

Digital Readiness

of Vocational Educational

Institutions

in an Inclusive Environment

**PR2: Handbook**

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**Abbreviations**

* AI: Artificial Intelligence
* AR: Augmented Reality
* AT: Assistive Technology
* CV: Curriculum Vitae
* ETCF: Entelis+ Trainers Competence Framework
* EU: European Union
* ICT: Information and Communication Technology
* LTTA: Learning, Teaching and Training Activity
* NGO: Non-Governmental Organisation
* UNCRPD: UN Convention on the Rights of Persons with Disabilities
* VET: Vocational Education and Training
* VR: Virtual Reality

**Foreword**

Europe has been fighting the global COVID-19 pandemic, which has had dramatic effects on people’s lives and society. Besides the enormous economic consequences, due to repeated lockdowns in protection of the health of the population and the health services, the educational sector suffered, specifically Vocational Education and Training (VET) centres and schools experienced closure and educational processes were disrupted. As a first response, remote schooling was introduced and became fundamental to ensure the continuity of learning in situations where in-person classes were suspended. Online education platforms enable students to learn at their own pace and give them more flexibility during the day. However, students with disabilities in need of customised methodologies and technical foresights, were partly excluded due to lack of accessibility. A significant number of learners and teachers were not substantially prepared for successful, accessible and well-balanced remote schooling. This lack of digital competences was witnessed globally. Consequently, the digital gap was visible during the lockdown and closure of educational institutions for up to 24 months all over Europe. This resulted in multiple issues on different levels, which need to be addressed urgently. Additionally, learners with disabilities were forced to stay at home without the specialised support that they would otherwise have access to at school or other structured facilities. This led to a number of issues on various levels: risk of isolation; interruption of educational pathways; loss of daily habits, especially relating to social spaces; stress and worsening of problem and frailty behaviours; family's difficulty in reconciling work and care needs.

The above-mentioned needs, that arose during the ongoing COVID-19 pandemic in educational settings with a special focus on the students with disabilities and accessibility were addressed in this project. The project provides short-, medium- and long-term solutions, innovative approaches and instruments for VET educators and decision makers with a clear focus on the educational environment and accessibility, especially for learners with disabilities, for truly inclusive digital education. The project produced a DIG-i-READY Good Practice Catalogue and a DIG-i-READY Handbook.

# Digital Competences Framework

## Introduction

The DIG-i-READY Competence Framework aims to represent the perspective of learners with disabilities and their needs and opportunities in individual development within inclusive digital learning environments. It includes areas of competences with predefined proficiency statements and their division of knowledge, skills and attitudes that are relevant for the assessment of learner’s competences at different proficiency levels.

## Towards the DIG-i-READY Framework: The working method in a nutshell

The DIG-i-READY Competence Framework is based on the Entelis+ Framework and the updated version of the Digital Competence Framework for Citizen (Version 2.2). The relevant competence areas were identified by the DIG-i-READY Consortium and adjusted according to a gap analysis of existing frameworks, an overall focus of the project and the learners with disabilities perspective. The framework considers the existing competence frameworks and builds upon them to address the specific needs of learners with disabilities.

## Aims and target groups

The DIG-i-READY Framework is designed to cater to the information needs of educators, learners with disabilities and their supportive environment. It recognises that learners with disabilities are a heterogeneous group with diverse support needs. The framework specifically focuses on addressing the requirements of learners with disabilities who utilise digital technologies and AT to enhance their learning experiences.

## Areas of competences

Based on the Entelis+ and the DigComp 2.2 Framework, the DIG-i-READY Framework encompasses the following areas of competences:

* Learning in an inclusive environment, evolving learner’s digital competences
* Information and data literacy
* Accessible communication and collaboration
* Accessibility digital content creation
* Safety and prevention from fraud
* Problem solving and assistive technology adjustment

## Proficiency statements

The framework seeks to address the specific needs and goals of learners with disabilities at each level, providing a progression of competences that build upon one another. For each area of competence, proficiency statements are formulated. Proficiency statements are descriptive statements that indicate the level of proficiency or difficulty associated with a particular competence or skill. They provide a clear understanding of the knowledge, skills and attitudes at different proficiency levels. The proficiency statements follow a predefined scale that outlines different levels of proficiency: core, intermediate and advanced. These statements provide detailed descriptions of what a learner with disabilities can do or demonstrate at each proficiency level. This includes the complexity of tasks they can handle, the depth of knowledge they possess, and the level of independence they exhibit. The proficiency statements aim to help learners and their educators to assess and track progress, identify areas for improvement, and provide a common language.

## Proficiency levels

* **Core level: Remembering and understanding**

At the core level, learners with disabilities focus on understanding and remembering the basic information and skills necessary for digital inclusion in an educational context. They acquire knowledge about e.g. digital literacy, basic digital skills, and inclusive practices. Learners at this level are expected to recall and understand information.

* **Intermediate level: Applying and analysing**

The intermediate level builds upon the core competences. Learners at this level apply their knowledge and use their skills in topics such as accessibility, AT, digital communication, and online collaboration. The intermediate level aims to empower learners to make use of and analyse inclusive practices and technologies in various contexts.

* **Advanced level: Evaluating and creating**

The advanced level represents the highest level of competence in the

DIG-i-READY Competence Framework. The advanced level is designed for learners with disabilities who developed a solid understanding of digital inclusion, accessibility and educational strategies towards digitalisation which is inclusive for learners with disabilities. At this level, learners demonstrate the ability to evaluate the effectiveness of digital inclusion strategies within the educational framework, accessibility and the use of appropriate AT. They are capable of critically assessing existing practices and proposing innovative solutions to promote digital inclusion.

## Summary

The DIG-i-READY Competence Framework addresses the need for a framework specifically designed to cater to the digital competences of learners with disabilities, particularly in the context of VET. It recognises the existing gap in current frameworks and tries to fill them. The framework can be used by learners with disabilities, their educators and their supporting environment to have a clear understanding of which digital competences each learner with disabilities should achieve.

# Indicators as a self-reflective tool to assess digital inclusive VET practice

## Introduction

Chapter 2 of the DIG-i-READY Handbook consists of a set of indicators for good, sustainable, accessible, well-balanced and inclusive digital education, which takes place in a school/home environment and includes ethical aspects of digital learning. These indicators are meant to be used as a self-reflection tool to assess one’s own practice.

