INCLUDEME

INCLUSIVE DIGITAL ENVIRONMENTS TO ENABLE HIGH-QUALITY EDUCATION FOR DISADVANTAGED AND DISABLED LEARNERS

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Deliverable author(s)	Andrie Piki, Markos Markou
Partner(s)	PAC, UTH
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Project Coordinator

Advanced Technology Systems

Ioana Andreea Ștefan

ioana.stefan@ats.com.ro

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LIST OF ABBREVIATIONS

Acronym	Definition
DTGs	Direct Target Groups
GO	General Objective
ITGs	Indirect Target Groups
KPIs	Key Performance Indicators
NGO	Non-Governmental Organisation
SOs	Specific Objectives

1. INTRODUCTION

1.1 Executive summary

WP6 Evaluation and Piloting aims to prepare and execute pilot studies to evaluate both the INCLUDEME Platform and all pilot-related operations, and to organise teacher and stakeholder training to maximise the outputs of the project. The aim of these activities is to optimise the uptake and use of the INCLUDEME Platform and Accessibility Tools. WP6 is led by PAC and involves two key Activities and their respective Results. Firstly, Task 6.1: Pilots management, coordination, and evaluation, will lead to Result R6.1: Case studies on inclusive education targeting disadvantaged and disabled students. Secondly, Task 6.2: Teacher and stakeholder training, will lead to Result R6.2: Training sessions for teachers and stakeholders. Task leaders for Task 6.1 and Task 6.2 are PAC and UTH, respectively. As discussed in this Deliverable D6.1 Piloting Report, WP6 is inextricably interrelated with all other Work Packages and has a key contribution to the INCLUDEME Project since it is informing and shaping the design and development of the final INCLUDEME Platform and Accessibility Tools. Furthermore, engaging with all Target Groups through piloting and training activities also raises awareness about accessibility, inclusivity, and equality in education – at individual and community level.

1.2 Main aim and objectives of WP6

WP6 Evaluation and Piloting serves a two-fold aim:

(a) To prepare and execute pilot studies, and evaluate both the INCLUDEME Platform and all pilot-related operations, and

(b) To organise teacher and stakeholder training in order to maximise the outputs of the project and optimise the uptake and use of the INCLUDEME Platform and Accessibility Tools.

More specifically, evaluation and piloting will provide the means to evaluate the INCLUDEME Platform and Accessibility tools under development and measure the intermediate impact it has on each of the Target Groups (TGs). A set of quality indicators (quantitative and qualitative) and empirical data (quantitative and qualitative) will be measured and analysed in order to (i) explore teachers' and students' perspectives and experiences with the INCLUDEME Platform, and (ii) to define the cultural, contextual, technological, social, pedagogical and other interventions required for an efficient transnational uptake of the INCLUDEME Platform. The Key Performance Indicators (KPIs) to be measured were defined under WP2 (at piloting level) and WP5 (at project level). The Platform Testing conducted under WP4 also reflects the platform readiness for the piloting which is in progress under WP6. In addition to the KPIs, a set of empirical and exploratory data will be gathered during piloting and evaluation (through feedback questionnaires distributed during training sessions and workshops, interviews, focus groups, observation, field studies, document analysis, and other supplementary methods). These will be subsequently analysed and discussed in academic/research papers and fundamentally inform the next implementation round of the INCLUDEME Platform and Accessibility Tools. Achieving this multifaceted objective requires the streamlined preparation, execution, and evaluation of all pilot-related operations – across TGs and among partners.

At the same time, in recognition of the fact that teachers, educators, instructors, and trainers (both in Special Education and General Education) play a crucial role in the successful adoption of the project outcomes (and of the INCLUDEME Platform), piloting activities will also focus on delivering training and supporting teachers' professional development. Training will be framed under the theme: '*learning with, and from, teachers*' towards inclusive and accessible education for disabled and

disadvantaged learners. This theme lies at the core of the INCLUDEME project. Other key stakeholders will also be engaged and invited in training and piloting activities training in order to maximise the outputs of the project and optimise the uptake and use of the INCLUDEME Platform and Accessibility Tools. These training sessions will also contribute towards raising awareness, strengthening community building, dissemination, and impact activities which are coordinated under WP7.

To achieve the two-fold aim of WP6 outlined above, a set of specific WP6 objectives were formulated:

(I) ***Plan*** the overall schedule of the piloting activities across the consortium.

(II) ***Manage and coordinate*** the execution of the piloting activities [see **Appendix A: WP6 Info-sheet** requested by all partners].

(III) ***Execute*** piloting sessions in which Teachers and Learners (i.e., DTGs) use the provided INCLUDEME Platform, tools, and learning resources developed and tested under WP4. DTGs should gain hands-on experience (i.e., with games, gamified learning content, multimedia/interactive H5P content and H5P activities, etc.). These pilots should be executed in accordance with the Pilot Plan, Piloting Programme, and Piloting Guidelines which were set up under WP2 and packed into an enhanced ***Piloting Kit*** [see **Appendix B** for an overview].

(IV) ***Define the evaluation approach*** that will be used to evaluate both the Platform and the Piloting Programme. Achieving this objective entails adjusting and ***formalising*** the pilot-specific evaluation questionnaires/interview agendas based on the characteristics of each TG and the qualitative indicators/key performance indicators (KPIs) defined under WP2 and/or WP5.

(V) ***Evaluate*** the piloting sessions conducted with Teachers and Learners (DTGs) by gathering feedback using the agreed evaluation approach utilising the respective Online Questionnaire or the suggested Interview Agenda available in the ***Piloting Kit***.

(VI) ***Execute and evaluate*** pilots with all the remaining Indirect Target Groups (ITGs) in accordance with the Pilot Plan, Piloting Programme, and Piloting Guidelines which were set up under WP2. Feedback from stakeholders/participants can be gathered using the respective Online Questionnaire or the suggested Interview Agenda available in the ***Piloting Kit***.

(VII) ***Gather ongoing feedback*** from all Consortium partners involved in executing and evaluating Pilots and compose Case Studies [See **Appendix D**: INCLUDEME WP6 Case Study – Piloting which has been requested by all partners].

(VIII) ***Promote*** INCLUDEME Project and involve key stakeholders at individual, community, and social levels in cooperation with WP7.

(IX) ***Conduct a cross-pilot analysis*** based on the interviews and questionnaires responses gathered across Target Groups and across Partners.

(X) ***Organise Training sessions*** with teachers and other key stakeholders in accordance with WP1 (Task 1.2). The aim of the training session is to enable teachers and other stakeholders to effectively use the INCLUDEME tools and resources, enrich teaching and learning methods for inclusive and accessible education, as well as increase the uptake of tools and learning resources that support accessibility to digital learning resources.

(XI) ***Evaluate*** the training sessions based on established quality indicators.

1.3 Structure of D6.1 Piloting Report

This report documents the work conducted under WP6 and incorporates feedback and input from all consortium partners. D6.1 Piloting Report is organised as follows:

- Section 2 provides an overview of WP6 Activities, Tasks, and Results.

- Section 3 discusses the contribution of WP6 outputs (tangible) and outcomes (intangible), towards addressing each of the aforementioned WP6 Aims and Objectives, and towards addressing the INCLUDEME Project's General and Specific Objectives.
- Section 4 analyses how WP6 interacts with other work packages.
- Section 5 presents key considerations pertinent to Evaluation and Piloting activities.
- Section 6 presents experiences and case studies from the first set of pilots conducted utilising the piloting guidelines and programme for each target group, and provides the lessons learned and findings from conducting these pilots.
- Section 7 outlines a set of metrics as key performance indicators (KPIs) for evaluating the piloting programme and the INCLUDEME platform.
- Section 8 concludes the deliverable with an overview of key aim and objectives, tasks, and results.
- A series of Appendices outline the resources that collectively form the ***Piloting Kit*** including a rich set of resources than can support all consortium partners during the scheduling, execution, and evaluation of pilots. Supporting resources provided as separate Appendices at the end of the report are also available on the project's shared OneDrive space.

2. OVERVIEW OF WP6 ACTIVITIES AND RESULTS

2.1. WP6 Leader and task leaders

WP6 is led by P.A. College (PAC) and involves two tasks:

- Task 6.1: **T6.1 Pilots Management, Coordination, and Evaluation** (M13-M36). Task 6.1 is led by P.A. College (PAC) and involves contributions by all partners.
- Task 6.2: **Teacher and Stakeholder Training** (M13-M36). Task 6.2 is led by University of Thessaly (UTH) and involves contributions by all partners.

These tasks/activities are illustrated in the adapted Logical Framework Matrix (LFM) shown in Table 1 below. The table lists the key activity (A1.4) which is further broken down into the two tasks: T6.1 and T6.2 grouped with the respective results: R.6.1 and R6.2. The key inputs required to implement both of these tasks is the collective data gathered throughout the project pertinent to both Direct and Indirect Target Groups. The data will be gathered by partners from the individuals and organisations participating in the Project, particularly those taking part in the piloting activities and training sessions. This information includes educational partner data, made available through protocols of collaboration as well as primary data gathered through a combination of methods throughout the evaluation and piloting activities, and during training sessions and workshops conducted under WP6 (including feedback questionnaires distributed during pilots, training sessions and workshops, interviews, focus groups, observation, field studies, document analysis, and other supplementary methods).

2.2. Task 6.1 Pilots management, coordination and evaluation

Given the specifics of each INCLUDEME pilot, Task 6.1 is intended to ***plan, oversee, and coordinate*** all piloting activities across all TGs and all consortium partners involved. Achieving a consistent and methodical piloting programme is performed is imperative. Task 6.1 will also be responsible for the ***execution and evaluation*** of the pilot activities. In order to ensure that this evaluation is streamlined across all parties, Task 6.1 will ***define the evaluation approach***. Evaluation needs to be overarching and holistic, that is, it will involve the use of qualitative and quantitative indicators in order to ***evaluate both the Platform and the Piloting Programme***. These evaluation indicators will be ***formalised*** into pilot-specific evaluation questionnaires and/or interview agendas adjusted for each Target Group. More specifically, after conducting a pilot session, the hosts/partners will request written or verbal feedback from the participants (where applicable). Therefore, participants involved in the pilots will be invited to provide their feedback/responses through an appropriate data gathering method (online questionnaire, paper-based questionnaire, interview, focus group, etc.). Supplementary insights can be gathered through additional data gathering methods, including document analysis and observations in the field. The questions included in the instruments/questionnaires/interview agendas utilised, incorporate questions related directly to the KPIs (KPIs for the Quality of the Platform and KPIs for the quality of the piloting programme), as well as more exploratory, research-oriented questions.
After conducting and evaluating each pilot, the gathered responses (from the questionnaires, interviews, focus groups, document analysis, observations, and other supplementary sources) will be analysed as follows:

- ***Intra-Pilot Analysis*** will involve analysing all the responses gathered per Pilot with the particular TG participating in that Pilot. One (1) case study will be composed for each Pilot. Intra-Pilot Analysis will take into consideration the quantitative and qualitative data gathered through the filled questionnaires and/or collected through the interviews conducted, and analyse the individual Pilot's qualities and performance, in relation to the version of the INCLUDEME Platform and Accessibility Tools utilised at that time, and in terms of the Piloting Option (A, B, C, D) executed (see **Appendix B**) below for an overview of these options, and Deliverable D2.1 for a detailed description of these options). Following, data gathering and analysis, the respective partner organising/hosting each Pilot needs to compose a case study by submitting the required

information in the Online Case Study Form [See Appendix B]. The form captures information such as:

- Indicator 1- No. of disadvantaged students involved in the project
- Indicator 2–No. of disabled students involved in the project
- Indicator 3-No. of teachers that participate in pilots (and training sessions/workshops).
- Indicator 5-No. of stakeholders contacted and involved in project activities (pilots)
- Target Group id
- Date and venue of Pilot study
- Lessons Learnt:
  - Implications for Learners – What is the impact and contribution of INCLUDEME Platform and Tools on students' learning experiences and outcomes?
  - Implications for Teachers – What is the impact and contribution of INCLUDEME Platform and Tools on teachers' instructional learning experiences and professional development?
  - Implications for Pedagogy – What changes are needed in current pedagogical approaches?
  - Implications for Technology – How can INCLUDEME Platform and Tools improve?
  - Implications for Community and Society – How can awareness be raised?
  - Implications for Policy makers – What transformations are needed?
- Level of satisfaction of participants
  - User satisfaction with the INCLUDEME Platform
  - Evaluation of the Piloting Programme
- Other informative content, including suggestions for improvement, visions for the future.

- ***Cross Pilot Analysis per TG*** will involve comparison and more high-level analysis of the feedback gathered from all partners for each of the eight (8) TGs. At the end of each pilot iteration this task will take into consideration all the filled questionnaires and analyse all qualitative and quantitative data gathered from the individual pilots conducted with each TG, with the aim to synthesis, compare and contrast the findings extracted per TG from all partners. The Case Studies produced as part on Intra-Pilot Analysis will serve as input to the Cross-Pilot Analysis per TG.

