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Social inclusion and common values: the contribution in the field of education and training

EACEA/34/2019

D6.1 Piloting Report (M36)

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1. INTRODUCTION

1.1 Executive Summary

WP6-Evaluation and Piloting constitutes a core part of the INCLUDEME project which allowed the consortium to reach out to the direct and indirect Target groups of the project. An initial version of this report was submitted at the end of the 2nd year and the current report is produced at the end of the project to reflect the diverse activities carried out. An initial report was submitted and an updated version was created based on feedback from coordinator and contributions from partners in the form of case studies (for piloting and training) submitted in online forms specifically designed to gather this information.

WP6 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.

As part of WP6, 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 also contributed 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:

- 1 **(I)Plan** the overall schedule of the piloting activities across the consortium.
- 2 **(I)Manage and coordinate** the execution of the piloting activities
- 3 **(I)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 HSP content and HSP 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**.
- 4 **(I)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.
- 5 **(I)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**.
- 6 **(I)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**.
- 7 **(I)Gather ongoing feedback** from all Consortium partners involved in executing and evaluating Pilots and compose Case Studies.
- 8 **(I)Promote** INCLUDEME Project and involve key stakeholders at individual, community, and social levels in cooperation with WP7.
- 9 **(I)Conduct a cross-pilot analysis** based on the interviews and questionnaires responses gathered across Target Groups and across Partners.
- 10 **(I)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.
- 11 **(I)Evaluate** the training sessions based on established quality indicators.

1.3 Structure of D6.1 Piloting Report – M36

This report documents the work conducted under WP6 until the end of the Project. The updated list of piloting case studies on inclusive education are documented.

Deliverable D6.1 (Piloting Report – M36) 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.
- Finally, 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 that 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

1.1 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.

1.2 Task 6.1 Pilots Management, Coordination and Evaluation

Given the specifics of each INCLUDEME pilot, Task 6.1 involved **planning, overseeing, and coordinating** all piloting activities across all TGs and all consortium partners involved. Achieving a consistent and methodical piloting programme is performed was imperative. Task 6.1 was also 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 **defined the evaluation approach**. Evaluation involved the use of qualitative and quantitative indicators in order to **evaluate both the Platform and the Piloting Programme**. These evaluation indicators were **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 requested written or verbal feedback from the participants (where applicable). Therefore, participants involved in the pilots were invited to provide their feedback/responses through an appropriate data gathering method (online questionnaire, paper-based questionnaire, interview, focus group, etc.).

Supplementary insights were 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) were collectively analysed and partners shared their experiences during the TPMs.

1.3 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 were organised for teachers and key 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 aimed 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.

Training materials were created 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.

3. 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.

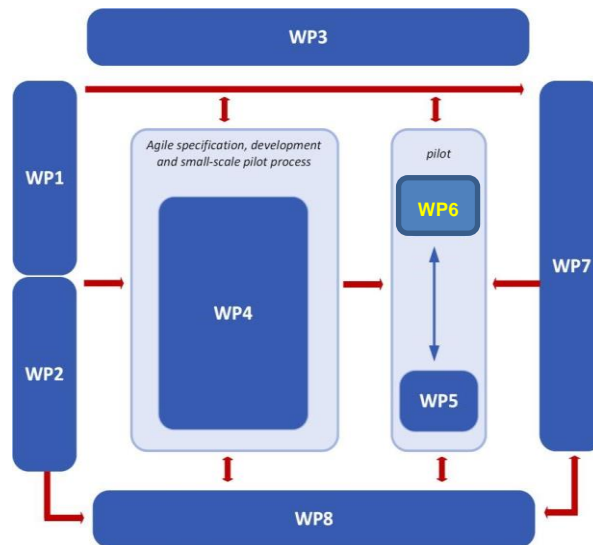


Figure 1. INCLUDEME Project Work packages

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. Having the Piloting resources available, WP6: Evaluation and Piloting informed 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. 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 where design and development processes are tested, evaluated, and validated through experimentation taking place 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 1. How WP6 interacts with all other INCLUDEME WPs

WP6 interacts with:	Description
WP1-Stakeholder analysis and INCLUDEME Requisites	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

<p>WP3-Project Management</p>	<ul style="list-style-type: none"> • 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.
<p>WP4-INCLUDEME Platform & accessibility tools</p>	<ul style="list-style-type: none"> • 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.
<p>WP5-Quality Assurance and control</p>	<ul style="list-style-type: none"> • The Pilots need to follow the guidelines for an effective project implementation provided under WP5 as well as help in identifying relevant risks.
<p>WP7-INCLUDEME Community building, dissemination and impact</p>	<ul style="list-style-type: none"> • 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.
<p>WP8-Transferability of results</p>	<ul style="list-style-type: none"> • 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.