## Background of the development of the indicators

The development of these indicators was firstly based on the practices, methodologies and tools collected in the DIG-i-READY Good Practice Catalogue, where promising practices were mapped and analysed. These practices, methodologies and tools pertained to the field of digital education in Europe and most of the times specifically addressed learners with disabilities, especially in the VET sector and during the COVID-19 pandemic.

## Objectives

The practices collected and their characteristics provided a framework for the development of key success factors for promoting digital inclusive education and inclusive digital readiness. These key success factors are translated into indicators to be used as a self-reflection tool for assessment of one’s practice and are presented in this chapter. The indicators are expected to:

* Serve as a self-reflection tool for self-evaluation for settings and agencies involved in VET for learners with disabilities.
* Facilitate the development of individual practical guidelines for “going digital” addressed to the VET community (e.g. school leaders, educators, learners with disabilities, parents), while respecting the digital infrastructure in a VET centre/school and home environment, as well as the social/digital skills of learners with and without disabilities and their educators.
* Be available for immediate use to face the COVID-19 pandemic or another “emergency situation” (earthquakes, floods, another epidemical crisis, etc.).

## Definition of the indicators

In the following sections, the DIG-i-READY indicators are presented. These indicators have been placed within five broader elements identified as important in the DIG-i-READY project for the development of inclusive digital education practices.

Where relevant, additional indicator frameworks and suggestions for further reading have been provided with respective links. The five elements of indicators are:

1. **Good:** Practices that are expected to yield good results towards specific aims and are in alignment with DIG-i-READY goals and values such as respect for the UNCRPD.
2. **Sustainable:** Practices that are sustainable take into consideration financial, environmental, and societal impact, and allow for use in transition periods such as from education to employment, or from face to face to online, etc.
3. **Accessible**: Practices that refer to key issues, standards, values, and components which are considered so that learning processes and opportunities are available and accessible to a range of learners.
4. **Inclusive**: Practices that refer to key issues, standards, values, and components which are considered in order to build supportive communities and foster high achievement for all educators, learners with disabilities, family members, and caretakers involved in learning and teaching activities.
5. **Addressing ethical issues:** Practices that refer to key issues and values which need to be taken into consideration in order to build digital learning environments and communities that respect human rights, privacy, personal data protection, and are age appropriate, gender and culturally inclusive.

As mentioned above, for each element, areas of assessment are identified under each of which and the corresponding indicators are specified. Areas are defined as the main domains of design and development of educational practices and learning processes to be implemented in VET, in order to design and develop digital inclusive education. DIG-i-READY indicators in each area are defined as key issues that may constitute qualitative criteria. In certain cases, these indicators may refer to an existing set of indicators, either quantitative or qualitative, or sets of standards and measures. In general, indicators have been designed in the form of descriptors for good, sustainable, accessible and inclusive good practices as mentioned above.

The name of each indicator is alphanumeric (e.g., *B2.2.*) The first character is a letter (A to E, in this case *B*) and indicates one of five broader elements that characterise educational practices (good, sustainable, accessible, inclusive, addressing ethical issues – in this case *sustainable*). The second character is a number and indicates an area of the element (each element can have a different number of areas, in this case, it is the *second* (2) area). The third character is also a number (after a period) and indicates an indicator of the area (each area can have a different number of indicators, in this case, it is the *second* (2) indicator of the area). Below (Figure 1) you can find a visual representation of the relations between elements, areas and indicators:



Figure 1: Visual representation of indicators relations

The indicators can be used as a checklist for things to consider while developing practices or as a self-evaluation tool for self-reflection on existing practices. Levels of achievement may include (1) not really started, (2) somehow there, and (3) fully in place (see 2.5 Elements and areas of indicators). At this point, it needs to be noted that any implemented or planned practice needs to be in-line with the UNCRPD. To do so, sets of key issues, standards, policies and values were taken into consideration so that learning processes and opportunities successfully contribute to the implementation of the UNCRPD provisions that are related to DIG-i-READY’s scope.

Special attention was given to the following articles and their attributes/indicators for implementation:

* Article 5 - Equality and non-discrimination
* Article 8 - Awareness-raising
* Article 9 - Accessibility
* Article 19 - Living independently and being included in the community
* Article 21 - Freedom of expression and opinion, and access to information
* Article 27 - Work and employment
* Article 29 - Participation in political and public life

The elements and areas of indicators, under which indicators have been organised, are presented below.

## Elements and areas of indicators

The areas of indicators are categorised below, according to the element they pertain to (A, B, C, D, or E):

* Element A: Good practice:
	+ A1 Positive impact
	+ A2 Co-production
	+ A3 Innovation
	+ A4 Competences aimed
	+ A5 Level of implementation
* Element B: Sustainability:
	+ B1 Institutional change towards digital transformation
	+ B2 Maintenance of digital platform and tools
	+ B3 Network and establishment of collaborations/continued community participation
* Element C: Accessibility:
	+ C1 Availability
	+ C2 Usability
	+ C3 Digital/e-accessibility
	+ C4 Universal Design and Universal Design for Learning
* Element D: Inclusive:
	+ D1 Creating inclusive digital cultures
	+ D2 Producing inclusive policies in digital environments
	+ D3 Evolving inclusive digital practices
* Element E: Ethical aspects of digital learning:
	+ E1 Privacy and security in digital environments
	+ E2 Counter bias
	+ E3 Fairness and equal opportunities in using digital technology
	+ E4 Accuracy, integrity and transparency in digital environments
	+ E5 Netiquette and accountability

The checklist of indicators categorised across the five elements and their areas are presented in Annex 1. In addition, an extended explanation and analysis of the indicators as self-reflective tool to assess digital inclusive VET practice can be found at the DIG-i-READY webpage (<https://digi-ready.eu/>) by using the extension chapter “Indicators”.

## Conclusion

The indicators of this chapter serve as a self-reflection tool for VET settings and agencies for learners with disabilities to assess their own practice. Their structure and diverse coverage of elements and areas allows VET settings to “go digital” in emergency circumstances or to evaluate their existing practices regarding digital inclusiveness and readiness.

# Guidelines for going digital

## Introduction

The COVID-19 pandemic has accelerated the processes of integrating technologies into people’s lives, but it has also emphasised existing inequalities between people due to the digital divide, the lack of infrastructures and the lack of available or adequate technologies. Many schools and VET institutions experienced difficulties in having to move teaching and learning online. Those that had invested in digital education before the pandemic managed to do this more successfully. The DIG-i-READY Guidelines for “going digital” aims to provide core concepts as the basis of successful digital inclusive education and are illustrated with practical suggestions.