- ***Collective Analysis across all TGs*** will involve an overarching analysis combining all the feedback gathered from all Partners, all Pilots, and all TGs. The outcomes of the Cross-Pilot Analysis per TG will serve as input to the Collective Analysis across all TGs – as indicated in WP6 objective (IX).

The result of Task 6.1: Pilots Management, Coordination and Evaluation will be reported in D6.1: Piloting Report at M24 and M36. Task 6.1 addresses the objectives (I)-(IX) as illustrated in Table 1.

2.3. Task 6.2 Teacher and stakeholder training

To maximize the output of the project and optimize the use of the INCLUDEME Platform and Accessibility Tools, training sessions will be organised for teachers and stakeholders, in accordance with the outcomes of WP1 Task 1.2: Collection of supporting technologies and devices. Training sessions/workshops may be held either online or offline following the same approach as with the Piloting Options (A, B, C, D).

The training sessions aim to enable teachers and trainers:

- To effectively use the INCLUDEME Platform, Accessibility Tools and Resources.
- Enrich their teaching and learning methods for inclusive and accessible education.
- Boost the uptake of tools that support accessibility to digital learning resources.

Access to project documentation and materials will be documented. topic-specific materials will be elaborated to inform teachers, and trainers on the INCLUDEME functionalities and usage. Special attention will be given to create appropriate designs for the targeted user groups (both DTGs and ITGs), to make the training material comprehensive, easy to read and follow, practical, and appealing.

The result of Task 6.2: Teacher and Stakeholder Training will be reported in D6.1: Piloting Report at M24 and M36. Task 6.2 addresses the objectives (X)-(XI) as illustrated in Table 1.

Table 1. Project's Activity (A) and respective Tasks (T) and Results (R) in relation to WP6 (adapted Logical Framework Matrix (LFM))

	Intervention logic/project summary	Objectively verifiable indicators of achievement		How indicators will be measured		Assumptions & risks	
Activity A1.4 Piloting **[Relates with WP6]**	What are the key activities (grouped in WPs) that lead to achieving the expected results?	What inputs are required to implement these activities?	**How does WP6 relate to this Result's indicators ?**	What are the sources of information that can be collected? What methods are required to get this information?	**What sources of information & data gathering methods will be utilised under WP6 for these indicators?**	What preconditions must be met before the action starts? What conditions outside the partner's direct control have to be met for the implementation of the planned activities?	**How does WP6 relate to these preconditions and external conditions to ensure these are met before the action starts?**
Task 6.1	*Task 6.1 Pilots management, coordination and evaluation* R6.1. Case studies on inclusive education targeting disadvantaged and disabled students	Data on direct and indirect target groups	This task relates explicitly with WP6 objectives (I)-(IX)	Educational partner data, made available through protocols of collaboration Questionnaires collecting feedback from stakeholders	Feedback questionnaires, interviews, focus groups, observation, field studies, document analysis, etc.	Sensitive data management must be agreed at partner and target group levels	All partners need to get informed consent from individuals and organisations covering all the Direct and Indirect Target Groups. An Informed Consent Form and Information sheet are available to the Partners (produced under WP2). This consent needs to be granted to each partner prior to any **data gathering, piloting, or evaluation activity**.
Task 6.2	*Task 6.2 Teacher and stakeholder training* R6.2. Training sessions for teachers and stakeholders.	Data on direct and indirect target groups	This task relates explicitly with WP6 objectives (X)-(XI)	Educational partner data, made available through protocols of collaboration Questionnaires collecting feedback from stakeholders	Feedback questionnaires, interviews, focus groups, observation, field studies, document analysis, etc.	Sensitive data management must be agreed at partner and target group levels	All partners need to get informed consent from individuals and organisations covering all the Direct and Indirect Target Groups. An Informed Consent Form and Information sheet are available to the Partners (produced under WP2). This consent needs to be granted to each partner prior to any **training or workshop**.

2.4. WP6 Results

WP6 needs to achieve two (2) results:

- Result R6.1: Case studies on inclusive education targeting disadvantaged and disabled students
- Result R6.2: Training sessions for teachers and stakeholders

These results are illustrated in the adapted Logical Framework Matrix (LFM) shown in Table 2 below. The table lists the expected results which contribute to achieving the Project's Specific Objectives related with WP6, along with the indicators which will used to measure whether and to what extent the project achieves the envisaged results and effects. The key indicators that will be used in this case are the number of case studies formulated and the number of training sessions organised. The source of information for both of these will be the current Deliverable D6.1 Piloting Report (released in M24 and again in M36, in order to capture the ongoing evaluation and piloting activities in line with the continuing development of the INCLUDEME Platform and Accessibility Tools.

Table 2 also lists the key external conditions that must be med in order to obtain the expected results on schedule and within the expected quality. The key condition affecting the two Results of WP6 (R6.1 and R6.2) is the availability of individuals and groups from each of the Target Groups to participate in pilots and training sessions. To attain to this issue, it was imperative to involve key stakeholders early on. All partners aimed at establishing close contact with schools, local government, parents, and other organisations as well as individuals. This was imperative in order to get access to the Target Groups. It is equally significant to explicitly share the project's key values and contribution towards raising awareness, contributing to students' learning and teachers' development, and equipping teachers and key stakeholders with necessary skills and knowledge towards inclusive and accessible education.

To this end, each partner has effectively utilised personal contacts and institutional collaborations to reach out to the Target Groups and engage them in the research, development, piloting, evaluation, and exploration activities conducted within INCLUDEME Project. Therefore, the established connections will facilitate the execution of WP6-Evaluation ad Piloting tasks (T6.1 and T6.2) to produce the expected results (R6.1 and R6.2). Other incentives may include the development of customised and customisable learning resources, H5P Activities, and multimedia content which specifically target the teachers' needs and address their requirements.

Further to the explicit objectives and results outlined above, during the transnational meetings and through intermediate communications with all partners, the leaders of WP6 (PAC) re-emphasised the need towards establishing a joined approach for conducting pilots with both Direct Target Groups (DTGs) and Indirect Target Groups (ITGs), in order to ensure a systematic and consistent process is adopted across the consortium, while still embracing contextual diversity and methodological flexibility. To facilitate this goal, the available set of resources which were made available have been further enriched and enhanced by the PAC team, based on feedback gathered during pre-piloting and preliminary piloting activities conducted with key stakeholders in the period May-October 2022. The resulting set of resources is presented as a ***Piloting Kit*** openly available to all partners on the shared OneDrive folder. The Piloting Kit incorporates a variety of resources, research instruments, reporting documents, and artefacts (e.g., Introductory Presentation, Interview/Focus Group Agenda, Reporting Matrix, Informed Consent Form, Table of Target Groups, Questionnaire, Participation Certificates, etc.).

Table 2. Project's Results (R) in relation to WP6 (adapted Logical Framework Matrix (LFM))

	Intervention logic/project summary	Objectively verifiable indicators of achievement		How indicators will be measured			Assumptions & risks
Project Result (R)	What are the outputs (tangible) and outcomes (intangible) contributing to the specific objective?	What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?	**How does WP6 relate to this Result's indicators ?**	What are the sources of information for these indicators?	**What sources of information & data gathering methods will be utilised under WP6 for these indicators?**	What external conditions must be met to obtain the expected results on schedule?	**How does WP6 relate to these conditions so that the expected results are obtained on schedule?**
R6.1	*Case studies on inclusive education targeting disadvantaged and disabled students*	Indicator for R6.1- No. of case studies	This Indicator relates explicitly with WP6 objective (VII)	D.2 Piloting report This is the key tangible result/ output of WP6	The number of case studies composed will be reported by each Partner and will be reported in the current Deliverable: D6.1 Piloting Report	Availability of the disadvantaged and disabled students	In order to compose case studies for each TG it is essential to engage individuals and organisations in each TG and involve them in Piloting activities. .
R6.2	*Training sessions for teachers and stakeholders*	Indicator for R6.2- No. of training sessions	This Indicator relates explicitly with WP6 objectives (X), (XI)	D.2 Piloting report This is the key tangible result/ output of WP6	The number of training sessions organised and conducted will be reported by each Partners and will be collectively documents in the current Deliverable: D6.1 Piloting Report	Availability teachers and other stakeholders	All partners need to engage with TGs and scheduled training sessions and workshops with them. To increase the engagement from teachers and stakeholders the main value and contribution of the INCLUDEME Project must be highlighted. Other incentives may include the development of customised and customisable learning resources, H5P Activities, and multimedia content which specifically target the teachers' needs and address their requirements. .

3. ROLE OF WP6 IN LINE WITH THE PROJECT'S GENERAL OBJECTIVE (GO) AND SPECIFIC OBJECTIVES (SO)

The two-fold aim of WP6-Evaluation and Piloting, established in the Introduction section, is aligned with the General Objective (GO) which the INCLUDEME Project aims to achieve, that is, "*to nurture and implement inclusive education practices across educational, economic, social, and cultural contexts, by infusing digital innovation in customisable, user-centred learning environments and by employing the capabilities and facilities provided through accessible information technologies and gaming approaches, and thus construct novel approaches and experiences that engage, motivate and increase the performance of disadvantaged and disabled learners.*"

Correspondingly, the specific objectives set under WP6 are aligned with the Project's Specific Objectives (SOs) of the INCLUDEME Project. This correspondence is illustrated in the adapted Logical Framework Matrix (LFM) shown in Table 3 below. The table shows how WP6 relates with the Project's Specific Objectives (SOs). Only the relevant SOs are listed along with information on the quantitative and qualitative indicators that can be gathered during WP6, the sources of information and methods that will be employed under WP6 to gather this information, and finally which of the identified issues and risks will be considered in the execution of WP6.

In particular, the Project's SOs that relate to WP6 are SO1, SO2, and SO3 as demonstrated in Table 3. The indicators that can be gathered/measured during WP6 in order to show whether and to what extent the project's SO is achieved include: the number of disadvantaged students involved in the project, the number of disabled students involved in the project, the number of teachers that participate in training sessions, and the number of other stakeholders contacted and involved in project activities. Specific objectives have been formulated under WP6 (namely objectives I-XI listed in the previous section), in order to extract these quantitative indicators. Additional qualitative and empirical information will also be gathered. A collection of methods will be used to get this information (i.e., through feedback questionnaires distributed during pilots, training sessions and workshops, interviews, focus groups, observation, field studies, document analysis, and other supplementary methods). Finally, Table 3 outlines how the identified issues and risks will be addressed throughout the piloting activities conducted under WP6.

Table 3. Project's Specific Objectives (SOs) in relation to WP6 (adapted Logical Framework Matrix (LFM))

	Intervention logic/project summary	Objectively verifiable indicators of achievement		How indicators will be measured			Assumptions & risks
Project's Specific Objective (SO)	What is the specific objective the project intends to achieve?	What are the quantitative and qualitative indicators showing whether and to what extent the project's SO is achieved?	**How does WP6 relate to this SO's indicators ?**	What sources of information can be collected? What methods are required to get this information?	**What sources of information & data gathering methods will be utilised under WP6?**	Which factors and conditions outside the partners' responsibility are necessary to achieve that objective? Which risks should be taken into consideration?	**How does WP6 relate to these factors? Which risks should be taken into consideration under WP6-Evaluation and Piloting?**
SO1	*To enable disabled and disadvantaged learners to improve the quality of their lives through the provision of customisable digital learning environments available in both formal and informal settings*	Indicator 1- No. of disadvantaged students involved in the project Indicator 2–No. of disabled students involved in the project	Indicators 1 and 2 relate with WP6 objectives (III), (IV), (V)	Feedback questionnaire distributed during training sessions and workshops	Feedback questionnaires, interviews, focus groups, observation, field studies, document analysis, etc.	Availability of Internet connection Lack of basic digital skills Lack of financial incentives to stimulate the participation of disadvantaged students in the project activities Lack of involvement from families	During the pilots it is essential to consider the context of each individual learner involved in the project, that is, whether they have access to the Internet and digital devices, what is their current skills level in terms of digital literary, the consent and involvement from their families, amongst other factors. Each learner is a unique case which requires a careful approach in order to enable them to familiarise with the provided INCLUDEME Platform and Accessibility Tools.
SO2	*To invest in the teaching staff skills and professional development to effectively employ supporting technologies that foster inclusive education*	Indicator 3-No. of teachers that participate in training sessions.	Indicator 3 relates with WP6 objective (III), (IV), (V), (X), (XI)	Feedback questionnaire distributed during training sessions and workshops	Feedback questionnaires, interviews, focus groups, observation, field studies, document analysis, etc.	Availability of Internet connection Lack of basic digital skills	in recognition of the fact that teachers play a crucial role in the successful adoption of the project outcomes and of the INCLUDEME Platform and Accessibility Tools, evaluation and piloting activities will involve delivering training and supporting teachers' professional development. The training provided to teachers needs to be adjusted and customised to the needs, prior knowledge, and skills of the participating teachers, as well as taking into account the availability of Internet connection, computing devices, and other resources that may or may not be readily available at their teaching spaces.
SO3	*To support communities to be more inclusive, by increasing awareness*	Indicator 5-No. of stakeholders contacted and	Indicator 5 relates with WP6	Feedback questionnaire distributed	Feedback questionnaire distributed during	Availability of Internet connection	In addition to the three (3) Direct Target Groups (disadvantaged learners, disabled learners, teachers) it is important to engage the five (5) Indirect Target Groups as

	and equipping the relevant stakeholders with the knowledge, methodologies and tools needed to address social exclusion and equality issues	involved in project activities	objectives (VIII), (IX), (X), (XI)	during training sessions and workshops	training sessions and workshops, interviews, focus groups, observation, field studies, document analysis, etc.	Lack of basic digital skills	well and aim to equip them with the knowledge, methodologies and tools needed to address social exclusion and equality issues. This also involves addressing issues such as availability of Internet connection, availability of personal computers and digital devices, lack of basic digital skills, etc. However, the focus will be on raising awareness on social exclusion and equality issues in education.