4. Evaluation and Piloting

4.1. 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.

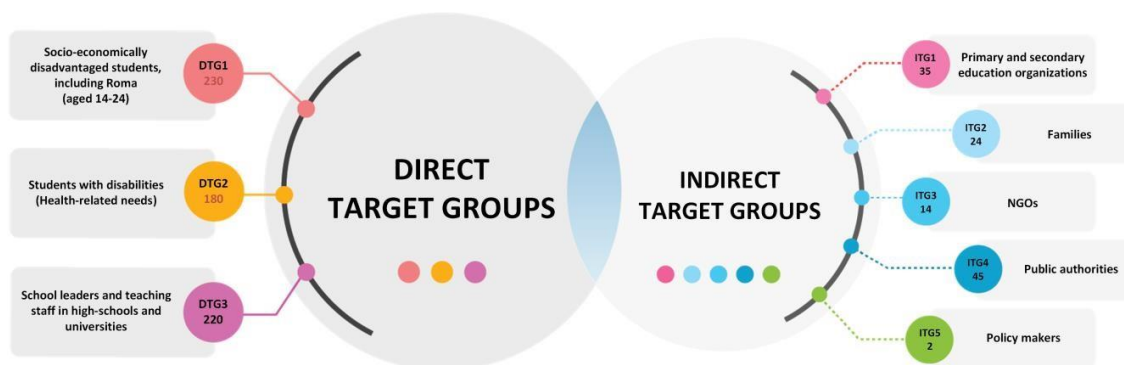


Figure 2. Direct and Indirect Target Groups

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.

4.2. Updated List of Piloting Case studies on Inclusive Education

The information gathered from partners was analysed and updated numbers were presented during each Transnational Project Meeting (TPM). The latest update was shared during TPM#9 (2023). The updated numbers provided by partners are shown in Table 5.

Table 2. 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	25	0	55
DTG3	School leaders and teaching staff in high-schools and universities	74	36	4	58	0	15	362
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 3. Provisional – Updated – Expected Numbers for each Target Group

Target Groups		Provisional 2021 (TPM#5)	Updated 2022 (TPM#7)	Updated 2023 (TPM#9)	Expected
DTG1	Socio-economically disadvantaged students (aged 14-24)	230	80	80	230
DTG2	Students with disabilities (Health-related needs)	219	130	55	180
DTG3	School leaders and teaching staff in high-schools and universities	198	190	362	220
ITG1	Primary and secondary education organizations	22	2	2	35
ITG2	Families	19	0	0	24
ITG3	NGOs	11	7	7	14
ITG4	Public authorities	27	38	38	45
ITG5	Policy makers	1	0	0	2

Several constraints and challenges were identified from the gathered information. 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.

5. WP6 Tasks and Results

5.1. Key findings from Piloting with Teachers

When building new technologies, tools, and educational platforms it is important to follow a human-centred approach. The teachers and students should be at the centre of a every design and development activity. The figures below summarise the findings extracted from teachers during piloting and training evaluation.

Analysing the gathered data, the findings revealed three thematic categories. Firstly, feedback is key. Teachers emphasised the importance of offering positive, multimodal, personalised, and constructive feedback and how this enhances their students’ overall learning experience and wellbeing. At the same time, there is a need for uniformity in the tools and learning activities used among special education teachers, in order to facilitate their teaching and also the ways they share personalised feedback with their students. Second, reusability. There is a need for sharing and reusing content. However, teachers reported a lack of resources in native languages (e.g., Greek), and even if they found suitable resources there were not easily adjustable. As a result, a lot of time and effort is invested in simply translating or modifying PowerPoint slides and worksheets to allow teachers to satisfy the unique needs of their students. Teachers also emphasised the importance fo having a rich repository of resources, tests, activities to choose from and easily adjust. Third, inclusion and accessibility need to be framed specifically in the context of Special Education and special educators, educational psychologues and other specialists need to be part of the development team to ensure these key aspects are captured.