## Inclusive education & digital technologies

Inclusive education is a fundamental human right. Persons with disabilities of all ages have an equal right to learn in an inclusive environment as determined by numerous policies and legislations. The objective of an inclusive learning program is to provide options for participation in the learning process for all learners, considering differences in conditions and learning styles. Choices should be available to everyone, and individual support should be provided in ways that do not stigmatise, while it should be available to anyone at any time. To achieve this in practice, it is necessary to design inclusive learning experiences right from the beginning as indicated by the approach of the Universal Design Learning.

Nowadays the availability of different digital technologies and Artificial Intelligence (AI) represents an element that provides new opportunities and possibilities for designing, delivering and managing learning processes, as long as emphasis is placed on the enhancement of digital skills of both, educators and learners with disabilities and on the accessibility of the technologies used. However, it is important to take into account that not only digital skills have to be improved, but also the attitude towards the use of technology and inclusive digital education needs to be changed. Digital transformation and inclusive education should be considered as interconnected, as both contribute to the development of a more accessible educational system. During the COVID-19 pandemic educational settings were strongly affected and educators faced the challenges of finding other ways to continue with their programmes. Despite the COVID-19 crisis has in a certain way accelerated the adoption of technologies in education, major obstacles remain. Especially when it comes to the disability, long-term physical, mental, intellectual, or sensory impairments in interaction with various barriers may hinder persons with disabilities’ full and effective participation. From this perspective, since it is the environment that, in interaction with personal factors, may cause the disability, it is important to remove or reduce the impact of the barriers to activities and participation. The most critical barriers are identified as follows:

* Sustainability and affordability of the digital technologies
* Connectivity (access to internet)
* Lack of skills and competences
* Perceived lack of social interaction
* Awareness of the usefulness of digital technologies for education

## How to facilitate the process of going online (not just with «Zoom»!)

It was demonstrated that schools and VET institutes that had invested in digital education before the pandemic, resulted in being more successful than those who did not. Below listed are the main elements that enhance and facilitate a digital inclusive learning environment.

* Access to technologies: Access to technology, namely access to devices, internet connection, educational platforms and AT, is the first step to allow everybody to remain connected and the basis for the definition of new digital inclusive educational methods.
* Staff training: Educators and trainers need systematic support and regular training from experienced digital technology and pedagogy supervisors for a period long enough to be able to use the appropriate tools and materials.
* Support of the governments and social partners: Innovation in school-based VET could be actively promoted and supported by governments and social partners that can facilitate the redesign of curricula and teaching methods.
* Preparation of the environment that guarantees the participation of all: School policies need to provide schools with the minimum acceptable infrastructure for ICT, including stable and affordable internet connectivity and security measures such as filters and site blockers.
* Using technologies in a responsible, flexible, proficient and collaborative way.
* Accessible digital formats: It is important to ensure that the digital materials that will be used during the training are accessible for all learners.

## How to structure a learning program that uses digital solutions

After the assessment of needs and provision of any ICT-AT on an individual or classroom basis, educators should design and apply an implementation plan, taking into consideration the learning and interaction context and condition [see Annex 2]. Further, it is important to present alternative ways to recruit learner interest as offering learners a choice, creating authenticity and relevance to their context and minimising threats and distractions. This can develop self-determination, pride in accomplishment, and increase the degree to which they feel connected to their learning. New technologies such as simulators, virtual reality (VR) and augmented reality (AR) can be as well integrated into online learning platforms and in face-to-face settings to develop key competences for learners of all ages.

## How to create an accessible digital training

To create an accessible digital training, it needs to consider different levels of work:

* Creation of accessible contents: This includes text, images, accessible videos, audios, and links.
* Accessibility of the language: Depending on the target audience, the “Easy-to-read” style or “Plain language” style might be used. Sometimes a mixture of both styles is most suitable.
* Assistive Technologies: AT has a major role in augmenting abilities and removing barriers, as well as ensuring effective evaluation/assessment of all learners.
* Creation of multimodal communication: The use of different channels and communication strategies can lower barriers to participation and improve the overall quality of educational intervention[[1]](#footnote-2).
* Accessible online video conference systems: Use of systems that have a built-in functionality to provide closed captions, the possibility to highlight sign language interpreters, and works for persons using assistive technology for both input and output.

In general, an educator should take into account many other elements when carrying out online training in order to ensure a more accessible experience as possible [see chapter 3.5.6 of the extended DIG-i-READY Handbook version].

## Conclusion

The COVID-19 emergency required an important effort for VET educators and learners to convert physical classrooms and working places into digital

learning environments. In order to better prepare for future pandemics and emergencies more effectively, it is crucial to identify the lessons learned from the COVID-19 pandemic response to further strengthen learning environments. As a result of research carried out by the DIG-i-READY project and the collaboration and training activities with educators and other stakeholders from VET and professional schools from the partners’ countries, ten attention points at the basis of the process of going online were identified as follows:

1. Technical support and help desk
2. Methodological support
3. Coordination and outreach team
4. Training for all
5. Devices for all
6. Connectivity for all
7. Accessible digital environments
8. Data protection and safety
9. Accessibility competences

10. Monitoring and evaluation

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# Tools Collection for inclusive digital environments

## Introduction

The DIG-i-READY Tools Collection (a list of all tools can be found in 4.5) refers to tools taken from the daily practice of the project’s consortium as well as tools which were used in the good practice examples from PR 1, the DIG-i-READY Good Practice Catalogue. The collection represents a set of tools that can be used by educators one-by-one for inclusive digital learning environments. During an intensive one-week Learning, Teaching and Training Activity (LTTA) with stakeholders, practitioners and experts from the VET sector, opportunities and challenges which were discussed and put together in the following section.

## Opportunities and challenges of tools in inclusive digital learning environments

Online resources and materials are more easily available compared to traditional classroom materials. However, it is important to recognise that if the needs of learners with disabilities are not considered, digital educational approaches can further exclude them. Hence, it is vital for educators to carefully choose suitable tools for their specific group of learners. By utilising technology and the right digital tools, distance learning can be made feasible and educational processes can be facilitated. In particular, learners with disabilities can greatly benefit from participating in an inclusive digital environment.