4. CONTEXT OF WP6 AND INTERACTIONS WITH ALL WORK PACKAGES

As illustrated in Figure 1 below, WP6: Evaluation and Piloting interacts with, and is informed (either directly or indirectly) by, all other Work Packages of the INCLUDEME Project. Table 4 elaborates on the relationships between WP6: Evaluation and Piloting, and all other WPs.

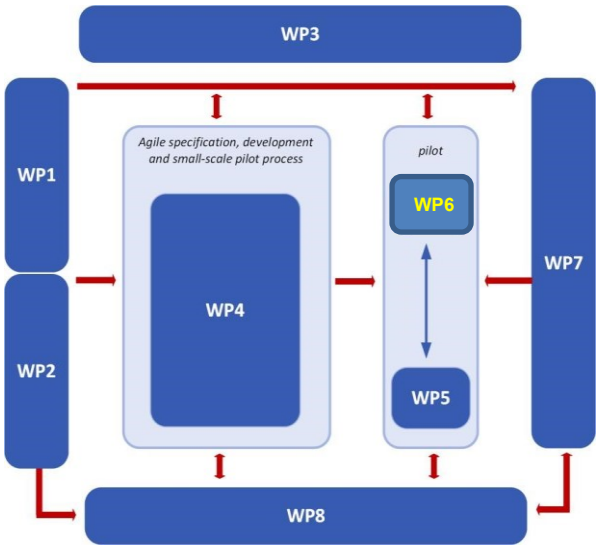


Figure 1. INCLUDEME Project Work packages

The pilots and training sessions that are organised under WP6 are aligned with the stakeholder needs and user requirements analysed under WP1: Stakeholder Analysis and INCLUDEME Requisites (Task 1.1) and the collection of supporting technologies and devices also assembled under WP1 (Task 1.2). The aim of the pilots and training sessions is to enable students, teachers, and other stakeholders to effectively use the INCLUDEME tools and resources, enrich teaching and learning methods for inclusive and accessible education, as well as increase the uptake of tools and learning resources that support accessibility to digital learning resources.

Following the analysis of the user needs and requirements through mixed methods (including interviews, observations, and questionnaires) across all countries, a Piloting Plan and a rich set of Piloting resources were produced under WP2: Set up of Piloting Activities. In particular, Deliverable D2.1 (i) described the process for performing the selection of target groups and the activities involved in setting up specific pilots that are now implemented under WP6; (ii) defined a set of **Piloting Guidelines** and the **Piloting Programme** for each target group while also taking into account mixed groups (Result R2.1); (iii) provided a **Pilot Plan** that will support piloting activities which are executed under the current Work Package WP6: Evaluation and Piloting; and finally, (iv) established effective metrics and **key performance indicators (KPIs)** for evaluating the performance of the piloting programme, which will also be utilised during WP6. In particular, four (4) different Options were proposed that form the basis of the INCLUDEME piloting guidelines and programme, namely: (A) ***Face-to-Face Pilot*** followed by evaluation; (B) ***Online Synchronous Pilot*** followed by evaluation; (C) ***Hybrid/Blended Pilot*** followed by evaluation; and finally, (D) ***Asynchronous Virtual Pilot*** followed by evaluation. These Options were proposed taking into account various challenges and constraints (including gaining consent and access to learners with disabilities and disadvantaged learners, teachers, and educational institutions at each country, the Covid-19 restrictions employed at different periods of time throughout the project's lifecycle, and other practical constraints).

Having the aforementioned Piloting resources available, WP6: Evaluation and Piloting (led by PAC) involves an ongoing, iterative evaluation of the platform, to ensure technical and design feasibility prior to the release of the final platform for further piloting. The platform is evaluated within existing practices of educational institutions and other educational stakeholders across the specified TGs. Pilots are carried out with individuals, groups, as well as representatives of organisations. This ensures the individual, community-level, and social dimensions of the project are explored.

The available Piloting resources developed under WP2 have been further enriched and adapted during WP6 utilising ongoing experiences and new knowledge gathered during pre-piloting and piloting activities. These enhancements led to the creation of a ***Piloting Kit*** to further support all partners in the execution of an aligned and streamlined Evaluation and Piloting Plan. Further information about these enhancements is outlined in this report.

Piloting constitutes one of the key activities of the project. Therefore, all findings, insights, measurements, case studies, and evaluation results need to be documented and reported to the European Commission aligned with all the organisation and monitoring activities conducted under WP3.

Evaluation and Piloting are critical phases of the project to ensure a positive user experience, technology acceptance, and sustainability of the INCLUDEME Platform and Accessibility Tools implemented under WP4: INCLUDEME Platform & accessibility tools. The project adopts an agile methodology, where development processes follow an iterative lifecycle were design and development processes are tested, evaluated, and validated through experimentation taking placed under WP6. Therefore, evaluation and piloting are performed in parallel to the INCLUDEME Platform development. Every version of the INCLUDEME Platform (i.e., alpha, beta, intermediate versions, as well as the final version) will undergo rigid testing, evaluation, and piloting with actual users from all Target Groups (both direct and indirect Target Groups). To this end, it is crucial that all partners closely follow the agreed Piloting Guidelines and the Piloting Programme; where adaptations are needed, these are shared with all Partners for the approach to be streamlined at consortium level.

It is also imperative to recognise the contribution from partners in creating Learning Activities and H5P Activities, utilising H5P interactive tools and content, and incorporating these on the INCLUDEME Moodle Platform. These contributions are enhancing the quality, quantity, and accessibility of learning resources available on the INCLUDEME platform ranging from educational content, games, gamified learning activities, and accessibility tools, amongst other resources.

All Evaluation and Piloting activities need to be implemented within the framework and quality guidelines established within WP5 Quality Assurance and control, as well as identify relevant risks and challenges, for an effective execution of the pilot studies.

For achieving the objectives of WP6 it is also necessary to liaise with WP7 INCLUDEME Community building, dissemination and impact. Well conducted pilot studies can contribute significantly towards community building, dissemination and impact activities conducted under WP7. Therefore, WP6 will liaise with WP7 to ensure the involvement of the community. Reaching out and involving all Target Groups also means that these individuals and organisations will learn about and become aware of the INCLUDEME project, platform, and accessibility tools. Therefore, the Pilots can also serve towards raising awareness for the importance of inclusive and accessible learning content having in mind learners with disabilities, disadvantaged learners, their teachers, families, educational institutions, policy makers, and the society as a whole.

Finally, the pilot studies that will be conducted will utilise qualitative, quantitative, and mixed-methods research, to provide not only a comprehensive overview of the INCLUDEME adoption impact, incentives, and barriers, but also to inform exploitation and transferability of the results which are managed under WP8: Transferability of results. Table 4 elaborates on the relationships between WP6: Evaluation and Piloting, and all other WPs.

Table 4. How WP6 interacts with all other INCLUDEME WPs

WP6 interacts with:	Description
WP1-Stakeholder analysis and INCLUDEME Requisites	• The pilots that will be executed during WP6 are grounded on the needs, requirements, and expectations of all users and key stakeholders (direct and indirect target groups), which were captured following a user-centred approach as part of WP1 (Task 1.1). • The collection of supporting technologies, tools, and devices assembled as part of WP1 (Task 1.2) present a rich repository of technologies that can support inclusive education.
WP2-Set up of piloting activities	• The pilots that will be executed and evaluated under WP6 will follow the Piloting Guidelines, Piloting Programme, Pilot Plan, resources, and KPIs established under WP2.
WP3-Project Management	• Piloting constitutes one of the key activities of the project. Therefore, all findings, insights, measurements, case studies, and evaluation results need to be documented and reported to the European Commission aligned with all the organisation and monitoring activities conducted under WP3.
WP4-INCLUDEME Platform & accessibility tools	• Piloting activities are inextricably interrelated with the ongoing development of the INCLUDEME Platform. • In line with agile principles, users from all Target Groups are directly involved throughout the project's lifecycle and inform the design and development of the Platform. Therefore, to conduct useful and constructive pilots requires a stable version/release of the Platform and accessibility tools. Similarly, well-structured pilots can further inform and enrich the content and design of the Platform and accessibility tools therein, taking into account all Target Groups. • In essence, development and piloting are informing each other towards advancing the state-of-the-art in inclusive and accessible educational technologies. The close interaction between WP4 and WP6 is essential for obtaining a seamless, rapid, and continuous integration of the generated knowledge, user insights, and technical results.
WP5-Quality Assurance and control	• The Pilots need to follow the guidelines for an effective project implementation provided under WP5 as well as help in identifying relevant risks.
W7-INCLUDEME Community building, dissemination and impact	• Well conducted pilot studies can contribute significantly towards community building, dissemination and impact activities conducted under WP7. Therefore, WP6 will liaise with WP7 to ensure the involvement of the community. • Reaching out and involving all Target Groups also means that these individuals and organisations will learn about and become aware of the INCLUDEME project, platform, and accessibility tools. Therefore, the Pilots can also serve towards raising awareness for the importance of inclusive and accessible learning content having in mind learners with disabilities, disadvantaged learners, their teachers, families, educational institutions, policy makers, and the society as a whole.
WP8-Transferability of results	• The pilot studies that will be conducted will utilise qualitative, quantitative, and mixed-methods research, to provide not only a comprehensive overview of the INCLUDEME adoption impact, incentives, and barriers, but also to inform exploitation and transferability of the results which are managed under WP8.

5. EVALUATION AND PILOTING – KEY CONSIDERATIONS

5.1. Involving Direct and Indirect Target Groups in WP6

The INCLUDEME consortium has established connections with both direct and indirect target groups (TGs) in all countries of the project in order to explore their perspectives and gather their learning and training needs, requirements, visions, and expectations. In particular, **Direct Target Groups (DTGs)** include DTG1: socio-economically disadvantaged students; DTG2: students with disabilities (health-related needs); and DTG3: school leaders and teaching staff in high-schools and universities. Collectively, the three (3) direct target groups are purposefully selected to emphasise the two-fold focus on learning and teaching. The recognition that both students and their teachers need to have access to inclusive resources, lies at the core of the INCLUDEME platform. At the same time, it is recognised that instructional or pedagogical actions are not successful if applied solitarily. Therefore, in order to create sustainable involvement and effective outcomes, the project also involves and activates five (5) **Indirect Target Groups (ITGs)** to increase the impact and uptake of the project outcomes. Indirect Target Groups include: ITG1: primary and secondary education organisations; ITG2: families; ITG3: Non-Governmental Organisations (NGOs); ITG4: public authorities; and ITG5: policy makers. The set of direct and indirect target groups that INCLUDEME project embraces, along with the expected numbers are shown in Figure 2 below.

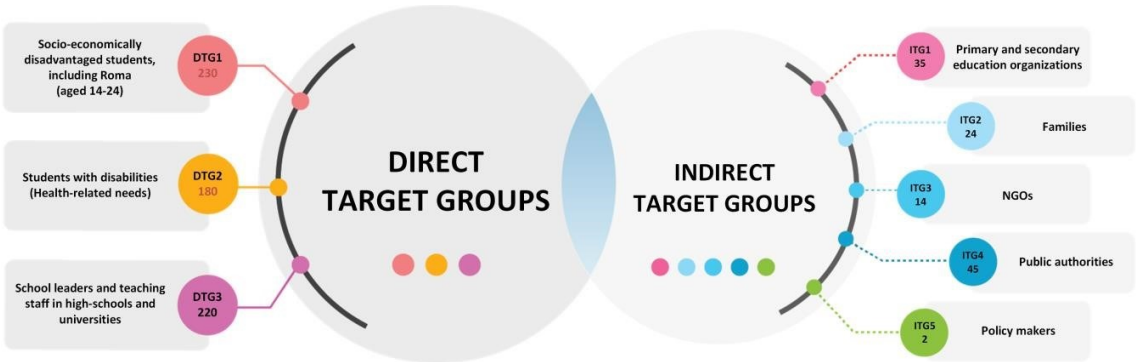


Figure 2. Direct and Indirect Target Groups

As expected, consortium partners have been reaching out and engaging with their selected TGs. Each partner selected which TGs to focus on based on a combination of aspects such as accessibility to a particular target group, whether informed consent has been granted by the respective authority in each country, as well as practical constraints or opportunities, and the capacity of each partner. A well-coordinated effort has been made to ensure that all eight (8) TGs are represented in the project outcomes, and that a rich set of perspectives, insights, needs and requirements, visions, and expectations from all TGs are taken into account in subsequent iterations of the INCLUDEME Platform and Accessibility Tools developed under WP4.

