau, fenêtres, barres de menu, icônes)
	   - Se déplacer dans une arborescence, créer des dossiers, nommer et déplacer un fichier
	   - Lire les propriétés d'un fichier : nom, format, taille, dates de création et de dernière modification
	   - Effectuer les réglages de base de l'ordinateur (résolution de l'écran, volume sonore)
	   - Connaître les types de logiciels
	    . bureautique (traitement de texte, tableur, …)
	    . multimédia (graphisme, audio, vidéo, …)
	    . Internet (client de messagerie, navigateur,…)
	    . utilitaires (compression, antivirus,…)
	- Lancer et quitter un logiciel ; ouvrir, enregistrer et fermer un fichier

2
 	
Naviguer sur Internet
	2.1. Se repérer dans Internet
	   - Connaître les principaux services d'Internet (messagerie, web, …)
	   - Utiliser les fonctions de base d'un navigateur
	    . utiliser la barre de navigation, les boutons, l'ascenseur, les onglets
	    . utiliser les favoris (ou signets)
	   - Se repérer dans une page Internet
	    . identifier les éléments de la page (menus de navigation, champs de saisie, listes déroulantes)
	     . repérer les liens hypertextes et les utiliser pour naviguer
	   - Décrypter et utiliser une adresse Internet
	2.2. S'informer sur Internet
	   - Effectuer une recherche

28	. connaître les principaux outils de recherche
	 . cibler une recherche dans un moteur de recherche (mot-clés, langue, critères)
	  - Sélectionner les résultats d'une recherche
	  . identifier la nature des réponses (information ou publicité, site officiel ou site personnel,
	   archive ou actualité)
	  . évaluer la pertinence et la crédibilité de l'information (auteur, date, source)
	  - Recueillir l'information
	  . enregistrer l'information (enregistrement de la page, utilisation des signets)
	  . télécharger un fichier
	  . s'abonner à un fil d'information ou à une lettre d'information
	2.3. Utiliser des services en ligne
	  - Connaître les services de l'administration électronique
	   . accéder au portail des démarches administratives (Administration 24h/24)
	   . faire une démarche administrative en ligne
	   (demande d'acte de naissance, changement d'adresse…)
	  - Utiliser des services Internet
	   . réserver et acheter un titre de transport
	   . faire un achat en ligne en toute sécurité et légalité
	   . rechercher un itinéraire
	   . utiliser des services de stockage, de partage et de diffusion (photos, musique,
	documents, calendrier...)

3
 	
Communiquer avec Internet
	3.1. Ouvrir un compte de messagerie électronique
	    - Créer un compte de messagerie électronique
	    - Accéder à son courrier avec un navigateur (messagerie en ligne)
	3.2. Utiliser une messagerie électronique
	    - Repérer les caractéristiques d'un courrier électronique (courriel) :
	     expéditeur, destinataire, date d'envoi, objet, pièces jointes
	    - Envoyer un courriel à plusieurs destinataires, avec pièce jointe
	    - Répondre à un courriel, le transférer
	    - Ouvrir et enregistrer un fichier joint
	    - Supprimer ou classer ses courriels
	3.3. Utiliser des outils d'échange et de dialogue
	     - Poster un message ou un commentaire sur un forum ou un site participatif
	     - Dialoguer en ligne en direct et connaître les risques liés à ce type de communication

4
 	
Créer et exploiter un document numérique
	4.1. Créer et mettre en forme un texte court
	    - Saisir les caractères en minuscules, en majuscules, les chiffres, les différentes lettres accentuées
	     et les signes de ponctuation
	    - Utiliser les fonctions sélectionner, copier, couper, coller, insérer, annuler la dernière opération,
	     enregistrer, enregistrer sous
	    - Modifier la mise en forme des caractères et des paragraphes
	4.2. Utiliser des images
	    - Ouvrir une image avec un logiciel simple et modifier sa taille ou sa résolution
	    - Insérer une image dans un document
	    - Créer un album photo en ligne ou un diaporama
	4.3. Diffuser un document numérique
	    - Enregistrer un document numérique dans un format adapté pour l'imprimer,
	     le publier sur un site ou l'envoyer par courriel
	    - Accéder à l'imprimante et paramétrer une impression (prévisualisation, quantité, partie de document)

5
 	
Connaître les règles élémentaires du
	5.1. Connaître les règles élémentaires du droit relatif à l'informatique et à Internet
	    - Vérifier les droits d'utilisation d'un logiciel ou d'un fichier (respect des droits
	d'auteur et de propriété)
	    - Connaître les droits et obligations concernant les données à caractère personnel
	     (loi Informatique et libertés) : droits d'information, d'opposition, d'accès, et de

droit et du bon usage sur Internet	rectification,
	
	    obligations concernant la collecte, la conservation et l'utilisation numérique de données personnelles
	5.2. Connaître les règles de bon usage d'Internet
	   - Appliquer les règles de bon comportement, de politesse et de civilité ("netiquette")
	5.3. Protéger sa personne et ses données
	   - Se prémunir contre les risques d'intrusion frauduleuse (virus, arrosage,...) et d'espionnage (témoins de connexion, logiciels espions,...)
	   - Sécuriser ses informations personnelles et professionnelles et assurer leur confidentialité
	   (gestion des mots de passe, ouverture et fermeture de session, sauvegarde)

NSI : Naviguer Sur Internet

Référentiel

Le référentiel de compétences du NSI a été défini dans la circulaire DGEFP n° 2004/011 du 29 mars 2004 (PDF, 25 p.).