Their diverse learning requirements can be addressed by offering alternative and personalised methods of instruction and assessment, such as multimedia materials, online discussions, or adaptive assessments. This allows learners with disabilities to interact with the material in a manner that suits them best. Digital accessibility, which involves making digital content and technologies accessible, is a crucial necessity for inclusion in a digital environment. In this way, digital accessibility can support the transition to digital platforms by providing appropriate tools and settings for learners with disabilities.

## Examples for tools in inclusive digital learning environments

Inclusive tools and examples for achieving a successful inclusive digital learning environment include: Document accessibility; windows accessibility features; artificial intelligence-based language models or image-recognition based tools using artificial intelligence.

* Document accessibility is a crucial technique in Microsoft Word, such as styling templates and alternative texts in inclusive digital learning environments.
* Onboard Windows Accessibility Features: The accessibility features integrated into Windows, such as the magnifier and high-contrast mode, can be useful for blind learners and learners with visual impairments or even learners with other disabilities. These features can be useful for learners who struggle with reading small text or differentiating between colours.
* AI-based Language model as Assistive Technology: ChatGPT has a potential as AT. During the LTTA, trainers, experts, practitioners and learners perceived ChatGPT as user-friendly and the interface appeared appealing. They also appreciated its support for multiple languages and found its answers helpful in addressing their queries. Nevertheless, it is necessary to highlight the importance of raising awareness of the limitations of ChatGPT and similar technologies. It is crucial to stress that the accuracy of statements cannot be guaranteed and that such technologies do not have access to current data and information.
* Image Recognition-based AT can be helpful for various groups of learners with disabilities. Examples are Seeing AI and Google Lens. Seeing AI can effectively assist learners with visual impairments by enabling easier navigation and object identification. These tools have broader applications beyond accessibility, making them versatile and valuable for tasks such as translation, barcode scanning, and facial recognition.

## Summary

An educational digital environment can be defined as the use of technology to bridge the gap between learners and educators, minimising the need for face-to-face interactions. Digital tools can have considerable potential to promote the inclusion of learners with disabilities.

Thereby, appropriate tools need to be provided by educators as well as a supportive environment for learners with disabilities. The DIG-i-READY Tools Collection provides a comprehensive set of already tested and accessible tools used by VET providers.

## List of Tools

|  |  |
| --- | --- |
| **Tool** | **Type** |
| [Animoto](https://digi-ready.eu/node/106)  | Video maker |
| [Anton Lernapp](https://digi-ready.eu/node/107)  | Mobile Application |
| [Avail](https://digi-ready.eu/node/108)  | Mobile Application |
| [Blackboard Collabrate](https://digi-ready.eu/node/109)  | Teleconference tool |
| [Blackboard Learn](https://digi-ready.eu/node/110)  | Learning management system (LMS) |
| [Bookcreator](https://digi-ready.eu/node/111)  | Content creation platform |
| [Bubbl](https://digi-ready.eu/node/112)  | Online Mind Map |
| [Canva](https://digi-ready.eu/node/113)  | Graphic design tool |
| [Classroomscreen](https://digi-ready.eu/node/114)  | Digital board |
| [EduPad](https://digi-ready.eu/node/116)  | Interactive video lessons |
| [EdPuzzle](https://digi-ready.eu/node/115)  | Software platform |
| [E-klase](https://digi-ready.eu/node/117)  | Electronic school management system |
| [Falstad](https://digi-ready.eu/node/118)  | Circuit Simulator  |
| [Google drive/docs](https://digi-ready.eu/node/119)  | cloud |
| [Google Translate](https://digi-ready.eu/node/120)  | Service for translation |
| [Google Workspace](https://digi-ready.eu/node/121)  | A set of Web-based productivity and collaboration applications from Google |
| [Historiana](https://digi-ready.eu/node/122)  | E-activity builder |
| [JAMBA: Job-searching platform](https://digi-ready.eu/node/123)  | Website |
| [Kahoot!](https://digi-ready.eu/node/124)  | Game-based learning platform |
| [Learningapps](https://digi-ready.eu/node/125)  | online activities/content creator/ online tool to create  learning moduls |
| [Liveworksheets](https://digi-ready.eu/node/126)  | Tool which transforms your traditional printable worksheets and classwork (doc, pdf, jpgs) and turn them into interactive online exercises |
| [Mentimeter](https://digi-ready.eu/node/127)  | Software platform, audience response tool |
| [Microsoft Office (Microsoft 365)](https://digi-ready.eu/node/128)  | Productivity software |
| [Microsoft Teams](https://digi-ready.eu/node/129)  | Communication platform |
| [Miro](https://digi-ready.eu/node/130)  | Software platform, Digital board |
| [Moodle](https://digi-ready.eu/node/131)  | Learning management system (LMS) |
| [Moodle OB online academy](https://digi-ready.eu/node/132)  | Learning management system (LMS) |
| [Padlet](https://digi-ready.eu/node/133)  | Digital canvas |
| [Paint](https://digi-ready.eu/node/134)  | Simple raster graphic editor |
| [PDF](https://digi-ready.eu/node/135)  | Computer document |
| [Phet](https://digi-ready.eu/node/136)  | Interactive Simulations for Science and Math |
| [Quizlet](https://digi-ready.eu/node/137)  | Flashcards |
| [Smart learning suite online Lumio](https://digi-ready.eu/node/138)  | Learning management system (LMS) |
| [Text-to-speech and speech-to-text functions](https://digi-ready.eu/node/139)  | type of assistive technology that reads digital text aloud |
| [ThingLink](https://digi-ready.eu/node/140)  | Creating audiovisual learning materials and digital stories |
| [Viber](https://digi-ready.eu/node/141)  | Messenger |
| [WhatsApp](https://digi-ready.eu/node/142)  | Messenger |
| [Zoom](https://digi-ready.eu/node/143)  | Videotelephony and online chat service |

# Recommendations for a systematic change

## Introduction

Emergencies often push for change to happen. It is important to recognize the steps taken by organisations and people during these emergencies to keep normal life going. It is equally important to capture the lessons learned during challenging situations and to consolidate results. The COVID-19 pandemic was one such emergency where the forced closure of schools affected the lives of students, particularly students with disabilities. Adapting courses and classes for learners with disabilities in the VET sector was a particularly difficult task. Building on the lessons learned during the pandemic and the consolidated outcomes of the DIG-i-READY project as laid down in previous chapters of this DIG-i-READY Handbook, this chapter provides recommendations for decision makers at the local, regional, national and international level. These recommendations will help them to support and facilitate the process towards a “new and inclusive normal” for VET centres and schools in Europe and beyond, based on digital preparedness. More specific guidelines and recommendations for school management and staff are addressed in Chapter 3 of this Handbook.