Preliminary insights gathered across all TGs have been analysed with the view to extract initial findings that can serve as an input to further developing the INCLUDEME Platform and Accessibility Tools towards inclusive and accessible education. These preliminary findings have been informing and shaping the ongoing design and development of the INCLUDEME platform. During the requirements elicitation process, the partners aimed at embracing a blend of data gathering and analysis methods for identifying the needs and requirements of all TGs while also pursuing ongoing evaluation of the INCLUDEME platform under development. The purpose in all research and development endeavours undertaken under INCLUDEME project aim at nurturing inclusive education for disadvantaged and disabled students, at individual, community, and social levels.

5.2. Engaging with TGs – preliminary findings and pre-piloting

To address the objectives of WP6, all partners are engaging in setting up specific pilots to engage the TGs they have access to. All partners have reached out to individuals and organisations covering all the INCLUDEME TGs, utilising institutional collaborations, using personal contacts, as well establishing new connections hence creating a wide network of project participants, enthusiasts, and collaborators who share the same values towards inclusive and accessible educational environments.

As discussed during TPM 6 and TPM 7, establishing initial contact and close relations with TGs was essential in order to (i) ***promote*** the INCLUDEME Project to all key stakeholders at individual, school, family, and community level; (ii) ***engage*** NGOs, public authorities, and policy makers in the efforts towards inclusive digital environments that enable high-quality education for disadvantaged and disabled leaners; (iii) ***gather insights*** from teachers (through interviews, questionnaires, focus groups, etc.) and analyse these to inform the development of the INCLUDEME Platform, and ultimately (iv) ***involve*** them in the upcoming pilots and training sessions/workshops that are scheduled under WP6.

Involving teachers in the project activities and inviting teachers to participate in pilots and training sessions/workshops, contributes towards achieving the aim of WP6, that is to evaluate the Platform and Piloting Programme, while also contributing to the teachers' professional development. The latter can be achieved by engaging them in the development process, demonstrating the available accessibility tools, games, H5P learning activities and gamified interactive content, and allowing them to get hands-on experience in delivering such content, activities, and games on their own utilising the available tools and resources. Hence, by participating in training workshops teachers can familiarise with novel digital applications they can incorporate in their teaching taking into account the special characteristics and needs of their students. Therefore, the goal is to engage and involve teachers so that they can develop their own learning activities and games which can be shared with their peers through the INCLUDEME Platform hence creating a rich depository with content and games in different languages (covering at least the languages of the partner countries, i.e., Bulgarian, English, German, Greek, Romanian).

During the second phase of the project (M9-M24) partners have gathered useful information from teachers either through questionnaires or by conducting semi-structured interviews and focus groups (face to face or online). Teachers who participated come represent different levels of education (including Higher Education, Secondary Education, and Primary Education), and different specialisations (including specialisations such as special educators, educational psychologists, music therapist, occupational therapists (ergotherapists), and physiotherapists amongst other experts). In addition, both General Education Teachers and Principals and Special Education Teachers and Principals were involved in the project activities, in order to get a more holistic view and understand how different learning disabilities and individual cases are accommodated in different school environments.

5.3. Following an aligned approach across the Consortium – the Piloting Kit

Throughout the INCLUDEME project lifecycle, a collective effort is made to follow an inclusive and aligned approach for carrying out the selection of target groups and in turn, set up specific pilots and training sessions. For this purpose, under WP2 a ***Guide*** was created and shared on OneDrive, to direct all consortium partners in the process of initiating and maintaining contact with the eight (8) Target Groups of the INCLUDEME project. Using a unified approach and common resources across all INCLUDEME Consortium members, ensures that partners maintain an aligned approach towards:

- Identifying individuals, groups, and organisations that fit in any of the Target Groups.
- Initiating contact with them and keeping records/evidence of this contact.
- Introducing the INCLUDEME project aims and objectives.
- Promoting the INCLUDEME platform (under development).

- Maintaining contact and inviting key informants from each Target Group to collaborate and participate in piloting sessions, training sessions, workshops, using and evaluating the platform and other activities, as appropriate.

The ***Guide*** is founded on the proposed piloting guidelines and programme for each TG (developed under WP2), and incorporates the following components, which were provided as **key resources** (see Deliverable D2.1) to all INCLUDEME partners. The below resources were translated to different languages as needed.

- **Project Brief**
- **Table of Target Groups**
- **Ethics Information Sheet and Informed Consent Form**
- **Repository of Questions** *to be adapted for interviews, focus groups, questionnaires, or online surveys*
- **Platform and Pilot Evaluation Questionnaire** *for gathering feedback from TGs after each pilot*
- **Reporting Matrix**
- **KPIs (metrics) for evaluating the performance of the piloting programme**

Building on preliminary findings gathered during pre-piloting, interviews with teachers, and by exchanging experiences among the consortium members during TPM#6 and TPM#7, the initial ***Guide*** was further developed, enriched, and reshaped into a comprehensive ***Piloting Kit***, which incorporates the following tangible resources:

0. **Piloting Guide**
1. **Pilot Agenda**
2. **Project Brief**
3. **Introductory Presentation**
4. **INCLUDEME Ethics Information Sheet**
5. **INCLUDEME Informed Consent Form**
6. **INCLUDEME Teachers Guide to Moodle**
7. **INCLUDEME H5P Templates Instructions** (also available on OneDrive)
8. **Certificate of Participation** (personalised)
9. **Link to Online Questionnaire:** https://Forms.Office.Com/R/Dqyxrn8km5
10. **Supplementary Resources:**
    - Partner Accounts for Moodle Platform
    - Teacher Accounts for Moodle Platform
    - Student Accounts for Moodle Platform
    - Mini-clips available on the website: https://includeme-project.eu/shared-content-h5p-tutorials/
    - Image Depository (shared with teachers to make hands-on practice easier and more efficient)
    - GOOD PRACTICES: https://includeme-project.eu/outputs/

5.4. Planning and coordinating piloting efforts across partners – WP6 Info-sheet

Piloting efforts from partners are currently in progress across the consortium in line. WP6 leaders (PAC) have shared produced and shared supporting resources to facilitate all piloting activities in line with WP6 Objective (I): ***Plan*** *the overall schedule of the piloting activities across the consortium*.

To effectively address WP6 Objective (II): ***Manage and coordinate*** *the execution of all piloting activities* that partners are undertaking, prior to TPM#7 (scheduled in November 2022), WP6 leaders (PAC) have

contacted all Consortium Partners involved in piloting activities and requested an updated status regarding WP6-Evaluation and Piloting. The ***'WP6 Info-sheet'*** [see **Appendix A**] was distributed via email and uploaded on the shared OneDrive folder, and all partners were invited to provide information regarding:

- The partners/team members who will be involved in the pilots,
- The partners/team members who will act as trainers/coaches during teacher training sessions/workshops,
- The updated number of individuals and organisations they have reached out per TG (or an updated estimate of the number of participants they plan to involve in pilots or training sessions),
- The preferred option for the Pilots among the ones agreed under WP2. This will in turn guide the team to execute the scheduled pilots hence contributing to WP6 Objectives (III) and (VI) regarding ***Executing and Evaluating*** *piloting sessions with Direct and Indirect TGs, respectively, utilising the Piloting Kit*. The four Piloting Options are:

A. Face-to-Face Pilot followed by evaluation
B. Online Synchronous Pilot followed by evaluation
C. Hybrid/Blended Pilot followed by evaluation
D. Asynchronous Virtual Pilot followed by evaluation

- The preferred data gathering method (online questionnaire, paper-based questionnaire, interview, focus group, etc.) they plan to employ for gathering feedback from the participants. Data gathering will enable partners to measure the identified KPIs, evaluate the Piloting Programme and the INCLUDEME Platform, and gather supplementary data for research purposes – towards addressing WP6 Objectives (IV), (V), (VI) and (VII).
- Any other issues pertinent to WP6 that should be taken into consideration by WP6 leads and other partners.

5.5. Gathering and analysing updated information about Pilots – WP6 Info-sheet

The information gathered from the submitted WP6 Info-sheets was analysed and presented during the 7th Transnational Project Meeting (4th November 2022). The updated numbers provided by partners are shown in Table 5.

Table 5. Updated Numbers for each Target Group – per partner and total

Target Groups		ATS	PAC	BIBA	SWU	HFC	UTH	Total
DTG1	Socio-economically disadvantaged students (aged 14-24)	75	0	5	0	0	0	**80**
DTG2	Students with disabilities (Health-related needs)	0	0	30	0	100	0	**130**
DTG3	School leaders and teaching staff in high-schools and universities	74	36	22	58	0	15	**190**
ITG1	Primary and secondary education organizations	0	0	2	0	0	0	**2**
ITG2	Families	0	0	0	0	0	0	**0**
ITG3	NGOs	0	0	5	2	0	0	**7**

ITG4	Public authorities	35	0	1	2	0	0	38
ITG5	Policy makers	0	0	0	0	0	0	0

Table 6 shows the accumulated information comparing the provisional numbers (as established in 2021), with the updated record based on the information provided by partners at the time of writing this report (M24), and against the expected numbers (as indicated in the Project Proposal). Since the piloting activities are still in progress, these numbers will be finalised in the next reporting period (M36). Coordinate efforts will be made by all partners towards reaching the expected numbers.

All partners were reminded to keep an archive of all communications and invitations for participation established with the respective target groups and individuals.

Table 6. Provisional – Updated – Expected Numbers for each Target Group

Target Groups		Provisional 2021 (TPM#5)	Updated 2022 (TPM#7)	Expected
DTG1	Socio-economically disadvantaged students (aged 14-24)	230	80	230
DTG2	Students with disabilities (Health-related needs)	219	130	180
DTG3	School leaders and teaching staff in high-schools and universities	198	190	220
ITG1	Primary and secondary education organizations	22	2	35
ITG2	Families	19	0	24
ITG3	NGOs	11	7	14
ITG4	Public authorities	27	38	45
ITG5	Policy makers	1	0	2

Several constraints and challenges were identified from the gathered information. Firstly, more effort is needed to achieve the expected numbers (as indicated on the Project Proposal and shown in the rightmost column in Table 5 and Table 6 above). The consequences of Covid-19 pandemic resulted in practical difficulties in reaching out to individuals, families, and organisations. Furthermore, given the fact that Higher Education Institutions (both public and private universities including the ones participating in the project consortium), do not typically enrol a high number of disadvantaged learners or learners with disabilities, it was deemed imperative to reach outside the consortium and its affiliated institutions to identify individuals and/or organisations that closely interact with the identified target groups. Another identified issue was the limited number of families the consortium managed to involve. Recognising these issues helps the consortium reunite efforts and adjust their endeavours towards generating more opportunities and filling these gaps.

The ongoing coordination of pilot setup (under WP2) and pilot execution and evaluation (under WP6) has several benefits. Firstly, it emphasises the needs and requirements of the TGs the members have reached out to across the consortium. This information is informing and shaping the ongoing development of the INCLUDEME platform, accessibility tools, learning materials and other artefacts to better include and engage these TGs. Secondly, it helps the consortium members establish a common

ground as to what piloting and evaluation efforts involve, and what methods and data gathering approaches will be utilised for measuring the KPIs and other empirical insights (several qualitative and quantitative methods were proposed including surveys, interviews, focus groups, etc). Thirdly, ongoing coordination and management ensures that a systematic-yet-flexible approach is established among partners taking into account the specificities of each TG and the data gathering methods each researcher is familiar with.

In addition to an updated number of individuals and groups the members will involve in piloting, the analysis of the information provided by partners (via the submitted WP6 Info-sheets) also shows that most partners decided to conduct pilots **face-to-face (Option A)**. Pilots with physical attendance was the preferred option given the improvement of the situation with Covid-19 pandemic. This option was followed by the choice of utilising hybrid/blended pilots (Option C) and asynchronous virtual pilots (Option D). Online synchronous pilot was not employed (Option B) and where consent was granted, physical attendance was preferred.

In terms of data gathering methods, the most popular approaches among participants were **online questionnaires and interviews**, followed by focus groups.

The submitted WP6 Info-sheets also managed to capture **special issues** that need to be taken into consideration. These include aspects such as:

- the need for the research team to fit the INCLUDEME tools, learning activities, games, and other resources to the curriculum of the specific level of education.
- the need to adjust the content, H5Ps and all relevant activities to address individual needs (special education vs. students with disabilities attending general education schools).
- the need to translate the available resources to the native languages of the learners.
- the need to create an initial repository of images as a starting point for teachers to use.
- the need to create an initial set of H5P tools, interactive content, and learning activities as a means to engage teachers and demonstrate how these can be adjusted rather than starting to build a new activity from scratch.