Capacités à acquérir dans le module de 14 heures

"Il ne s'agit pas dans une démarche de sensibilisation de courte durée de développer des compétences professionnelles, mais plutôt des capacités. A l'issue du module le bénéficiaire peut en situation d'autonomie combiner des ressources externes (ordinateur et accès Internet) à des ressources internes (capacités, informations et modes opératoires acquis lors de la formation) afin de naviguer sur Internet au service d'un projet.

Cette démarche inclut une prise en main de l'ordinateur pour faciliter la démystification et la familiarisation de l'outil à un public éloigné de la culture informatique. Ce niveau d'utilisation est indispensable pour l'acquisition des capacités de base.

Des prérequis et 3 capacités clés

Prérequis **prise en main**	- allumer/ éteindre l'ordinateur - utiliser la souris, le clavier - se repérer et s'organiser dans l'environnement du poste de travail - repérer et allumer/éteindre les périphériques en fonction de l'utilisation attendue
1 **Naviguer sur Internet**	- établir la connexion à Internet - utiliser les principales fonctionnalités d'un navigateur - circuler dans l'architecture du réseau (la toile) - organiser un " bureau virtuel " en classant les sites favoris en fonction des thématiques recherchées
2 **Communiquer avec Internet**	- comprendre et utiliser le vocabulaire spécifique et les usages (Netiquette) facilitant l'intégration dans la communauté des internautes - utiliser le courrier électronique dans ses principales fonctionnalités - télécharger les fichiers joints en organisant son disque dur - participer à des forums et à des news groups - connaître les fonctions et les usages de la communication synchrone (le " chat ")
3 **Rechercher sur Internet**	- organiser sa question pour obtenir la réponse adaptée - obtenir des résultats satisfaisants à la question posée en utilisant les fonctions simples et thématiques d'un moteu de recherche - savoir quand et comment solliciter la communauté des internautes (principalement par l'utilisation des forums) pour affiner sa recherche ou contribuer soi même.

Circulaire DGEFP

Circulaire DGEFP n° 2004/11 du 29 mars 2004
Mise en oeuvre du module d'initiation à Internet pour 2004
"Un protocole d'accord (annexe 5) a été signé le 3 mai 2002 entre la DGEFP et les directions de l'enseignement scolaire et de la technologie du ministère de la jeunesse, de l'éducation nationale et de la recherche afin d'établir des passerelles entre le certificat "Naviguer Sur Internet" et le Brevet Informatique et Internet (B2i FC-GRETA).
Cette articulation implique bien entendu de respecter les annexes jointes :
1. référentiel des capacités de base
2. fiche d'engagement de services
3. cahier des charges de conventionnement d'un organisme
4. modèle de certificat
5. copie du protocole d'accord signé avec l'Education nationale

PCIE : Permis de Conduire Informatique Européen

Validation des compétences modulaire, libre, zéro-sanction

Le PCIE est un dispositif modulaire et progressif permettant à chacun de **valider** ses **compétences de base en Technologies de l'Information.** Il est composé d'un ensemble de modules de test aboutissant à une certification dans des domaines considérés comme fondamentaux dans l'utilisation quotidienne du poste de travail informatique. Le Référentiel du PCIE (Syllabus) définit les connaissances requises.

Les sept modules dans le PCIE sont choisis pour leur généralité et leur fréquence d'utilisation en entreprise.Ce qui compte dans le PCIE, ce n'est pas l'expertise poussée dans un applicatif, mais la maîtrise raisonnable de plusieurs domaines (utilisés tous les jours ou presque), de manière pragmatique et démontrant quelques bonnes pratiques essentielles.

Module 1 : Technologies et Société de l'information : matériel, logiciel, ergonomie, internet, aspects légaux, sécurité
Module 2 : Système et gestion des documents
Module 3 : Traitement de texte
Module 4 : Tableur
Module 5 : Base de données
Module 6 : Présentation
Module 7 : Services d'information et Outils de communication

Au départ du processus PCIE, le candidat reçoit une Carte d'Aptitudes européenne unique, qui va enregistrer la réussite aux différents tests passés tout au long de son cursus ou de ses activités professionnelles. La Carte d'Aptitudes PCIE est valable 3 ans, un temps suffisamment long pour espérer obtenir son PCIE complet ! Le candidat peut repasser des modules plusieurs fois sans aucune notion d'échec, car le PCIE est un objectif à atteindre qui n'a rien à voir avec un examen-sanction.

APPENDIX 5 : Job benchmarck description for professional social inclusion agents

Référentiel ASSD :

http://www2.ac-lyon.fr/enseigne/sbssa/IMG/pdf/ASSP_referentiel.pdf

Référentiel AS :

http://www.sbssa.ac-versailles.fr/IMG/pdf/Referentiel_activites__AS.pdf

Référentiel MCAD :

http://sbssa.spip.ac-rouen.fr/IMG/article_PDF/Rfrentiel-de-la-Mention_a560.pdf

MENTION COMPLEMENTAIRE AIDE A DOMICILE

RÉFÉRENTIEL DES ACTIVITÉS PROFESSIONNELLES

Le titulaire de la mention complémentaire aide à domicile exerce ses fonctions auprès de familles, de personnes âgées ou de personnes handicapées vivant en logement privé, individuel ou collectif. Il travaille en étroite collaboration avec les différents partenaires sanitaires et sociaux intervenant auprès de ces catégories d'usagers. Sa formation technique et humaine lui permet une approche globale de la personne et de répondre, dans la limite de ses compétences et des contraintes imposées, aux besoins de vie quotidienne de ces personnes. Il contribue au maintien de leur vie sociale.