## An ideal scenario

Formulating recommendations presume the existence of a vision of an ideal situation or ideal scenario in which all the recommendations have been implemented. For the DIG-i-READY project consortium the ideal situation can be summarised as such:

1. School policies are in place that aim at the full participation of all learners in the activities. Practices are stooled on these policies. Barriers to the full inclusion and participation of learners in different conditions are systematically identified and addressed. Monitoring mechanisms are in place.
2. Digital technologies are regularly embedded in the ordinary and extraordinary activities of the educational institution. Educators and learners have personal and personalised equipment that helps them to teach, learn and develop skills and competences and are trained to use the technology-based tools effectively. The use of technology is functional, effective and efficient and not an aim in itself.
3. The learning environment is accessible to all, versatile and communication is multimodal. Alternative communication channels and modalities exist and are tested.
4. “Online” and “in presence” activities are integrated and the transition between different learning modalities is smooth.
5. The educational institution is resilient in case of medium- and long-term emergencies and all stakeholders are informed about procedures in case of forced interruptions of the planned.

In the depicted ideal scenario “inclusion” is considered a fundamental aspect of “resilience”. A system that discriminates in challenging situations is not resilient. When educational systems are cohesive, flexible, able to cope with diversity leaving no one behind, they will be less fragile and more resilient in case of challenges.

Many features of the ideal scenario are rooted in policy frameworks at international and national level, the most important ones being:

* UNCRPD: The Convention does not claim special rights for a specific group of citizens but claims that all persons with disabilities can enjoy the same opportunities as anyone else.
* Inclusive education: The first principle of the European Pillar of social rights underlines that: “Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully, transitions in the labour market.” Inclusive education thus has to be understood as barrier free education that provides equal opportunities and universally designed learning curricula and activities.
* Digital Education Action Plan 2021–2027: The renewed European Union (EU) policy initiative that sets out a common vision of high-quality, inclusive and accessible digital education in Europe, and aims to support the adaptation of the education and training systems of Member States to the digital age. Chapter 2 and 3 of this Handbook contribute to the two-key prioritised by the Digital Education Action Plan 2021-27: Fostering the development of a high-performing digital education ecosystem and enhancing digital skills and competences for the digital transformation (e.g. DIG-i-READY Digital Competence Framework).

## Recommendations

Educational systems tend to be complex and structured. As a consequence, adopting innovations or bringing about change requires investments in time, creativity, management skills and resources.

The stakeholders involved are many, among which ministries, regional or local educational authorities, school directors and management, educators, students, families. Each of them has a role with responsibilities, resources and expectations. Like in nature, the well-functioning of the educational ecosystem depends on the participation and collaboration of all stakeholders. However, policy makers at European level and national, regional and local educational authorities, each within their respective roles and functions, have a specific responsibility in guiding and facilitating the transition towards more resilient and inclusive educational systems. For that reason, the following recommendations specifically target them.

### For policy makers at European level

When it comes to the implementation of the core objectives of the UNCRPD a major alignment is needed between the different strategies at European level in the areas of education, employment, accessibility, access to digital AT. Further gaps in EU policies in this domain have to be identified, such as access to AT for those for which accessible mainstream does not solve all challenges, frameworks for facilitating the transition between school and employment for learners with disabilities.

* The cooperation between member states willing to ensure high standards of inclusion in education needs to be enhanced. Programmes such as ERASMUS+ need to be further strengthened and appropriate funding should be available for priorities targeting vulnerable groups.
* Access for all to digital education should be a high priority for policy making in Europe. Knowledge about accessibility legislation and requirements should be further promoted.

###  For educational authorities at national level

* It is important that national educational systems in Europe are further aligned with each other, also in the case of VET and professional education.
* Making the education system more inclusive should be a key priority. All learners should have equal opportunities to develop their interests, talents and personality and to acquire the skills needed to work in a professional field close to their ambition.
* Thanks to its diversity in approaches and long-standing pedagogical tradition Europe is a fertile common ground for the exchange of good practice and reciprocal learning. National governments should incentivise collaboration among educational authorities and schools in different countries and make resources available for study and exchange visits. The adoption of appropriate digital technologies in schools should be promoted, as well as the use of assistive technology by learners with disabilities. Technologies that are purchased with public money should respond to high accessibility standards.
* National programmes for the training of educators and other staff in professional training and education in using digital technologies in their professional activities should be developed and enhanced. These programmes should be based on inclusive models. The use of existing competency frameworks for building capacity should be enhanced.
* Resources should be made available for investments in technology in education and for schools that experiment new forms of teaching and learning.

### For educational authorities at regional or local level

* At the local level it is important that an ongoing dialogue is established between schools, educational authorities and organisations of parents and persons with disabilities. The dialogue should focus on the barriers that specific groups of learners meet in accessing the educational opportunities available to all.
* At regional and local level policies and plans should be developed that support educational institutions in making the transition towards more inclusive and resilient student-centered organisational models. Action plans for emergency situations should be drafted at school level.
* For more centralised systems local authorities should be involved in the central processes of policy and decision making as well as the allocation of funds and budgets, in order to empower local

authorities not only to support learners and education staff, but also to facilitate transition between education levels and transition to independent living.

* Free educators training programmes in the use of digital tools in education should be included in obligatory in-service training. The outcomes and impact of those programmes should be monitored.
* Internet access for all educators and learners need to be assured. Funds should be made available to schools to connect learners that for valid reasons have no access to the Internet on a continuous basis.
* At local level establishment of local or regional resource centers of support teams should be included in action plans and budget. A community/local based resource center can provide support to schools as well as links to the local community for facilitating transition between education, social life and employment.
* Locally/regionally develop accessibility and inclusion awareness programmes and activities that break stereotypes and charity perspectives, while developing a culture of common responsibility and inclusiveness.