Any other arising issues, constraints, or interventions needed will be gathered and documented. Any necessary actions will also be reported.

6. WP6 TASKS AND RESULTS

The following sections present the outputs (tangible) and outcomes (intangible) of WP6 in the period between M13-M24. A follow-up report will also be produced in M36.

6.1. Task 6.1. Pilots Management, Coordination and Evaluation (M13-M36) Lead: PAC

Several online meetings were held to discuss WP6 tasks and expected results. An initial meeting was organised between the two task leaders of WP6 (PAC and UTH) on 22nd July 2022 to discuss the current state of piloting set up and prospective actions. Another meeting dedicated to WP6 was also conducted on 15th September 2022. The project coordinator and all consortium partners were invited to participate and contribute their ideas and suggestions to ensure an aligned approach is followed. The meeting was recorded for those unable to attend. The agenda of the meeting is available in **Appendix C**. A third dedicated meeting was also conducted on 5th October 2022 between WP6 Leaders (PAC) and the project coordinator (ATS) with the aim to share updates and discuss required actions. An additional fourth meeting was also arranged between the two task leaders (PAC, UTH) and the project coordinator (ATS) to coordinate and liaise on necessary actions prior to the 7th transnational project meeting. In addition, the current state and updated actions under WP6 were reported during the TPM#7 (scheduled as a physical event on 4th November 2022).

Partners shared their insights from initial interviews and pilots and provided feedback and suggestions on the current version of the INCLUDEME Platform. The coordinator also emphasised the need to start developing H5P activities on INCLUDEME Moodle Platform prior to launching the main pilots with the TGs. The updated Piloting resources were redistributed encouraging all partners to proceed with scheduling pilots and training workshops.

To effectively ***Manage and Coordinate*** *the execution of all piloting activities* (objective II) that partners are undertaking, prior to TPM#7 (scheduled in November 2022), WP6 leaders (PAC) have contacted all Consortium Partners involved in piloting activities and requested an updated status regarding WP6-Evaluation and Piloting. The ***'WP6 Info-sheet'*** (**Appendix A**) was distributed via email and uploaded on the shared OneDrive folder, and all partners were invited to provide information regarding:

- The partners/team members who will be involved in the pilots,
- The partners/team members who will act as trainers/coaches during teacher training sessions/workshops,
- The updated number of individuals and organisations they have reached out per TG (or an updated estimate of the number of participants they plan to involve in pilots or training sessions),
- The preferred option for the Pilots among the ones agreed under WP2. This will in turn guide the team to execute the scheduled pilots hence contributing to WP6 Objectives (III) and (VI) regarding ***Executing and Evaluating*** *piloting sessions with Direct and Indirect TGs, respectively, utilising the* ***Piloting Kit***.
- The preferred data gathering method (online questionnaire, paper-based questionnaire, interview, focus group, etc.) they plan to employ for gathering feedback from the participants. Data gathering will enable partners to measure the identified KPIs, evaluate the Piloting Programme and the INCLUDEME Platform, and gather supplementary data for research purposes – towards addressing WP6 Objectives (IV), (V), (VI) and (VII).
- Any other issues pertinent to WP6 that should be taken into consideration by WP6 leads and other partners.

The information gathered from the submitted WP6 Info-sheets was analysed and presented during TMP#7.

6.2. Result 6.1. Case studies on inclusive education targeting disadvantaged and disabled students

In collaboration with the project coordinators (ATS) it was decided to gather the information needed to construct '**Case Studies on inclusive education**' using online forms. It was agreed that this would make it easier and more efficient to collect and manage data from all partners and all target groups involved in piloting and/or training sessions/workshops. For this purpose, a dedicated online form was created on Google Forms, entitled 'INCLUDEME WP6 Case study – Piloting' (**Appendix D**). The links to these forms were distributed to all partners inviting them to provide their input. The Case Studies are presented in the current Deliverable D6.1 Piloting Report at M24 and will be further expanded in the next round of reporting at M36. The Case Studies are significant for project reporting as they provide information on quality metrics and KPIs. Table 7 lists the Piloting Case Studies submitted by partners. Table 8 runs over multiple pages and includes the detailed information pertinent to each Case Study.

Table 7. Summary of Piloting Case studies on Inclusive Education (sorted by Target Group ID)

Case Study ID	Title	Country/ Partner	Target Group ID	Target Groups
RO#1	Disadvantaged Groups (Roma)	Romania (ATS)	DTG1	27 children, with ages between 6-13 years old, socio-economically and culturally disadvantaged students, including Roma
RO#2	Disadvantaged Groups (Ukrainian Refugees)	Romania (ATS)	DTG1	48 refugees have participated out of which 16 are children (5-13 years old) and the rest are adults (16-54 years old) spanning various levels of education: primary, high school and higher education
CY#1	Special Education – Special Teachers	Cyprus (PAC)	DTG3	14 special education teachers who have between 2 and 30 years of experience in special education
CY#2	Special Education – Specialist staff	Cyprus (PAC)	DTG3	11 special education specialists including psychologists, speech therapists, occupational therapists, physiotherapists, special trainers, music therapists, art teacher, practical knowledge teacher
CY#3	General Education – Secondary Education	Cyprus (PAC)	DTG3	6 secondary education teachers and counsellors in High School/Lyceum
CY#4	Higher Education – Academic staff	Cyprus (PAC)	DTG3	5 academics in Higher Education
BU#1	Special Education Teachers	Bulgaria (SWU)	DTG3	30 special education teachers

Figure 3 shows a summary of the types of disabilities reached through piloting and Figure 4 shows the types of disadvantages target groups reached through piloting to date.

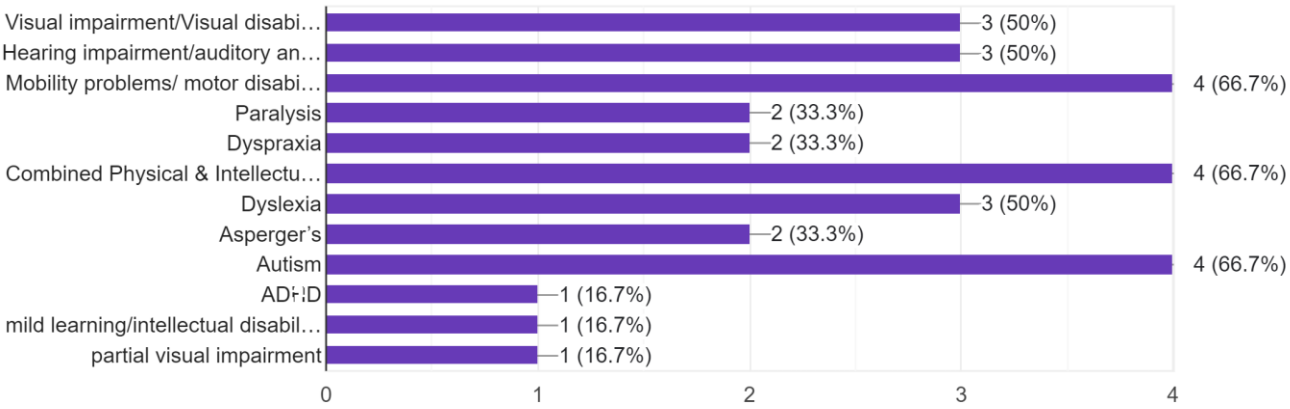


Figure 3. INCLUDEME Type(s) of disabilities reached through piloting.

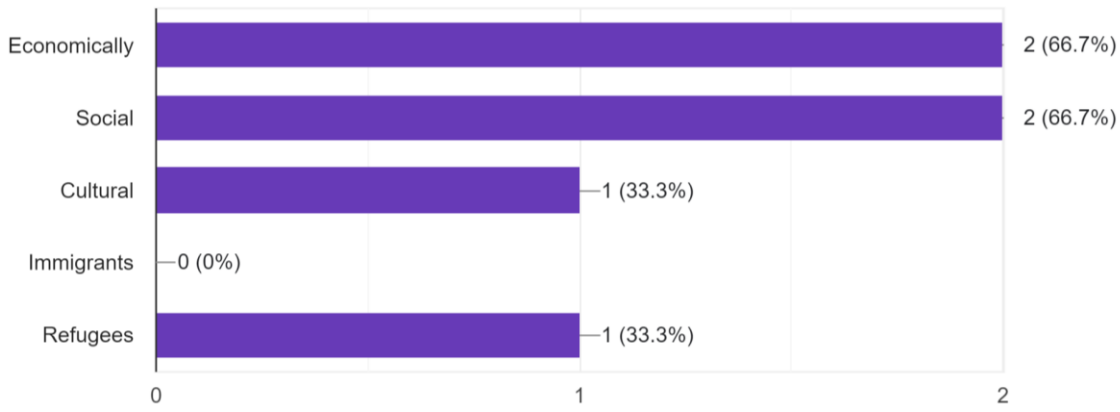


Figure 4. INCLUDEME Type(s) of disadvantaged target group(s) reached through piloting.

During piloting the partners have reached out to key target groups, both direct and indirect. In particular, participants in DTG1 (Socio-economically disadvantaged students (aged 14-24)) and DTG3 (School leaders and teaching staff in high-schools and universities) were directly involved in piloting. In turn, they also involved other key stakeholders in DTG2 (Students with disabilities (Health-related needs)), ITG1 (Primary and secondary education organizations), and ITG2 (Families). The age range of participants reached through piloting (directly or indirectly) spans a big age range between 3-53 years old. Figure 5 shows the educational levels covered across the consortium.

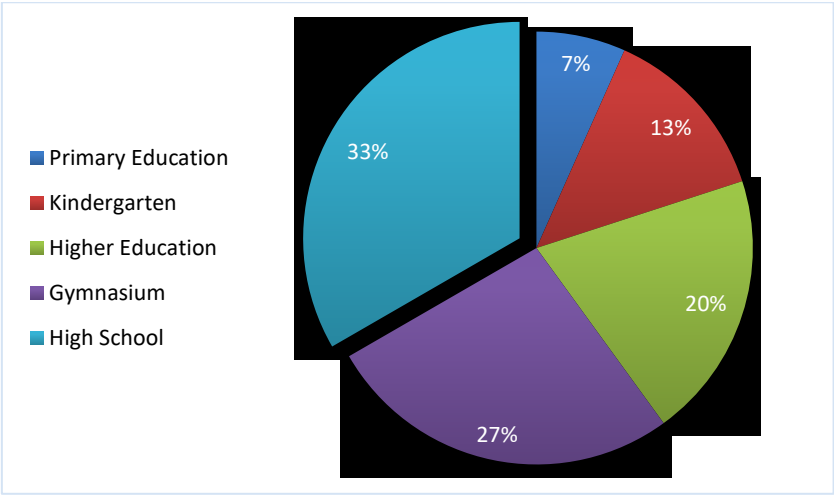


Figure 5. Educational levels reached through piloting.

Table 8. Detailed Summary of Piloting Case studies on Inclusive Education (Full case studies submitted on the Online Form)

Case Study ID	Title	Country / Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
CY#1	Special Education – Special Teachers	Cyprus (PAC)	DTG3 (n=14 Special education teachers who have between 2 and 30 years of experience in special education)	3-21 years old with varying degrees and types of disability including visual impairment/ visual disability, hearing impairment/ auditory and/or speech disability, mobility problems/ motor disability, paralysis, dyspraxia, combined physical & intellectual disability, Asperger's, autism	Greek language Mathematics and reasoning Arts and crafts Games Group therapy	Both activities created by PAC (H5P Activities). And activities created by teachers based on provided templates and resources.	For special teachers, technology is a vital tool for teaching and learning. Tablets and switches/buttons are preferred input devices for their students. Having a rich repository of resources (games, learning material, H5P gamified activities and interactive content) which can be easily customised, personalised, and adjusted will greatly facilitate their teaching and have positive impact on their students' learning and development. Commonly used learning activities or educational games used with students include: language games, activities with sounds, activities with images, memory games, puzzles, and math games. When asked to provide the first words that come to their mind when describing the INCLUDEME platform, the most common attributes provided are: useful, helpful, convenient, innovative and multifunctional easy, digital, learning and fun. Some challenges were also identified such as time consuming, time for preparation, thinking about new games and new content every date, requires a lot of time investment especially at the beginning.
Abstract: Special Education Teachers reported they are satisfied or highly satisfied with the INCLUDEME Platform in terms of its response rate, quality and richness of the available content, innovativeness, ease of interaction with the platform, easy of used and effectives, flexibility, help and guidance provided through the platform, and finally overall look and feel int terms of the user interface. Special educators and other specialists and educational staff collaborate closely with parents and the school management aiming both at the psycho-physical health and the social cultivation of each individual student. The school follows a participatory approach were the school and the family form a bidirectional communication environment. The school's daily operation aims to create a pleasant environment in which all children will feel happy and safe. There are 98 students at the Special Education school. Educational objectives are focused on achieving a stable development, celebrating every success, recognising and respecting each student's autonomy, promoting their self-reliance and uniqueness, and trying to help them within the framework of their own unique capabilities. Special Educators who participated in the pilot studies conducted in Cyprus demonstrated a positive attitude towards the use of technology and the use of educational games and gamified activities. The also emphasised that it is a challenge to find digital resources in Greek and it usually takes time for them to create content or even adjust and translate learning materials. Other constraints include the limited connectivity to the Internet (both cabled and wireless), the restrictions on the type of resources to use, and the lack of a uniform Curriculum/syllabus to follow. The learning activities and materials they use in their teaching is based on their yearlong experience and from close collaboration with their colleagues. The INCLUDEME Platform fills an important gap in special education given it will provide a rich set of resources which are easily customisable, shareable, easy to translate and adjust to different age groups and intellectual age groups. At the same time, the INCLUDEME Platform will help is creating a historical archive of activities and a repository of tools and resources. In terms of usability special educators want a way to search through and filter the available resources based on various criteria such as the age group, intellectual age, subject (e.g., mathematics, language, national holidays, geography, etc.). In terms of devices, tablets and switches/buttons are preferred input devices for their students. Most importantly, easily customisable learning activities and material will greatly facilitate teachers' efforts towards inclusive and accessible education – which is the aim of the INCLUDEME Project. Finally, such a repository can contribute to the school's participatory philosophy since parents and/or students themselves will have access to these resources through their own accounts, any time, from any place. Hence, the positive outcomes will be maximised.							