Il est salarié, en particulier, d'associations, de collectivités territoriales, d'employeurs particuliers, d'organismes et services concourant au maintien à domicile. Il occupe notamment les mêmes emplois que le titulaire du Diplôme d'état d'auxiliaire de vie sociale.

En respectant les règles de discrétion professionnelle et l'identité culturelle des personnes il exerce les fonctions et activités qui peuvent être répertoriées comme suit :

Fonction de diagnostic de situation

Repérage des besoins, des attentes et des potentialités des personnes Évaluation des ressources et des contraintes des situations Recueil des consignes à respecter Identification des tâches prioritaires à effectuer Repérage des limites de compétences et identification des personnes à solliciter

Fonction de communication et de liaison

Prise de contact avec la personne et son entourage Écoute, dialogue, négociation avec la personne, la famille Sécurisation de la personne Participation au soutien psychologique dans les étapes importantes de la vie personnelle ou familiale Établissement de relations professionnelles avec les autres partenaires intervenant à domicile Transmission d'informations aux personnes concernées Participation à la vie du service à domicile Extériorisation et analyse du vécu professionnel

Fonction de maintien et de restauration de l'autonomie

Stimulation des fonctions intellectuelles, sensorielles et motrices par les activités de vie quotidienne Aide au repérage temporel et spatial Stimulation des relations sociales

Fonction d'accompagnement de la personne dans les actes de la vie quotidienne

Participation à l'élaboration des menus ; réalisation (ou aide à la réalisation) de repas équilibrés ou conformes aux régimes prescrits ; service des repas Veille, s'il y a lieu, à la prise correcte des médicaments selon les indications médicales et en restant dans la limite de ses compétences Aide aux activités de loisirs et de la vie sociale Aide à la mobilisation, aux déplacements et à l'installation de la personne Aide au retrait et à la remise en place des appareillages Aide aux soins d'hygiène et de confort, à l'habillage et au déshabillage Aide aux fonctions d'élimination

Fonction d'entretien et d'aménagement du cadre de vie Réalisation (ou aide à la réalisation) de l'entretien courant du linge et des vêtements, du logement Décontamination et/ou désinfection des surfaces, matériels Entretien, vérification et participation à la maintenance des matériels, des aides techniques et des appareillages Aménagement de l'espace dans un but de confort et de sécurité Participation à l'entretien des plantes, à l'alimentation et à l'hygiène des animaux domestiques

Fonction d'organisation et de gestion Organisation du travail en fonction des besoins et attentes de la personne, des ressources et des contraintes du milieu, des consignes données Gestion des produits courants Gestion du budget alloué pour les achats Aide au classement des documents familiaux et aux démarches administratives

Fonction de gestion de la qualité Évaluation de la qualité de l'action Réajustement de l'action Participation aux actions qualité

MISE EN RELATION DU REFERENTIEL DES ACTIVITES PROFESSIONNELLES ET DU DIPLOME

Référentiel des activités professionnelles

Référentiel du diplôme

FONCTIONS CAPACITÉS COMPETENCES TERMINALES C.11 Créer une situation d'échange C.12 Conseiller, négocier C.13 Rendre compte aux interlocuteurs concernés COMMUNICATION ET LIAISON C.1 COMMUNIQUER C.14 S'intégrer dans un projet, dans une équipe de travail

C.21 Recueillir des données C.22 Etablir un bilan de situation DIAGNOSTIC DE SITUATION C. 2 S'INFORMER ANALYSER - DÉCIDER C.23 Déterminer les priorités compte tenu des besoins, des ressources, des contraintes

C.31 Organiser le travail et s'adapter à une situation non prévue C.32 Gérer les stocks C.33 Gérer le budget imparti

ORGANISATION ET GESTION

C.3 ORGANISER GERER

C.34 Participer à la gestion des documents de la vie quotidienne

ACCOMPAGNEMENT DE LA PERSONNE DANS LES ACTES DE LA VIE QUOTIDIENNE

C.41 Concevoir, préparer, servir des repas équilibrés ou conformes aux régimes prescrits

C.42 Assurer l'entretien et l'hygiène du cadre de vie, des équipements, du linge et des vêtements

MAINTIEN ET RESTAURATION DE L'AUTONOMIE

C.43 Aménager l'espace de vie à des fins de confort et de sécurité

C.44 Mettre en œuvre des activités de maintien de la vie sociale et de loisirs

ENTRETIEN ET AMENAGEMENT DU CADRE DE VIE

C.45 Assurer les soins d'hygiène corporelle, l'aide aux activités motrices et aux déplacements