## Conclusion

To make systemic change happen it is important to have the correct policies in place. Keeping an ideal scenario in mind, this chapter on recommendations for systemic change to achieve inclusive digital education, identifies gaps between existing policies and an ideal scenario. Just setting policies in place is not enough, monitoring the implementation is equally important. Providing support to decision makers at the local, regional, national and international level who are responsible for facilitating change in educational systems to make them inclusive. Through these recommendations long-term solutions and preparedness can be achieved in case of a complete online shift to digital education in times of crisis.

# The national contexts

## Introduction

In Section 6 of the national versions of the Handbook (German, Austrian, Bulgarian, Italian, Latvian) information is reported that is typically referring to the national context with relevance for the national stakeholders and the national implementation of the Handbook. Because this information is less relevant for the international audience who will read the Handbook in English, only a summary of the information on the situation of learners with disabilities in VET and the challenges of digital inclusion is provided here.

## Austria

In Austria, young people from the age of 15 who have successfully completed lower secondary education can choose between dual vocational training or full-time vocational school. Since 2016, education has been compulsory until the age of 18. In Austria, parents and guardians of children with disabilities can choose between a special school and an inclusive regular school. There are nine levels of special school, the last year of which is vocational preparation. In the inclusive regular school, there were 6.1% of students with disabilities in upper secondary education in the school year 2021/22.

Regarding the digitalization in schools and vocational training, the amendment to the School Organisation Act (BGBl. I No. 232/2021) established the compulsory teaching of basic digital education at lower secondary level (§21b Para. 1 Z 1 SchOG) and general secondary schools (§39 Para. 1 SchOG) and was implemented by the ordinance BGBl. II No. 267/2022.

Triggered by the COVID-19 pandemic and school closures, digital tools were used in learning- and teaching processes, although digitalisation in schools had only made hesitant progress until then. In the context of inclusive education, digitalisation is fundamentally seen as an opportunity to design teaching and learning processes in a differentiated and individualised way. However, during the digital distance learning caused by COVID-19, it also became clear that there is a risk of creating and reinforcing existing social inequalities.

## Bulgaria

At the heart of modern society are the ideas of humanism, which imply the discovery and realization of the potential of each person. Creating equal opportunities and an accessible environment for people with disabilities to receive quality education and successfully integrate into their natural social environment is of utmost importance.

According to the Vocational Education and Training Act in Bulgaria, the institutions in the VET system are: vocational high schools, schools of arts, sports schools, special schools - educational boarding schools and social-pedagogical boarding schools, vocational colleges, vocational training centres, information and vocational guidance centres. Psychologists or pedagogical counsellors, speech therapists, resource teachers and other specialists according to the needs of the learners work there for the purpose of inclusive education and personal development of children and students. The activities they carry out are related to teamwork between teachers and other pedagogical specialists, interest-based activities, health care, early assessment of needs and prevention of learning difficulties, encouragement with moral and material rewards, activities to prevent violence and overcome problem behaviour.

Local authorities are required, in partnership with pupils and parents, to draw up and publish an 'offer' of all the education, health and social care services available in their area. They also undertake to ensure that children and pupils with individual support plans have access to mainstream education in schools and colleges.

The estimated number of children with disabilities and developmental difficulties in Bulgaria as of 2022 is around 32 000, although there is no complete information on their exact number in the country.

Digitalization offers a chance for training and realization of this specific group of people, but to reach the necessary level requires joint efforts of training and management institutions. Digitalization in the education system is possible, according to the data of the educational software platform Shkolo.bg, which is used by 78% of schools in Bulgaria. Over 60% of administrative activities in schools have been digitalized in recent years. COVID - 19 has given a new impetus in this direction. Some of the higher education institutions have their own digital learning platforms, and assistive technologies such as Communicator 5 are used locally in the auxiliary schools.

An important project that aims to ensure higher quality and access to education for children and students with special educational needs, chronic diseases, at risk and with special gifts in kindergartens and schools is "Support for Inclusive Education". Under the OPENOIR procedure "Qualification of pedagogical specialists", training for 39 000 teachers is foreseen.

In Chapter 4, the Handbook contains a collection of tools tested in the SE BGVTC with the main target group - unemployed people aged 16 and over, many of whom are individuals with special needs. This collection of successful opportunities inspires learners to progress and acquire lasting knowledge and skills. All that is needed is a match between the tools chosen and the training, participants and devices available.

## Cyprus

Regarding Vocational Education and Training in Cyprus in general, it is under the responsibility of the Ministry of Education, Sports and Youth, and specifically the Directorate of Secondary Technical and Vocational Education. In addition to the Ministry of Education, the central responsibility for supporting the Vocational Education and Training of persons with disabilities in Cyprus belongs to the Department of Social Inclusion of Persons with Disabilities, which has a Vocational Training Program funding scheme aimed at strengthening vocational training opportunities for persons with disabilities.

Information regarding the participation of students with disabilities in vocational and technical education is not consistently available through the years. Nevertheless, given the available data it seems that the majority of primary and lower secondary education students (compulsory education) do not choose technical or vocational education.

Regarding the connection with the labour market and data on employment of persons with disabilities, the only evidence available concerns the employment of persons with disabilities in the public sector, which is under a relevant law for the obligation of public sector to maintain a 10% of employees with disabilities.

Regarding COVID-19 impact, no additional measures were taken and there were no flexible working arrangements in the summer of 2020, although there was a delay in the opening of schools.

Links to resources are included in the report, mostly referring to responsible bodies such as the Department of Social Inclusion of Persons with Disabilities and the funding schemes for employers, references to relevant projects, and other reports.

Regarding further suggestions for decision makers at this stage, it is important to stress the need to combine employment programs with corresponding vocational education and training programs that also enhance lifelong learning, as well as support for reasonable accommodations including Assistive Technology in the workplace and education. Measures for transition to the labour market are also essential, including employers’ incentives for the sustainability of relevant schemes.

## Germany

Unlike in other partner countries of the DIG-i-READY project, with the exception of Austria, education in Germany is characterised by a tripartite vertical structure: The federal government (Bund), the sixteen federal states (Länder) and the local authorities (Kommunen). This federalist system does not allow the establishment of standardised patterns or guidelines in VET, nor does it allow the creation of comparable information on supporting needs and the required specific learning environment.

Rather, scientific institutions such as those of the *Bertelsmann Foundation* or international surveys such as ICILS (International Computer and Information Literacy Study) can be referred to.