Case Study ID	Title	Country / Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
CY#2	Special Education – Specialist staff	Cyprus (PAC)	DTG3 (n= 11 specialists: Psychologists, speech therapists, occupational therapists, physiotherapists, special trainers, music therapists, art teacher, practical knowledge teacher)	3-21 years old with varying degrees and types of disability including visual impairment/ visual disability, hearing impairment/ auditory and/or speech disability, mobility problems/ motor disability, paralysis, dyspraxia, combined physical & intellectual disability, Asperger's, autism	Speech and Language therapy, Speech pathology, Educational psychology, Occupational therapy, Physiotherapy, Music therapy, Special physical Education	Both activities created by PAC (H5P Activities). And activities created by teachers based on provided templates and resources.	For speech therapists, speech pathologists, music and occupational therapists and other specialist educational staff teaching students at the special education school, multimedia content is key. The use of rewarding sounds, animations, and audio feedback is crucial for high learning impact and increased engagement. In terms of usability, high contrast, simple or plain background for the H5P gamified activities, and audio feedback are essential aspects to consider. Immediate feedback for correct or wrong answers is preferred over accumulated mark/score at the end of an activity. Another important element is for the content, learning materials, H5P activities to be available offline and also available as printable activity pages. Commonly used learning activities or educational games used with students include: language games, activities with sounds, activities with images, memory games, and puzzles, amongst others.

Abstract: Special Education staff (including psychologists, speech therapists, occupational therapists, physiotherapists, special trainers, and music therapists) highlighted the key role technology plays. Children love technology, they are attracted and fascinated by computer games, and they are very talented in terms of their digital skills. The practical challenges have to do with the design of the games and gamified activities as well as the content. From teachers' point of view the challenge is to create a resource which is easily adjustable while also allowing teachers to track their students' engagement. For example, it is important to know how many times they played a game, up to which level they have reached so they can trace their development, how much time they have engaged, and other useful information. Another important element is for the content, learning materials, H5P activities to be available offline and also available as printable activity pages. From the students' point of view the challenge is to ensure that content is at the appropriate level (e.g., based on intellectual age or skill level), and at the appropriate level of detail (i.e., in terms of background and graphics used). Aspects such as having the option to display one question at a time, or a flow of questions are useful. At the same time, specialists emphasised the importance of audio feedback and rewarding sounds (such as clapping or celebrating). Similarly, while animations may be limited as part of a learning activity, they are important at the end of each question or level to emphasise the completion of the level (e.g., flying balloons or fireworks may animate when completing a level). In terms of usability, high contrast, simple or plain background for the H5P gamified activities, and audio feedback are essential aspects to consider. The INCLUDEME Platform can support special education in manifold ways. Firstly, it can serve as a primary source of learning content in some subjects (e.g., speech and language therapy, art, music). Secondly, for some subjects it can serve as a supplementary tool to enable further practice (e.g., practical knowledge, special training for hand-eye coordination). Finally, the INCLUDEME Platform can play an auxiliary role. For example, students can be given the opportunity to play a game (e.g., memory game or puzzle) as a reward, or during relaxation time. Teachers reported they are satisfied or highly satisfied with the INCLUDEME Platform in terms of its response rate, quality and richness of the available content, innovativeness, ease of interaction with the platform, easy of used and effectives, flexibility, help and guidance provided through the platform, and finally overall look and feel int terms of the user interface.

Case Study ID	Title	Country / Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
CY#3	General Education – Secondary Education (High School/ Lyceum)	Cyprus (PAC)	DTG3 (n= 6 Secondary education teachers and counsellors)	15-18 years old with varying degrees and types of disability including dyslexia, autism, partial visual impairment/ visual disability, partial hearing impairment/ auditory and/or speech disability, mobility problems/ motor disability, combined physical & mild intellectual disability	Core subjects: Mathematics and Greek language	Activities created by PAC (H5P Activities).	For teachers in secondary education (high school/lyceum) there is limited time, flexibility, and external incentive to use digital technologies as part of supportive teaching. Teachers may share some resources (like online games approved by the Ministry of Education) with parents and students themselves so that students can practice specific learning units (e.g., mathematical calculations or solving mathematical problems, crosswords, puzzles, etc.). The INCLUDEME Platform can support these efforts as a supplementary source of learning. In order for the INCLUDEME Platform to be utilised as a core part of the teaching approach there are many challenges. First, time is limited with each student. Second, learning activities must be closely aligned with the learning materials/curriculum covered in each level/year, and the particular disability and severity/spectrum, amongst other aspects.

Abstract: In the case of public high schools, education is 3 years (Ages 15-18). After students join high school according to the protocol if teachers consider it necessary, they will advise parents to take the necessary measures and consultations in cases where they observe learning difficulties or recognise a learning or intellectual disability. Although such disabilities are typically captured at younger ages (i.e., in primary school), in many cases students may join secondary education without previous assessment. The school principal and lead teacher will inform the parents and with the appropriate consent a predefined process is followed during which the student goes through specialised tests and evaluation procedures. A team of experts in involved in this process including school and educational psychologists, developmental psychologists, and other specialists. Both the parents and the school are informed of the outcome and if approved the student is eligible for supplementary support in the core subjects of mathematics and Greek language (speaking, writing, and reading). This support is offered during the official school timetable and the main aim is to deliver the same material (As covered during normal class time) to the eligible students again, with a simplified structure, to get more personalised instructions and thorough explanations. Therefore, there is limited space for utilising any external learning materials, educational technologies, or games. Furthermore, these supplementary support sessions taka place in classrooms which do not always have a computer or tablet available. Also, students are not allowed to use personal computers or mobile devices during school time. This further eliminates efforts to technologically-enhance the students' learning experiences. Furthermore, teachers are constrained in terms of the material they need to cover given that all students (with or without known disability or impairment) will eventually be assessed on the same tests and exams. Even if special allowances are provided (such as additional time, or adjusted format, e.g., aural exams) the exam scripts are still the same. Therefore, teachers need to focus on the particular learning units as specified by the official syllabus and there is no time left for experiential or gamified learning outside this material. The teachers argued that if the INCLUDEME Platform could offer readily available and approved gamified activities which are specifically aligned with each learning unit covered in the core subjects, that would definitely assist students. Nevertheless, they do not have the time to develop these resources from scratch, rather the development of these resources should be centralised at a higher level, and they can then exploit these as needed (i.e., based on the grade, learning unit, but also based on the particular disability and severity/spectrum, amongst other aspects). Another suggestion provided by high school teachers in general education was the value of the INCLUDEME Platform as a supplementary learning tool where students can explore beyond the school time (where procedural, and official constraints may be bypassed).

Case Study ID	Title	Country / Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
CY#4	Higher Education – Academic staff	Cyprus (PAC)	DTG3 (n= 5 Academics in Higher Education)	18+ years old (autism, dyslexia, partial visual impairment)	Undergraduate degrees (Computer Science, Accounting, Business Administration, etc.)	Both activities created by PAC (H5P Activities) and activities created by teachers based on provided templates and resources.	Academics at private Higher Education Institutions (HEIs) do not typically have students from socio-economically disadvantaged communities. There are however students with learning disabilities which are entitled to provisions based on their medical record. The fact that undergraduate students have their own mobile devices makes the INCLUDEME Platform an efficient and appropriate learning space.

Abstract: Piloting the INCLUDEME Platform with academic staff in universities revealed interesting findings. First, academics are not sufficiently trained with regards to learning disabilities. This lack of training on the range of learning disabilities creates lack of awareness about accessibility, equality, diversity, and inclusion (EDI) principles. Academics are often informed of the provisions a student is entitled to (e.g., 25% extra time in an exam or simplified outline). Some academics may decide to learn more about a particular disability based on their student cohort in order to better include and accommodated learners with disabilities. The INCLUDEME Platform and Accessibility Tools were well received from all academics. Three out of five academics are not familiar of the Web Accessibility Guidelines, or how to make a PowerPoint presentation more accessible by changing some of its features. One observation shared during the evaluation is that instead of sharing the PDF version of a PowerPoint presentation it is better to share the PPTX file so that students themselves can customise the elements in the PowerPoint files such as colour contrast and font size, colour palette, etc. A distinguishing feature of this case study, compared to other levels of education, is that undergraduate students (at a Private HEI) have access to personal digital devices and PCs. Therefore, the INCLUDEME Platform can serve as an ongoing learning medium for learning in the classroom, but also at any time and in any place. An important aspect to consider for HE is the need to balance learner autonomy with learner engagement. Within HE students will often choose to follow a 'strategic approach' to studying and learning based on which components are assessed and which are not. Therefore, in addition to further developing the technological side of the INCLUDEME Platform it is equally important to promote the pedagogical elements as well, including assessment and incentives. Academics also found the shared resources and info sheets available on the Project's website very useful and informative.

Case Study ID	Title	Country/ Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
RO#**1**	Disadvantaged Groups (Roma)	Romania (ATS)	DTG1 (n=27 children, socio-economically and culturally disadvantaged students, including Roma)	Gymnasium students, between 6-13 years old, main disabilities include Dyslexia and ADHD	Learning the alphabet, learning numbers, learning to count and do basic calculations, vocabulary practice	H5P units created by ATS	Key points: (1) The content units have to be well structured, simple, and contain as little text as possible because most children do not know how to read. (2) If is possible, the H5P activities should contain an audio version of the text. (3) To achieve consistent progress, some children needed one-on-one assistance. Lesson learned: Most of the H5P minigames were based on drag and drop and point and click actions, and the progress was evident after each session. For minigames that required written input from the children, the progress was limited, with a slight improvement towards the end of the summer school for a quarter of the participants. Since some of the children did not know the alphabet, they needed assistance during all the meetings. Their vocabulary was very limited. They were not able to name animals, fruits or vegetables. Learning through trial and error greatly improved their performance.

Abstract: The piloting activities were carried out in Romania, during a summer school organized by a local NGO for disadvantaged learners, specifically Roma children. 27 children, with ages between 6 and 13, were involved in the activities. 3 of them were no longer enrolled in any form of education. The children participated in non-digital activities that used printed worksheets for basic language learning and mathematics, as well as cardboard games, and in digital game-based learning experiences, available on the INCLUDEME Moodle platform. The children could choose from over 150 H5P minigames with different subjects and learn through play, practicing reading, writing, mathematics, etc. The necessary equipment for participating in the digital activities was provided by ATS. A username and a password were created for each participant. No personal data was collected.
Since none of the children had used a laptop and a mouse before, it was necessary to carry out a basic training explaining them how to interact with technology and how to play the minigames. Because most of them did not know how to read, the H5P minigames had to be customized to have less text with basic instructions, and some also included audio sequences. Even if most of the children needed assistance through all the sessions, and could not play entirely on their own, the progress they made was remarkable.

Case Study ID	Title	Country/ Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
RO#**1**	Disadvantaged Groups (Ukrainian Refugees)	Romania (ATS)	DTG1 (n=48 refugees)	16 of the participants are children (5-13 years old) and the rest are adults (16-54 years old) spanning various levels of education: primary, high school and higher education	English language learning	H5P units created by ATS	Key points: (1) The groups remained inhomogeneous, inconsistent and the level of English proficiency varied. (2) A critical challenge was the fact that some could not read and write using the Latin alphabet, especially the children. Some of the lessons were translated in Ukrainian. (3) All resources for the English learning activities for children and adults were made available for all the accounts that were distributed. Most participants reused accounts, as they did not have their own laptops and children did not have their own phones. Some would play the H5P units in groups, especially the children. Lesson learned: Providing high granular content greatly improved learner motivation and learning outcomes. The activities proved that content is highly reusable, as the units could be easily translated into Ukrainian. Availability of printed materials was very helpful for this target group. Those that did not have access to the digital resources would use the printed versions.
Abstract: Following the online and face-to face pre-piloting activities organized with Ukrainian refugees that came to Romania after the war started in 2022, new piloting activities were organized with groups of refugees interested in learning English starting September 2022. 6 new refugees have participated in addition to the initial 42. 16 of them were children with ages ranging from 5 to 13.							