C.46 Assurer la prévention et la sécurité

GESTION DE LA QUALITÉ

C.4 ACCOMPAGNER ET / OU RÉALISER

C.47 Evaluer et ajuster son action

APPENDIX 6 : « Objectives-Skills for the elderly»
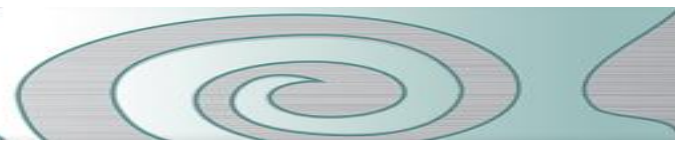
OBJECTIVE	SKILLS
Turning the computer equipment	**Turn on the hardware and basic software (computer and peripherals, tablet, phone ...)**
	- The main components of computer equipment **[1]**
	- Different media data storage hard disk, removable media **[2]**
	- Turning the computer equipment **[3]**
	- Connect and disconnect a removable storage medium **[4]**
	Use the mouse and the keyboard
	- Move the cursor, select, move an object **[5]**
	- Enter, delete, validate and execute a hotkey **[6]**
	Navigating the workspace
	- The elements of the interface (desktop, windows, menu bar **[7]**
	- Move in a tree, create folders, and move a file name **[8]**
	- The properties and characteristics of a file **[9]**
	- Perform the basic settings of the computer (sound, resolution, screen) **[10]**
	- Types of software: Office (word processing, spreadsheet ...) Multimedia (graphics, audio, video ...) Internet (e-mail client, browser) **[11]**
	- Launching and quitting software: open, save and close a file **[12]**
	- Find a lost file, retrieve a file **[13]**
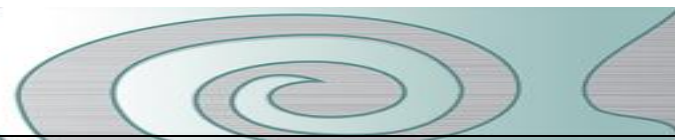
OBJECTIVE	SKILLS
Navigating the workspace	**Locate themselves on the Internet**
	- The major internet services (email, web ...) **[14]**
	- Use the basic functions of a browser (the navigation bar, buttons, elevator, tabs, favorites …) **[15]**
	- Locate in a web page (identifying elements of the page: navigation menus, input fields, confusing list ...) **[16]**
	- Identify and use hyperlinks to navigate **[17]**
	- Decrypt and use an Internet address **[18]**
	Search on Internet

	- Search
	    The main research tools **[19]**
	    Target search in a search engine (keywords, language, criteria) **[20]**
	    Use the online help software **[21]**

	- Select search results
	    Identify the nature of the responses (information or advertising, official website or personal website, or news archive) **[22]**
	    Assess the relevance and credibility of the information (author, date, source ...) **[23]**

	- Collect information
	    Record information (registration page, using bookmarks) **[24]**
	    Download file **[25]**
	    Subscribe to a news feed or a newsletter **[26]**
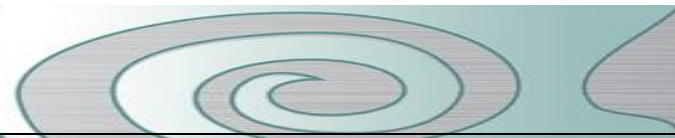
OBJECTIVE	SKILLS
Communicate with the Internet	**Open e-mail account**
	- Create an email account **[27**]
	- Access their mail with a browser (webmail)) **[28]**
	Use email
	- Features an email: sender, recipient, date sent, subject, attachments **[29]**
	- Write and send an email **[30]**
	- Send an email with an attachment **[31]**
	- Send email to multiple recipients **[32]**
	- Reply to an email **[33]**
	- Forward an email **[34]**
	- Open and save an attachment **[35]**
	- Delete or classify emails **[36]**
	- Create an address book **[37]**
	Use of trade tools and dialogue
	- Post a message or a comment on a forum or a participatory website (wiki) **[38]**
	- Live chat online (Skype, chat) **[39]**
	- Use a webcam **[40]**
	- Making a blog **[41]**
	- Join a social network **[42]**

OBJECTIVE	SKILLS
Use online services	**Use the administrative services**
	- Access the portal administrative procedures) **[43]**
	- To an administrative procedure online (request birth, address change **[44]**
	- Use online banking **[45]**
	Use Internet services
	- Book and buy a ticket **[46]**
	- Making a purchase online safely and legally **[47]**
	- Find a route **[48]**
	- Order meals **[49]**
	- Book and order books at the library **[50]**
	- Play Online **[51]**
	- Use storage services (cloud) **[52]**
	- Use services sharing and dissemination (photos, documents, calendar, music) **[53]**

OBJECTIVE	SKILLS
Create and exploit a digital document	**Create and format a short text**
	- Enter the characters in lowercase, uppercase, numbers, various accented letters and punctuation **[54]**
	- Using functions select, copy, cut, paste, insert, undo the last operation, save, save as **[55]**
	- Change the formatting characters and paragraphs **[56]**
	Use images
	- Open an image with a simple software and change its size and resolution **[57]**
	- Insert an image into a document **[58]**
	- Create a slideshow **[59]**
	Manage photos
	- Transfer pictures to the computer **[60]**
	- Save photos on an external medium **[61]**
	- Create an online photo album **[62]**
	- Share photo albums **[63]**
	- Scan paper photos **[64]**
	- Use a photo viewer **[65]**
	- Display photos on a blog **[66]**
	Broadcasting digital document
	- Save a digital document in a suitable size to print, publish it on a website or email **[67]**
	- Access the printer **[68]** - Set an impression **[69]**