In the context of the pandemic, it became particularly clear that there was no specific support for people with disabilities in dealing with digitality, but that there has been a general expansion in acquisition and expansion of digital infrastructures at all German schools which can be seen in increased expenditure for the years 2022-2023 under the funding programme *Digitalpakt Schule*.

However, it is important to make the use of these new infrastructures tangible for both teachers and students as the *Digitalpakt* does not provide any actual training and schools are understaffed. Teacher training is generally made possible by SchiLf (school-internal teacher training), but the costs of 1,850€ must be financed by the school and teachers themselves. As a result, in many cases, training students in the use of digital infrastructures depends on the financial resources and willingness of the teachers, even though the actual digital devices are available.

## Italy

In the context of vocational training, in Italy, legislative and administrative responsibilities are decentralized to regions and provinces. Collaborating with the European Social Fund, they co-finance training courses across public and private institutions. These courses span post-compulsory schooling, post-diploma, and university levels, fostering skill acquisition aligned with labor market demands. Emilia-Romagna Region, following Legislative Decree no. 226/2005, established the Vocational Education and Training (IeFP) system. Accredited professional training bodies within this system play a crucial role in ensuring equal opportunities for students, actively participating in the second cycle of education.

Addressing inclusiveness, implementation agreements under L.104/1992 outline paths to inclusion for students with disabilities. Regions guarantee specialized activities in vocational training centers for those unable to benefit from conventional learning methods. The process involves individualized educational plans (PEI), collaboratively developed by schools, services, and families. Instead, digitalization finds support through the network of Public Centers for Aids, fostering educational integration of persons with disabilities through technology. This network, originally under the NTD (New Technology and Disability) project, spans Italy and offers tangible assistance to schools in adopting and efficiently utilizing digital technologies. Examining the impact of the pandemic, the adoption of Distance Learning (DAD) presented challenges for interaction among students. Recent directives mandated in-person teaching, improving the participation of students with disabilities. Despite increased attendance, socialization aspects suffered, with a significant portion of students having limited interaction with their peers in the remote setting.

# Annexes

## Annex 1: Indicators’ Tool in Table format

###  A: Good practice

| Α1 Positive impact | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| --- | --- | --- | --- |
| A1.1. Increase of number of learners with disabilities having their needs met  |  |  |  |
| A1.2. Procedures for the recording of change  |  |  |  |
| A1.3. Results of practices can be measured quantitatively or recorded  |  |  |  |
| A1.4. Change recorded is systemic |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| A2 Co-production | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| A2.1. People are recognized as assets |  |  |  |
| A2.2. The delivery model is built on people’s existing capabilities |  |  |  |
| A2.3. Learners, staff and parents/caregivers are offered a range of incentives to engage |  |  |  |
| A2.4. Peer support networks  |  |  |  |
| A2.5. Blurring of distinctions between professionals and learners-carers  |  |  |  |

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| --- | --- | --- | --- |
| A3 Innovation | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| A3.1. Objectives are being fulfilled |  |  |  |
| A3.2. The organisation has presence in the media, besides its own social media |  |  |  |
| A3.3. The organisation undertakes new projects |  |  |  |
| A3.4. Private fund-raising |  |  |  |

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| --- | --- | --- | --- |
| A4 Competences aimed | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| A4.1. Meeting accessibility needs is pursued |  |  |  |
| A4.2. Enhancement of digital skills is pursued |  |  |  |
| A4.3. Enhancement of social skills is pursued |  |  |  |

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| --- | --- | --- | --- |
| Area A5 Level of implementation | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| A5.1. Programmes are implemented on an administrative level |  |  |  |
| A5.2. Programmes are implemented on a methodological level |  |  |  |
| A5.3. Programmes are implemented on a learner’s level |  |  |  |
| A5.4. Programmes are implemented on a social level |  |  |  |

###  B. Sustainability

|  |  |  |  |
| --- | --- | --- | --- |
| B1 Institutional change towards digital transformation | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| B1.1. Disruption, uncertainty and new arrangements are conceivable  |  |  |  |
| B1.2. The cost of taking risks is considered surmountable |  |  |  |
| B1.3. Factors causing external pressure are recognized and managed |  |  |  |
| B1.4. Values, roles and preferences of individual actors in defence of cultural norms and possibly causing conflicts are recognized and managed |  |  |  |
| B1.5. Affirmative efforts by agents to preserve existing constructs and capacities or create new ones |  |  |  |
| B1.6. Leadership facilitates the necessary investment |  |  |  |
| B1.7. Incorporation of new information  |  |  |  |
| B1.8. Openness and receptiveness to new ideas  |  |  |  |
| B1.9. Accountability and monitoring in relationships and interactions |  |  |  |
| B1.10. Curriculum, instruction, and assessment practices are aligned with learning outcomes |  |  |  |
| B1.11. Authentic engagement is the essence of learning processes |  |  |  |
| B1.12. Environmental consequences are considered |  |  |  |

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| --- | --- | --- | --- |
| B2 Maintenance of digital platform and tools | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| B2.1. Platform and tools are financially supported in the long term |  |  |  |
| B2.2. Number of visitors and users increases |  |  |  |
| B2.3. Solutions are energy-efficient and environmentally friendly |  |  |  |

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| --- | --- | --- | --- |
| B3 Network and establishment of collaborations/continued community participation | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| B3.1. Use in transition periods |  |  |  |
| B3.2. Internal relationships between different entities and aggregation levels |  |  |  |
| B3.3. Influence of entity attributes |  |  |  |

### C. Accessibility

|  |  |  |  |
| --- | --- | --- | --- |
| C1 Availability | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| C1.1. Learning opportunities are disseminated |  |  |  |
| C1.2. Registration process to available courses and learning opportunities is easy |  |  |  |
| C1.3. Resources are available both in digital and physical forms |  |  |  |

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| --- | --- | --- | --- |
| C2 Usability | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| C2.1. Learners understand how they experience digital learning materials and tools |  |  |  |
| C2.2. Learners are happy with the use of the digital learning materials and tools |  |  |  |
| C2.3. Learners can reach their goal with the use of particular digital learning material and tools |  |  |  |
| C2.4. Specific usability testing is performed successfully  |  |  |  |

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| --- | --- | --- | --- |
| C3 Digital/e-accessibility | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| C3.1. Web resources and content are developed by taking into consideration the Web Content Accessibility Guidelines |  |  |  |
| C3.2. Accessibility features are activated/ implemented according to individual preferences |  |  |  |
| C3.3. Accessibility requirements are implemented for physical access and interaction with technology |  |  |  |
| C3.4. Accessibility requirements are implemented for cognitive access and communication with and through technology |  |  |  |