Case Study ID	Title	Country/ Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
BU#**1**	Special Education Teachers	Bulgaria (SWU)	DTG3 (n=30 special education teachers)	Primary and secondary education organizations including gymnasium, high school and Higher Education. Main disabilities include mobility problems/motor disability, combined physical and intellectual disability and autism	Bulgarian language, English language, Informational technologies, mathematics	Activities created by the SWU team	Digital games and gamification have a place in education according to the almost all interviewed respondents. They see the future of digital classroom games "when new knowledge is presented as a game, learning becomes easier, when children participate in the teaching they learn faster" (teacher with 5 years of experience). When students participate in the teaching of new material through games, they learn more easily, when students with disabilities see a positive example from their classmates, they make more progress. Although the gamification is applicable and preferred by Bulgarian teachers, parents have a slightly different point of view. They think that their children sit in front of the screens a lot. It's true, but at the moment most of their time is spent with Tik-Tok, Facebook and other social networks. "These students are sitting in front of the screen anyway" (teacher with 5 years of experience).

Abstract: Conducted 30 interviews with special education teachers to gather their perspectives and needs. Bulgarian special education teachers have been interested to use the INCLUDEME Platform. According to their responses this platform is innovative and will be very helpful for their classes, because it addresses an important need in special education by presenting a rich set of resources that are easily configurable, shareable, translatable, and adaptable to different age groups and intellectual age groups. The questions to the support teacher, were focused on their work, the pro cess of integration that they actually observe, and not the legal one, and their vision of the problems faced by parents of students with disabilities. All of the interviewed respondents agreed that school staff lacked sufficient training and knowledge about disability. According to children with disabilities who have been excluded from the schools, they have faced further difficulties to adapt to new school settings. When a learner is excluded, parents often have to take the difficult decision to send the child in private schools. From data collected it is observed that the fundamental principles to inclusive education in Bulgaria are not applied, such as the individualized support and the reasonable accommodation of the school setting in order to meet the needs of students with disabilities. It is worth mentioning that variation between schools in the country is large and cannot be easily explained by selection effects or other. One of the respondents (a woman with 30 years of experience) works at the Center for Special Educational Support in a small town in the province of the country. In the past, the center was a functioning auxiliary school, which by order №RD-14-266 / 20.07.2017. / SG, issue 61 of 28.07.2017 / of the Minister of Education and Science Auxiliary boarding school has been transformed into a Center for special educational support / CSOP /. Before 2017, mainly orphans and semi-orphans were trained. The center now provides support for a total of 69 students - 52 from the region and 17 from other neighboring regions. Although the center has a psychologist, speech therapist, special pedagogues, rehabilitator, educator, according to her, there are still not enough trained teachers, which hinders the study of individual difficulties of students and it cannot be directed to a specific specialist, but this slows down its integration… "(a woman with 30 years of experience). The practical implementation of the duties of support teacher is relegated to the background due to a number of activities and obligations with documents. The correct implementation of the legal and regulatory side of things in most cases take precedence over the practical implementation of different types of specialists. Working with children with special educational needs is defined as "difficult, but interesting and humane. It requires a lot of patience, attention and love for children with different needs and abilities "(woman, 30 years of experience), it is really a job that you have to have a lot of patience and believe in what you do to be able to help."

6.3. Task 6.2. Teacher and stakeholder training (M13-M36) Lead: UTH

The teacher and stakeholder training is an important activity which contributes to raising awareness of key stakeholder groups.

6.4. Result 6.2. Training sessions for teachers and stakeholders

In collaboration with the project coordinators (ATS) it was decided to gather the information on 'Training sessions for teachers and stakeholders' using online forms. As with the Case Studies, the partners reached to this decision as this would make it easier and more efficient to collect and manage data from all partners on training with teachers and stakeholders. For this purpose, a dedicated online form was created on Google Forms, entitled 'INCLUDEME WP6 Case study - Teacher Training' (**Appendix E**). The information of teacher training is presented in the current Deliverable D6.1 Piloting Report at M24 and will be further expanded at M36. The gathered data also contributes to project reporting providing information on quality metrics and KPIs. Table 9 presents a summary of the training sessions organised and Figure 6 illustrates the levels of education the training spans.

Table 9. Summary of Training Case studies (sorted by Target Group ID)

Case Study ID	Title	Country/ Partner	Target Group ID	Target Groups
CY#1	Special Education – Special Teachers	Cyprus (PAC)	DTG3	10 Special education teachers and specialists (Psychologists, speech therapists, occupational therapists, physiotherapists, special trainers, music therapists, art teacher, practical knowledge teacher)
CY#2	Higher Education – Academic staff	Cyprus (PAC)	DTG3	5 Academics in Higher Education
RO#1	Teachers, managers, experts & school inspectors	Romania (ATS)	DTG3	74 teachers, managers, experts and school inspectors spanning various levels of education (kindergarten, gymnasium, and high school level) and students in the age rage 3-20 years old.
RO#2	Public administration	Romania (ATS)	ITG4	35 employees from the public administration, including managers, participated.
GR#1	Vocational education teachers	Greece (UTH)	DTG3	15 vocational education teachers from an Evening Vocational Lyceum teaching individuals at risk of exclusion in the age of 15-17 years old
GR#1	High School teachers	Greece (UTH)	DTG3	High school teachers in all subjects
BU#1	Teachers	Bulgaria (SWU)	DTG3	28 teachers in a range of subjects

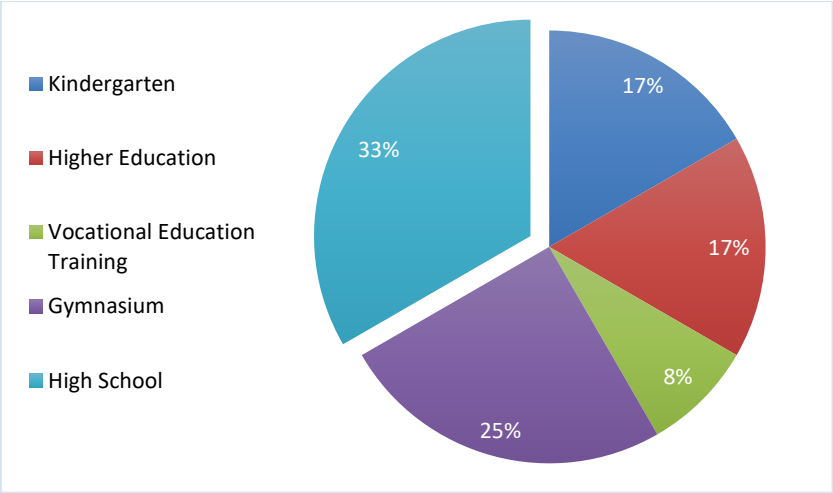
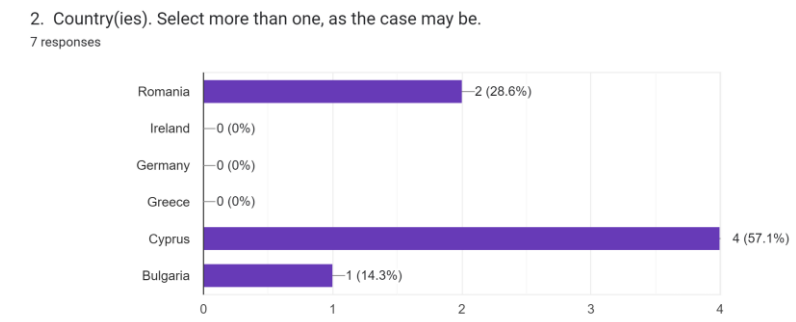
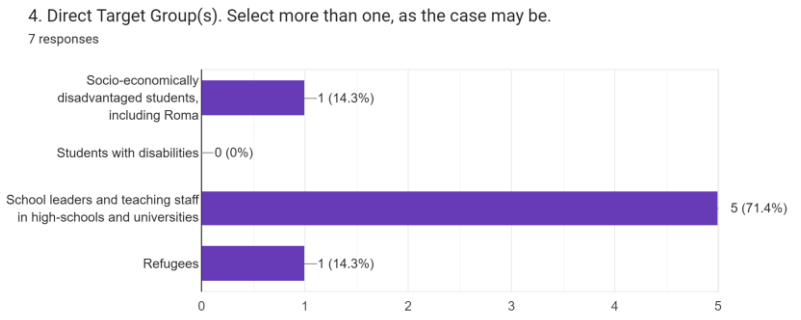
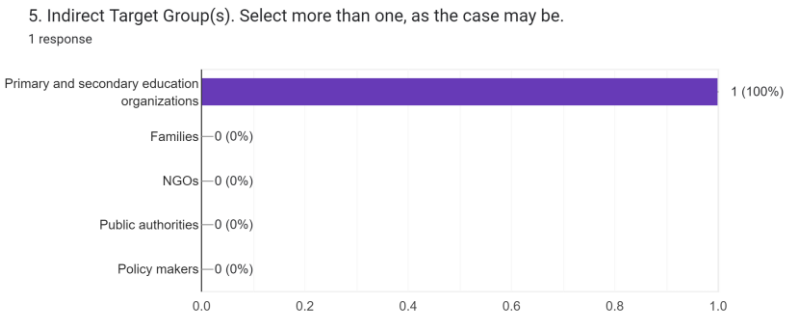


Figure 6. Educational levels taught by participating trainees.

7. KPIS - METRICS FOR EVALUATING THE PERFORMANCE OF THE PILOTING PROGRAMME

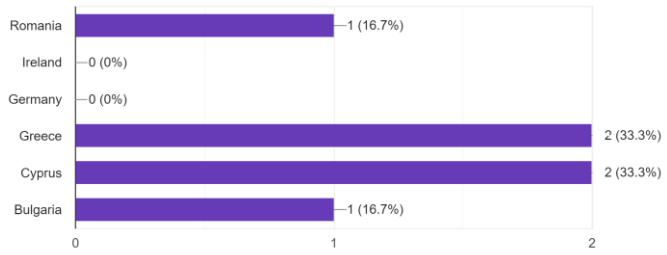
To ensure the quality of the pilots and to evaluate the performance of the piloting programme, a set of Key Performance Indicators (KPIs) are established. In establishing the KPIs particular emphasis is placed on identifying measurable and objective metrics while also capturing the participants' perspectives. Table 10 lists the KPIs for INCLUDEME pilots at the time of writing this report (M24). These will be reviewed in the next deliverable (M36).

Table 10. KPIs for INCLUDEME Pilots

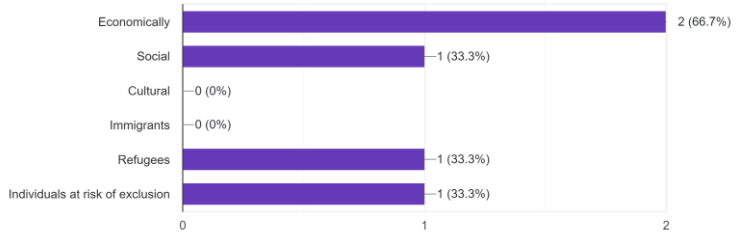
	Key Performance Indicator (KPI)	Total	Metrics Summary (followed by respective charts)
(a) Piloting Programme-related	1 Total No. of Pilots set up	N=7 pilots	• Per country: **4 (CY), 2 (RO), 1 (BU)** • Per partner: **4 (PAC), 2 (ATS), 1 (SWU)** • Per target group: **2 (DTG1), 5 (DTG3)** • Indirect target groups: DTG2, ITG1, ITG2 • Age range of key stakeholders reached (directly or indirectly): 3-53 years old
		
		
		

	Key Performance Indicator (KPI)	Total	Metrics Summary (followed by respective charts)
(b) Training Programme	**2 Total No. of Training sessions set up**	**N=7 training sessions** (6 with teachers and 1 with	This metric will be extracted and analysed: • Per country: **2 (CY), 2 (RO), 1 (BU), 2 (GR)** • Per partner: **4 (PAC), 2 (ATS), 1 (SWU)** • Per target group: **6 (DTG3), 1 (ITG4)** • Indirect target groups: DTG2, ITG1

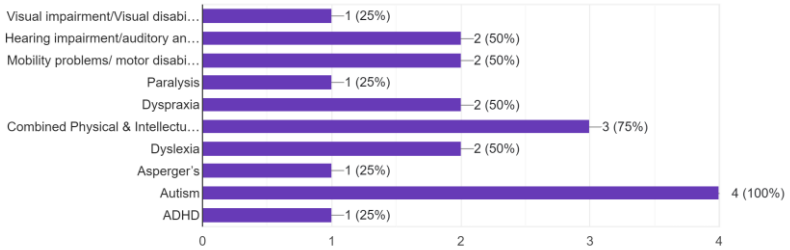
2. Country(ies). Select more than one, as the case may be.
6 responses