OBJECTIVE	SKILLS
Knowing the basic rules of law and the proper use of Internet	**The basic rules of law relating to the Internet and computer**
	- Check the rights to use the software or file (respecting copyright and ownership rights) **[70]**
	- The rights and obligations concerning the personal data (Data Protection Act): Information rights of opposition, access **[71]**
	- Rights and obligations concerning the collection, storage and use of personal digital data **[72]**
	Knowing the rules of proper use of the Internet
	- Apply the rules of proper use of the Internet **[73]**
	Protect him and his data
	- Guard against the risk of fraudulent intrusion (viruses, ...) and espionage **[74]**
	- Secure personal and business information and ensure confidentiality management (passwords, opening and closing session, backup ...) **[75]**

APPENDIX 7 : « Needs-Skills for the elderly»

NEED	ICT ACTIVITY	ICT SKILLS	Knowledge	Know-how	Know to be
43 **INFORM**	**Use the IT environment** **Surfing the Internet** **Knowing the basic rules of law and the proper use of Internet**	**[3] Turn on the hardware and basic software (computer and peripherals, tablet, phone ...)** **[5] ;[6] Use a mouse** **[10] ; (11) ;[12] Navigating the workspace**	Types of software: Office (word processing, spreadsheet ...) Multimedia (graphics, audio, video ...) Internet (e-mail client, browser) **[11]**	Turning the computer equipment **[3]** Move the cursor, select, move an object **[5]** Enter, delete, validate and execute a hotkey **[6]** Perform the basic settings of the computer (sound, resolution, screen) **[10]** Launching and quitting software: open, save and close a file **[12]**	
		[14] to [18] Locate themselves on the Internet	The major internet services (email, web ...) **[14]**	Use the basic functions of a browser (the navigation bar, buttons, elevator, tabs, favorites ...) **[15]** . Locate in a web page (identifying elements of the page: navigation menus, input fields, confusing list ...) **[16]** Identify and use hyperlinks to navigate **[17]** Decrypt and use an Internet address **[18]**	
		[19] to [21] Search on Internet **[22] à [23] Select search results** **[24] à [26] Collect inform** **[70] ; [71] ; [72] The basic rules of law relating to the Internet and computer** **[74] ; [75] Protect him and his data**	The main research tools **[19]** The rights and obligations concerning the personal data (Data Protection Act): Information rights of opposition, access **[71]** Rights and obligations concerning the collection, storage and use of personal digital data **[72]**	Target search in a search engine (keywords, language, criteria) **[20].** Use the online help software **[21].** Identify the nature of the responses (information or advertising, official website or personal website, or news archive) **[22].** Assess the relevance and credibility of the information (author, date, source ...) **[23].** Record information (registration page, using bookmarks) **[24].** Download file **[25].** Subscribe to a news feed or a newsletter **[26]** Guard against the risk of fraudulent intrusion (viruses, ...) and espionage **[74]** Secure personal and business information and ensure confidentiality management (passwords, opening and closing session, backup ...) **[75]**	**[70]** Check the rights to use the software or file (respecting copyright and ownership rights)

NEED	ICT ACTIVITY	ICT SKILLS	Knowledge	Know-how	Know to be
44 **COMMUNICATE**	**Use the IT environment** **Communicate with the Internet** **Knowing the basic rules of law and the proper use of Internet**	[3] **Turn on the hardware and basic software (computer and peripherals, tablet, phone ...)** [5] [6] **Use the mouse** [10] [11] [12] **Navigating the workspace**	[11]	[3] [5] [6] [10] [12]	
		[27] à [28] Open e-mail account		Create an email account **[27]** Access their mail with a browser (webmail)**[28]**	
		[29] à [37] Use email [70] ; [71] ; [72] **The basic rules of law relating to the Internet and computer** **[73] Apply the rules of proper use of the Internet** [74] **Protect him and his data**	Features an email: sender, recipient, date sent, subject, attachments **[29]** [70] ; [71] ; [72]	Write and send an email **[30]**. Send an email with an attachment **[31]**. Send email to multiple recipients **[32]**. Reply to an email **[33]**. Forward an email **[34]**. Open and save an attachment **[35]**. Delete or classify emails **[36]**. Create an address book **[37]**. [74]	Apply the rules of proper use of the Internet **[73]**
		[38]à [42] Use of trade tools and dialogue [70] ; [71] ; [72] **The basic rules of law relating to the Internet and computer** [73] **Knowing the rules of proper use of the Internet**	[70] ; [71] ; [72]	Post a message or a comment on a forum or a participatory website (wiki) **[38]** Live chat online (Skype, chat) **[39]**. Use a webcam **[40]**. Making a blog **[41]**. Join a social network **[42]**.	[73]

NEED	ICT ACTIVITY	ICT SKILLS	Knowledge	Know-how	Known to be
45 **ORGANIZE YOUR LIFE DAILY using services**	**Use the IT environment** **Use online services** **Knowing the basic rules of law and the proper use of Internet**	[3] **Turn on the hardware and basic software (computer and peripherals, tablet, phone ...)** [5] [6] **Use the mouse** [10] [11] [12] **Navigating the workspace**	[11]	[3] [5] [6] [10] [12]	
		[43] à [45] Use the administrative services [70] ; [71] ; [72] **The basic rules of law relating to the Internet and computer** [73] **Knowing the rules of proper use of the Internet** [74] [75] **Protect him and his data**	[70] ; [71] ; [72]	Access the portal administrative procedures **[43]** To an administrative procedure online (request birth, address change **[44]** Use online banking **[45]** [74]	[73]
		[46] à [53] Use Internet services [70] ; [71] ; [72] **The basic rules of law relating to the Internet and computer** [73] **Knowing the rules of proper use of the Internet** [74] [75] **Protect him and his data**	[70] ; [71] ; [72]	Book and buy a ticket **[46** Making a purchase online safely and legally **[47]**. Find a route **[48]**. Order meals **[49]**. Book and order books at the library **[50]**. Play Online **[51]** Use storage services (cloud) **[52]**. Use services sharing and dissemination (photos, documents, calendar, music) **[53]**. [74] [75]	[73]