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| --- | --- | --- | --- |
| C4 Universal Design and Universal Design for Learning | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| C4.1. The learning environment is designed based on the principles of Universal Design |  |  |  |
| C4.2. The learning content and materials are designed and presented in ways that ensure that key information is equally perceptible to all learners |  |  |  |
| C4.3. Learners are provided with a variety of options to navigate and express themselves in the learning process and environment |  |  |  |
| C4.4. The learning process, content and materials provide multiple options for engagement for a diverse group of learners |  |  |  |

### D. Inclusive

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| --- | --- | --- | --- |
| D1 Creating inclusive digital cultures | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| D1.1. The mission and vision statements of the VET setting to establish inclusive values |  |  |  |
| D1.2. Language used in all communication of the VET setting is stereotype-free in all aspects |  |  |  |
| D1.3 The management and whole VET setting planning respects diversity and is committed to the development of the competences and full potential of each individual learner |  |  |  |
| D1.4. Teamwork, collaboration and co-design are included as core strategies in the administration and the entire VET setting planning |  |  |  |
| D1.5. Accessibility of VET setting procedures is pro-actively maintained and audited |  |  |  |
| D1.6. Responses and strategies for addressing planned or unexpected changes avoid discriminatory practices |  |  |  |

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| --- | --- | --- | --- |
| D2 Producing inclusive policies in digital environments | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| D2.1. New staff introductory sessions include aspects for digital inclusion and accessibility |  |  |  |
| D2.2. Administration documents and procedures are inclusive in terms of language and processes |  |  |  |
| D2.3. Staff development activities help staff to respond to learner diversity |  |  |  |
| D2.4. Emergency action plans include accessibility and disability- relevant measures |  |  |  |
| D2.5. There is a policy and code of practice for addressing discrimination and bullying |  |  |  |
| D2.6. An accessibility and reasonable adaptations monitoring mechanism/strategy is in place |  |  |  |
| D2.7. Resources are distributed fairly |  |  |  |

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| --- | --- | --- | --- |
| D3 Evolving inclusive digital practices | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| D3.1. Curriculum planning involves options for differentiation and personalization |  |  |  |
| D3.2. Access, learning and communication barriers are identified and assessed, and digital technology solutions are recognized as a means of removing barriers |  |  |  |
| D3.3. Opportunities for participation in the learning process with the use of digital technology are created for all learners and monitored and evaluated under individual and curriculum objectives |  |  |  |
| D3.4. Educators/staff focus on creating learning experiences that are positive, success-oriented, and foster learning through authentic learning activities in digital environments |  |  |  |
| D3.5. Learners requiring personal (assistive technology) equipment to participate in the learning activities are encouraged to make use of it |  |  |  |
| D3.6. Educational environment (physical and digital) organisation is such that digital technologies/tools are easy and accessible to use |  |  |  |
| D3.7. Teaching and learning resources developed are inclusive and accessible with the use of digital technology |  |  |  |

### E. Ethical aspects of digital learning

|  |  |  |  |
| --- | --- | --- | --- |
| E1 Privacy and security in digital environments | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| E1.1. Use and management of users’ personal data in ways which are ethical and compatible with the respective legal framework |  |  |  |
| E1.2. Respect users’ right to privacy and handle users’ personal data  |  |  |  |
| E1.3. Use and manage users’ personal data based on users’ consent  |  |  |  |

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| --- | --- | --- | --- |
| E2 Counter bias | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| E2.1. Awareness of the existence of social bias in digital material and communication |  |  |  |
| E2.2. Responsibility in combating social bias and refraining from an uncritical replication and circulation of biased material online |  |  |  |
| E2.3. Avoidance of discrimination reflected in online content or participation |  |  |  |

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| --- | --- | --- | --- |
| E3 Fairness and equal opportunities in using digital technology | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| E3.1. Create accessible versions of digital material to ensure the provision of equal opportunities for participation in digital environments |  |  |  |
| E3.2. Take into account obstacles to equal participation created by the digital divide and provide ways to circumvent them |  |  |  |

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| --- | --- | --- | --- |
| E4 Accuracy, integrity and transparency in digital environments | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| E4.1. Refrain from uploading and/or sharing fake or inaccurate information online. Provide easy and full access to information and its source |  |  |  |
| E4.2. Acknowledge and respect intellectual property in terms of authorship, ownership, and copyright restrictions of online material |  |  |  |

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| --- | --- | --- | --- |
| E5 Netiquette and accountability | Thinking face emoji meaning not really started | Face emoji meaning somehow there | Face emoji meaning fully in place |
| E5.1. Treat other users on the internet and social media with respect |  |  |  |
| E5.2. Refrain from using derogatory language and/or language that ignites hate and prejudice |  |  |  |
| E5.3 Assume responsibility for digital content one creates, uploads, endorses, and circulates online |  |  |  |
| E5.4 Share knowledge with other web users |  |  |  |
| E5.5 No spamming on the internet and social media |  |  |  |

## Annex 2: “Me and the Media Table

Fostering Social Media Literacy Competences through Interactive Learning Sets for Adults with Disabilities” - “Learning program for educators supporting adults with disabilities” <https://www.memedia-project.eu/>

|  |  |
| --- | --- |
| Topic | Questions  |
| Target  | Which kind of disability?What are the initial skills?How many learners? |
| Facilitator and context | Who is the facilitator? (school teacher, educator, parent, psychologist)In which context are you operating? (school, family, other contexts) |
| Number of meetings | How many meetings do you plan to organise? |
| Timing  | How long will the meeting last? |
| Primary objective | Which is the primary aim of the meetings? |
| Secondary objective | Is there a correlated aim?  |
| Learning contents | What is the content of each meeting/the series of meetings?  |
| Learning methods | How do you want to work? Which methods do you want to use? (collaborative, to-down or bottom up approach, case studies, role play) |
| Learning activities | Which kind of activities would you like to carry out? (group activities, quizzes, creation of tools, etc.?) |
| Learning resources | What are your resources of information? Are there some available tools that you would use with your learners?  |
| Assessment | How do you assess the acquisition of the competences? (questionnaires, educators observations, ad-hoc tools) Are there some scientific schema or grid you can use?  |

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