4. Types of disadvantaged target group(s) teachers work with. Select more than one, as the case may be.
3 responses



5. Type(s) of disability teachers work with. Select more than one, as the case may be.
4 responses



Overall	**3**	**Total no. of participants taking part in Pilots and Training sessions (N=447)**	Per Target Group:

DTG1	**80**
DTG2	**130**
DTG3	**190**
ITG1	**2**
ITG2	**0**
ITG3	**7**
ITG4	**38**
ITG5	**0**

Per Target Group and Per Partner:

TG	ATS	PAC	BIBA	SWU	HFC	UTH
DTG1	75	0	5	0	0	0
DTG2	0	0	30	0	100	0
DTG3	74	36	22	58	0	15
ITG1	0	0	2	0	0	0
ITG2	0	0	0	0	0	0
ITG3	0	0	5	2	0	0
ITG4	35	0	1	2	0	0
ITG5	0	0	0	0	0	0

8. CONCLUSIONS

This report outlines the main aim and objectives of WP6-Evaluation and Piloting. It describes the activities conducted to execute, manage, coordinate and evaluate the piloting programme (Task 6.1), as well as the workshops organised for teacher and stakeholder training (Task 6.2). The key results of WP6 are the Case Studies on inclusive education targeting disadvantaged and disabled learners (Result R6.1) and the information on training sessions for teachers and key stakeholders (Result R6.2), respectively. The piloting guidelines and programme for each target group which was established under WP2 was utilised for the execution of the pilot sessions and for teacher training. This helped partners to ensure that an aligned approach is followed across the consortium. Furthermore, a set of metrics established as key performance indicators (KPIs) for evaluating the piloting programme are provided. Finally, a series of Appendices provide a rich set of resources than can support all consortium partners during the execution and evaluation of pilots with all target groups. The pilots aim at involving learners in these groups as well as their teachers and family environment, and the extended community context. Evaluation and Piloting activities serve both as a source of input informing the ongoing development of the INCLUDEME Platform and Accessibility Tools, as well as the means to explore the experiences and perceptions of the target group participants both direct and indirect target groups, at individual and community level.

APPENDIX A – WP6 INFO-SHEET

INCLUDEME - Inclusive Digital Environments to Enable High-quality Education for Disadvantaged and Disabled Learners – WP6: Evaluation and Piloting

Brief description of WP6:

- ***WP6 Evaluation and Piloting*** *involves iterative evaluation of the platform, to ensure* ***technical and design feasibility*** *prior to the release of the final platform for piloting.*
- *The platform will be evaluated within existing practices of educational institutions and other educational stakeholders. Piloting will provide the means to measure the intermediate impact and indicators to define interventions required for an efficient transnational uptake.*
- *WP6 supports the professional development for teachers and trainers, thus it plays a crucial role in the successful adoption of the project outcomes.*

Each Partner please fill in the following information and return this file by 12.09.22.

<table>
<tr><td>PARTNER ID/NAME:</td><td></td></tr>
<tr><td>Names of members of the research team conducting the Pilots:</td><td>1.
2.</td></tr>
<tr><td>Names of members who will serve as coaches during the Pilots:</td><td>1.
2.</td></tr>
<tr><td>Target Groups to involve in the actual Pilots, and expected numbers in each case:</td><td><table>
<tr><td>TG id</td><td>Target Group</td><td>How many?</td></tr>
<tr><td>DTG1</td><td>Socio-economically disadvantaged students, including Roma (aged 14-24)</td><td></td></tr>
<tr><td>DTG2</td><td>Students with disabilities (Health-related needs)</td><td></td></tr>
<tr><td>DTG3</td><td>School leaders and teaching staff in high-schools and universities</td><td></td></tr>
<tr><td>ITG1</td><td>Primary and secondary education organizations</td><td></td></tr>
<tr><td>ITG2</td><td>Families</td><td></td></tr>
<tr><td>ITG3</td><td>NGOs</td><td></td></tr>
<tr><td>ITG4</td><td>Public authorities</td><td></td></tr>
<tr><td>ITG5</td><td>Policy makers</td><td></td></tr>
</table></td></tr>
<tr><td>Preferred option for the Pilots (for each TG you may provide one of the following options):

[highlight the preferred option on the right – add comments as needed]</td><td><table>
<tr><td>A.</td><td>Face-to-Face Pilot followed by evaluation</td></tr>
<tr><td>B.</td><td>Online Synchronous Pilot followed by evaluation</td></tr>
<tr><td>C.</td><td>Hybrid/Blended Pilot followed by evaluation</td></tr>
<tr><td>D.</td><td>Asynchronous Virtual Pilot followed by evaluation</td></tr>
</table></td></tr>
<tr><td>We plan to use the following method to gather feedback from the participants:

[highlight the preferred option on the right – add comments as needed]</td><td>• Online Questionnaire
• Paper-based Questionnaire
• Interview
• Focus group
• Other, please specify:</td></tr>
<tr><td>Please add any other issues we should consider under WP6-Evaluation and Piloting. Thank you!</td><td></td></tr>
</table>

APPENDIX B – PILOTING GUIDELINES AND PROGRAM (OPTIONS A-B-C-D)

Given the diversity of the target groups and the uniqueness in each partner's approach, a set of **pilot guidelines** are formulated. These will serve as a guiding framework providing an overall structure for the pilots while also permitting the necessary agility based on several factors, including: the contextual and cultural circumstances and the geographic location where the pilot will be executed (in each of the member countries); the preferred research approach employed by each partner; the appropriateness of each method based on the individual participants; and the participants' unique characteristics, needs, requirements and preferences under each target group.

Like in all actions of the project, during pilots it is essential to ensure that an aligned approach is followed across the consortium for consistency and uniformity with regards to the methods/questions addressed when reaching out to the target groups. The same applies with regards to addressing the key ethical considerations and reporting approach in a consistent manner. Furthermore, establishing an aligned approach will allow for a more comprehensive evaluation of the pilots in line with the identified Key Performance Indicators (KPIs).

Table 11. Piloting Guidelines & Piloting Programme Options for Inclusive Pilot set up

Option Code	Description	Guidelines and Programme for inclusive education pilot set up and implementation
A	***Face-to-Face Pilot*** followed by evaluation	A1: Introductory Presentation A2: Interactive Tutorial/Demonstration A3: Hands-on exploration A4: Data Gathering/Evaluation A5: Face-to-face pilot wrap-up
B	***Online Synchronous Pilot*** followed by evaluation	B1: Introductory Presentation Online B2: Online Interactive Tutorial/Demonstration B3: Hands-on exploration B4: Data Gathering/Evaluation B5: Online pilot wrap-up
C	***Hybrid/Blended Pilot*** followed by evaluation	C1: Introductory Presentation Online C2: Online Interactive Tutorial/Demonstration C3: Hands-on exploration C4: Data Gathering/Evaluation C5: Online pilot wrap-up
D	***Asynchronous Virtual Pilot*** followed by evaluation	D1: Introductory presentation and Tutorial/Demonstration D2: Hands-on exploration D3: Data Gathering/Evaluation

Each of the four piloting options (A, B, C, D) are further elaborated in the following sub-sections.

APPENDIX C – WP6 MEETING AGENDA

WP6 Meeting Agenda

SKYPE Meeting Link: https://join.skype.com/Ikut1KJV7cmO

Thursday 15th September 2022, 12:00-13:00 (EET)

Hosts: PAC

Participants: All partners invited

MEETING AGENDA

- Objective (1): decide on an agreed Evaluation approach – both for the Pilots and for the Platform
    - Action 1.1: Review Questionnaire and Interview agenda for evaluating (a) the Pilot and (b) the Platform (consider Heuristics, HCI principles, Web Accessibility Guidelines, as well as the KPIs)

- Objective (2): Case studies on inclusive education targeting disadvantaged and disabled students **(RESULT R6.1)**
    - Action 2.1: Agree on the methods each Partner will use in running a Pilot with a TG.
    - Action 2.2: Decide on the format, style, length of each case study, (e.g., 1-2 pages long), identify KPIs to report, etc.

- Objective (3): Training sessions for teachers and stakeholders **(RESULT R6.2)**
    - Action 3: How to run efficient training sessions, preparation needed, need for partners to create their own H5P learning activities prior to each training, etc.

- Objective (4): Review KPIs/effective metrics for evaluating the performance of the piloting programme and the INCLUDEME Platform and Accessibility Tools
    - Action 4: Ensure the list of KPIs to be measured are incorporated in the Questionnaires distributed to teachers and other TGs, as well as by the interview agendas utilised.

- Data gathering (for research/publications) and reporting.

- Wrap-up – Any further actions.

APPENDIX D – INCLUDEME WP6 CASE STUDY – PILOTING

Piloting Case studies: https://forms.gle/PR5P7TjP9YM2xv8P6

This questionnaire aims to gather perspectives and insights from partners regarding the case studies carried out within the INCLUDEME Project. The information you provide will only be used for the purpose of the analysis that has to be carried out in the **WP6 Evaluation and piloting** and will not be shared directly with third parties.

Thank you for your support!

The work presented herein is funded under the Erasmus+ Program of the European Union, INCLUDEME – Inclusive Digital Environments to Enable High-Quality Education for Disadvantaged and Disabled Learners, Grant Agreement 621547-EPP-1-2020-1-RO-EPPA3-IPI-SOC-IN.

1. Abstract:

Your answer

2. Country(ies).
Select more than one, as the case may be.

Romania

Ireland

Germany

Greece

Cyprus

Bulgaria

3. Partner(s).
Select more than one, as the case may be.

Advanced Technology Systems

Hands Free Computing

Bremen Institute for Production and Logistics

University of Thessaly

P.A College

South West University "Neofit Rilski"

Asociația cultural-educativă "Ambasadorii prieteniei"

4. Direct Target Group(s).
Select more than one, as the case may be.

Socio-economically disadvantaged students, including Roma

Students with disabilities

School leaders and teaching staff in high-schools and universities

Other:

5. Indirect Target Group(s).
Select more than one, as the case may be.

Primary and secondary education organizations

Families

NGOs

Public authorities

Policy makers

Other:

6. Types of disadvantaged target group(s) reached through piloting.
Select more than one, as the case may be.

Economically

Social

Cultural

Immigrants

Refugees

Other:

7. Type(s) of disabilities reached through piloting.
Select more than one, as the case may be.

Visual impairment/Visual disability

Hearing impairment/auditory and/or speech disability

Mobility problems/ motor disability

Paralysis

Dyspraxia

Combined Physical & Intellectual disability

Dyslexia

Asperger's

Autism

ADHD

Other:

8. Education Level, if applicable.
Select more than one, as the case may be.

Kindergarten

Gymnasium

High school

Higher education

VET

Other:

9. Age range.

Type more than one, as the case may be.

Your answer

10. Subject(s) covered/ Topic(s), if applicable.

E.g., Mathematics; The alphabet; Numbers; Routines; Emotions, etc

Your answer

11. Resources used, if applicable.

Created by INCLUDEME Partners (Games; H5P units).

Created by teachers.

Your answer

12. Key points & Lessons learned

Your answer

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APPENDIX E – INCLUDEME WP6 CASE STUDY – TEACHER TRAINING

Teacher Training Case studies: https://forms.gle/zPGDpKPYKXGSfXZy8

This questionnaire aims to gather perspectives and insights from partners regarding the case studies carried out within the INCLUDEME Project. The information you provide will only be used for the purpose of the analysis that has to be carried out in the **WP6 Evaluation and piloting** and will not be shared directly with third parties.

Thank you for your support!

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1. Abstract:

Your answer

2. Country(ies).

Select more than one, as the case may be.

Romania
Ireland
Germany
Greece
Cyprus
Bulgaria

3. Partner(s).

Select more than one, as the case may be.

Advanced Technology Systems
Hands Free Computing
Bremen Institute for Production and Logistics
University of Thessaly
P.A College
South West University "Neofit Rilski"
Asociația cultural-educativă "Ambasadorii prieteniei"

4. Types of disadvantaged target group(s) teachers work with.

Select more than one, as the case may be.

Economically
Social

Cultural
Immigrants
Refugees
Other:

5. Type(s) of disability teachers work with.
Select more than one, as the case may be.
Visual impairment/Visual disability
Hearing impairment/auditory and/or speech disability
Mobility problems/ motor disability
Paralysis
Dyspraxia
Combined Physical & Intellectual disability
Dyslexia
Asperger's
Autism
ADHD
Other:

6. Education Level they teach.
Select more than one, as the case may be.
Kindergarten
Gymnasium
High school
Higher education
VET
Other:

7. Learners' age range.
Type more than one, as the case may be.
Your answer

8. Subject(s) covered/ Topic(s).
E.g., Mathematics; The alphabet; Numbers; Routines; Emotions, etc
Your answer

9. Key points.

Your answer

10. Lesson learned.

Your answer

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