NEED	ICT ACTIVITY	ICT SKILLS	Knowledge	Know-how	Know to be
PRODUCTION OF DOCUMENTS (46)	**Use the IT environment** **Create and exploit a digital document**	**[1] [2]** [3] **[4] Turn on the hardware and basic software** [5] [6] **Use the mouse** **[7] [8] [9]** [10] [11] [12] **[13] Navigating the workspace**	The main components of computer equipment **[1]** Different media data storage hard disk, removable media **[2]** The elements of the interface (desktop, windows, menu bar **[7]** The properties and characteristics of a file **[9]** [11]	[3] Connect and disconnect a removable storage medium **[4]** [5] [6] Move in a tree, create folders, and move a file name **[8]** [10] [12] Find a lost file, retrieve a file **[13]**	
		[54] à [56] Create and format a short text		Enter the characters in lowercase, uppercase, numbers, various accented letters and punctuation **[54]** Using functions select, copy, cut, paste, insert, undo the last operation, save, save as **[55]** Change the formatting characters and paragraphs **[56]**	
		[57] à [59] Use imaz²&ges		Open an image with a simple software and change its size and resolution **[57]**. Insert an image into a document **[58]**. Create a slideshow **[59]**.	
		[60] à [66] Manage photos		Transfer pictures to the computer. **[60]** Save photos on an external medium **[61]** Create an online photo album. **[62]** Share photo albums **[63]** Scan paper photos **[64]** Use a photo viewer **[65]** Display photos on a blog **[66]**	
		[67] à [69] Broadcasting digital document		Save a digital document in a suitable size to print, publish it on a website or email **[67]** Access the printer **[68[** Set an impression **[69]**	

APPENDIX 8 « Professional activities and skills of Social inclusion agents - professional »

PROFESSIONAL ACTIVITIES	SKILLS X : skills acquired out of the training output powers of these three degrees - : skills to be acquired	Social inclusion agents - professional		
		Auxiliaire de vie sociale	Accompagnement soins et services à domicile	Aide-soignante
Diagnosis of the situation in relation to ICT (48)	**Turn on the hardware and software building blocks (a computer and its peripherals, tablet)**			
	- Identify the main components of computer equipment and know what they are	X	X	X
	- Identify the different data storage media: hard disk, removable media	X	X	X
	- Turning the computer equipment	X	X	X
	- Connect and disconnect a removable storage medium	X	X	X
	Use the mouse and keyboard			
	- Move the cursor, move the cursor, select, move an object	X	X	X
	- Enter, delete, validate and execute a hotkey	X	X	X
	Navigating the workspace			
	- Identify the elements of the interface (desktop, windows, menu bars ...)	X	X	X
	- Move to a tree, create folders, and move a file name	X	X	X
	- Identify the properties and characteristics of basic file	-	X	X
	- Perform the basic settings of the computer (sound, screen resolution)	-	X	X
	- Know the types of software 　　Office (word processing, spreadsheet ...) 　　Multimedia (graphics, audio, video ...) 　　Internet (e-mail client, web browser ...)	-	X	X
	-Starting and ending software: open, save and close a file	X	X	X
	- Retrieve a lost file, recover a deleted file	-	X	X

PROFESSIONAL ACTIVITIES	SKILLS	Social inclusion agents professionnal		
		Auxiliaire de vie sociale	Accompagnement soins et services à domicile	Aide-soignante
Information Processing	**Locate in Internet**			
	- Use the main Internet services (email, web)	X	X	X
	- Use the basic functions of a browser (the navigation bar, buttons, elevator, tabs, favorites ...)	X	X	X
	- Find yourself in a web page (identifying elements of the page: navigation menus, entry fields, drop-down lists)	X	X	X
	- Identify and use hyperlinks to navigate	_	X	X
	- Decrypt and use an Internet address	X	X	X
	Learn about Internet			
	- Search	X	X	X
	Use the main search tools	X	X	X
	Target search in a search engine (keywords, language, criteria) Use the online help of the software	_	X	X
	- Select search results Identify the nature of the responses (information or advertising, official website or personal website, or news archive) Assess the relevance and credibility of the information (author, date, source)	_	X	X
	- Gather information	X	X	X
	Record information (registration page, using bookmarks) Download file	X	X	X
	Subscribe to a news feed or a newsletter	_	X	X

PROFESSIONAL ACTIVITIES	SKILLS	Social inclusion agents - professional		
		Auxiliaire de vie sociale	Accompagnement soins et services à domicile	Aide-soignante
Communication and Liaison	**Open e-mail account**			
	- Create an e-mail account	X	X	X
	- Access your mail with a browser (webmail)	X	X	X
	Use email			
	- Identify the characteristics of an electronic mail (email): sender, recipient, date sent, subject, attachments	X	X	X
	- Write and send an email	X	X	X
	- Send an email with an attachment	X	X	X
	- Send an email to multiple recipients	X	X	X
	- Reply to an email	X	X	X
	- Forward email	X	X	X
	- Open and save an attachment	X	X	X
	- Delete or classify emails	X	X	X
	- Create an address book	X	X	X
	Use of trade tools and dialogue			
	- Post a message or a comment on a forum or a participatory website (wiki)	X	X	X
	- Dialogue live online and manage the risks associated with this type of communication (chat)	X	X	X
		–	–	X
	- Use a webcam	–	X	X
	- Make a blog	–	–	–
	- Join a social network	X	X	X
	- Read the instructions on a dedicated website	X	X	X

PROFESSIONAL ACTIVITIES	SKILLS	Social inclusion agents - professional		
		Auxiliaire de vie sociale	Accompagnement soins et services à domicile	Aide-soignante
51 **Accompany a person in the actions of everyday life**	**Using the services of e-government**			
	- Access to the portal administrative procedures (24h/24 administration) [43]	X	X	X
	- Make administrative process online (request birth certificates, change of address ...)	X	X	X
	- Use online banking	-	-	-
	Use of Internet services			
	- Book and buy a ticket	-	X	X
	- Buy online safely and legally	_	X	X
	- Find a route	X	X	X
	- Order food	X	X	X
	- Book and order books at the library	X	X	X
	- Play on computer	X	X	X
	- Use storage services (cloud)	_	_	X
	- Use services sharing and dissemination (photos, music, documents, calendar) [53]	X	X	X
	- Use schedule, calendar	X	X	X
	- Complete a record of monitoring interventions	X	X	X
	- Read instructions	X	X	X
	- Send targeted information	-	X	X

PROFESSIONAL ACTIVITIES	SKILLS	Social inclusion agents - professional		
		Auxiliaire de vie sociale	Accompagnement soins et services à domicile	Aide-soignante
52 **Organisation**	**Create and format a short text**			
	- Enter the characters in lowercase, uppercase, numbers, various accented letters and punctuation [54]	X	X	X
	- Use the function select, copy, cut, paste, insert, undo the last operation, save, save as	X	X	X
	- Change the formatting characters and paragraphs	X	X	X
	Use images			
	- Open an image with a simple software and change its size and resolution	X	X	X
	- Insert an image into a document	X	X	X
	- Create a slideshow	_	X	X
	Managing photos			
	- Transfer pictures to the computer	X	X	X
	- Save images on external media (USB, microSD key …)	X	X	X
	- Create an online photo album	X	X	X
	- Share photo albums	X	X	X
	- Scanning paper photos	_	X	X
	- Use a photo viewer	_	X	X
	- Expose photos on a blog	_	X	X
	Broadcasting digital document			
	- Save a digital document in a format suitable for printing, publishing on a website or email	X	X	X
	- Access to the printer	X	X	X

PROFESSIONAL ACTIVITIES	SKILLS	Social inclusion agents - professional		
		auxiliaire de vie sociale	Accompagnement soins et services à domicile	aide-soignante
53 Mastery of the rules of law and the proper use of the Internet	**Mastering the basic rules of law relating to computers and the Internet**			
	- Check the rights to use the software or file (respecting copyright and ownership rights)	_	X	X
	- Understand the rights and obligations concerning the personal data (Data Protection Act): Information rights of opposition, access and rectification	X	X	X
		_	_	X
	- Understand the rights and obligations regarding the collection, storage and use of personal digital data	_	X	X
	Master the rules of proper use of the Internet			
	- Apply the rules of good behavior, politeness and civility ("netiquette")	X	X	X
	Protect his person and data about the dangers to networks and data exchange			
	- To protect against the risk of fraudulent intrusion (viruses, ...) and espionage (cookies, spyware ...)	-	X	X
	- Secure your personal and business information and ensure confidentiality management (passwords, opening and closing session, backup ...)	-	X	X
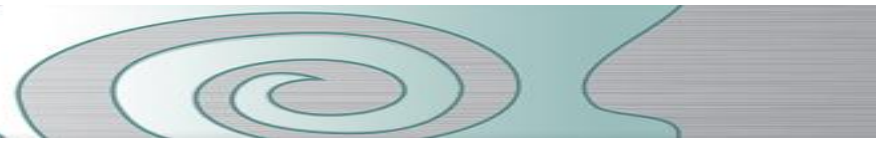
APPENDIX 9   « Objectives-Skills for non-professional Social inclusion agents»
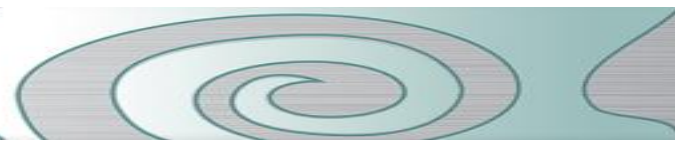
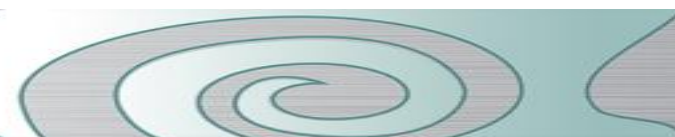| OBJECTIVES	SKILLS non-professional- Social inclusion agents
Use the IT environment	**Turn on the hardware and software building blocks (a computer and its peripherals, tablet)**
	- Identify the main components of computer equipment and know what they are
	- Identify the different data storage media: hard disk, removable media
	- Turning the computer equipment
	- Connect and disconnect a removable storage medium
	Use the mouse and keyboard
	- Move the cursor, move the cursor, select, move an object
	- Enter, delete, validate and execute a hotkey
	Navigating the workspace
	- Identify the elements of the interface (desktop, windows, menu bars ...)
	- Move to a tree, create folders, and move a file name
	- Identify the properties and characteristics of basic file
	- Perform the basic settings of the computer (sound, screen resolution)

	- Knowing the types of software
	     Office (word processing, spreadsheet ...)
	     Multimedia (graphics, audio, video ...)
	     Internet (e-mail client, web browser ...)

	- Starting and ending software: open, save and close a file
	- Retrieve a lost file, recover a deleted file
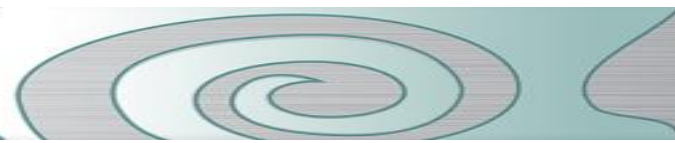
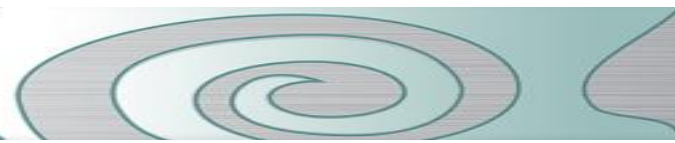| OBJECTIVES	SKILLS non-professional- Social inclusion agents
Surfing with Internet	**Locate in Internet**
	- Use the main Internet services (email, web)
	- Use the basic functions of a browser (the navigation bar, buttons, elevator, tabs, favorites ...)
	- Find yourself in a web page (identifying elements of the page: navigation menus, entry fields, drop-down lists)
	- Identify and use hyperlinks to navigate
	- Decrypt and use an Internet address
	Learn with Internet

	- Search
	    Use the main search tools
	    Target search in a search engine (keywords, language, criteria)
	    Use the online help of the software

	- Select search results
	    Identify the nature of the responses (information or advertising, official website or personal website, or news archive)
	    Assess the relevance and credibility of the information (author, date, source)

	- Gather information
	    Record information (registration page, using bookmarks)
	    Download file
	    Subscribe to a news feed or a newsletter

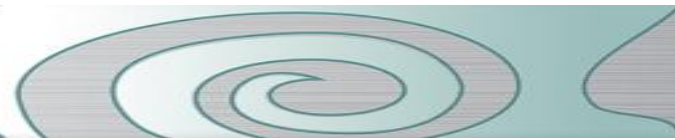| OBJECTIVES	SKILLS non-professional- Social inclusion agents
Communicate	**Open e-mail account**
	- Create an e-mail account
	- Access your mail with a browser (webmail)
	Use email
	- Identify the characteristics of an electronic mail (email): sender, recipient, date sent, subject, attachments
	- Write and send an email
	- Send an email with an attachment
	- Send an email to multiple recipients
	- Reply to an email
	- Forward email
	- Open and save an attachment
	- Delete or classify emails
	- Create an address book
	Use of trade tools and dialogue
	- Post a message or a comment on a forum or a participatory website (wiki)
	- Dialogue live online and manage the risks associated with this type of communication (chat)
	- Use a webcam
	- Make a blog
	- Join a social network
	- Read the instructions on a dedicated website

OBJECTIVES	SKILLS non-professional- Social inclusion agents
Use online services	**Using the services of e-government**
	- Access to the portal administrative procedures (24h/24 administration) [43]
	- Make administrative process online (request birth certificates, change of address ...)
	- Use online banking
	Use of Internet services
	- Book and buy a ticket
	- Buy online safely and legally
	- Find a route
	- Order food
	- Book and order books at the library
	- Play on computer
	- Use storage services (cloud)
	- Use services sharing and dissemination (photos, music, documents, calendar) [53]
	- Use schedule, calendar
	- Complete a record of monitoring interventions
	- Read instructions
	- Send targeted information

OBJECTIVES	SKILLS non-professional- Social inclusion agents -
Create and operate a digital document	**Create and format a short text**
	- Enter the characters in lowercase, uppercase, numbers, various accented letters and punctuation [54]
	- Use the function select, copy, cut, paste, insert, undo the last operation, save, save as
	- Change the formatting characters and paragraphs
	Use images
	- Open an image with a simple software and change its size and resolution
	- Insert an image into a document
	- Create a slideshow
	Manage photos
	- Transfer pictures to the computer
	- Save images on external media (USB, microSD key …)
	- Create an online photo album
	- Share photo albums
	- Scanning paper photos
	- Use a photo viewer
	- Expose photos on a blog
	Broadcasting digital document
	- Save a digital document in a format suitable for printing, publishing on a website or email
	- Access to the printer

OBJECTIVES	SKILLS non-professional- Social inclusion agents -
Mastering the basic rules of law and the proper use of the Internet	**Mastering the basic rules of law relating to computers and the Internet**
	- Check the rights to use the software or file (respecting copyright and ownership rights)
	- Understand the rights and obligations concerning the personal data (Data Protection Act): Information rights of opposition, access and rectification
	- Understand the rights and obligations regarding the collection, storage and use of personal digital data
	Master the rules of proper use of the Internet
	- Apply the rules of good behavior, politeness and civility ("netiquette")
	Protect his person and data about the dangers to networks and data exchange
	- To protect against the risk of fraudulent intrusion (viruses, ...) and espionage (cookies, spyware ...)
	- Secure your personal and business information and ensure confidentiality management (passwords, opening and closing session, backup ...)