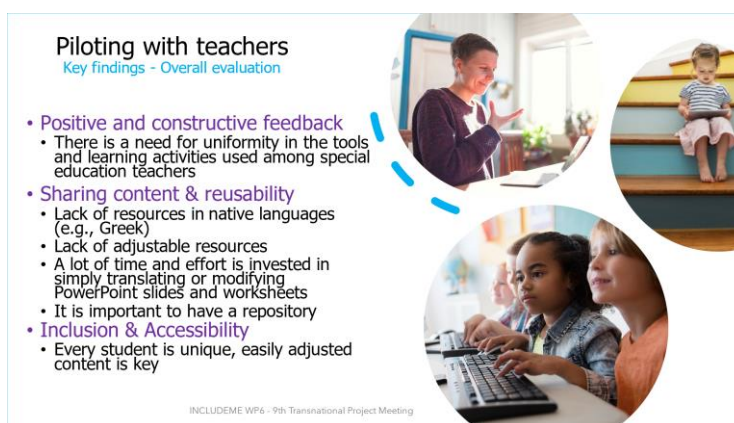


Figure 3. Direct and Indirect Target Groups

Teachers were also invited to shared practical tips and ideas to help the INCLUDEME consortium to achieve a human-centred design (Figure 4).



Figure 4. Direct and Indirect Target Groups

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

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

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

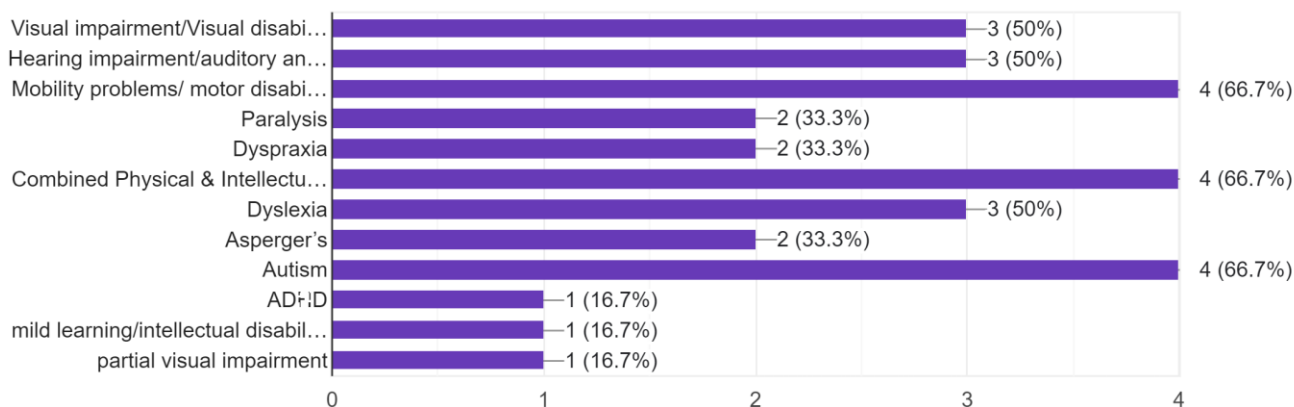
The following sections present the outputs (tangible) and outcomes (intangible) of WP6 in the period between M13-M36. The Tables below also indicate the new case studies reported in the period M24-M36. In collaboration with the project coordinators (ATS) it was decided to gather the information needed 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’ (available in D6.1 – M24). The links to these forms were distributed to all partners inviting them to provide their input. 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. Only the new entries are presented here since the initial case studies were reported in D6.1 – M24. The 5 new case studies are reported in the current deliverable D6.1 – M36.

Table 4. Summary of **Piloting** Case studies on Inclusive Education (sorted by Target Group ID) – New entries

Case Study ID	Title	Country/ Partner	Target Group ID	Target Groups
1. 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
2. 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
3. RO#3 <i>(new entry)</i>	Public administration authorities	Romania (ATS)	ITG5	35 representatives from public administration, participated in the pilot activities which were conducted face-to-face to discuss the results of the INCLUDEME project and digital accessibility
4. RO#4 <i>(new entry)</i>	Higher Education – Academic staff	Romania (ATS)	DTG3	46 teachers from Higher Education teaching modules in various areas including Environmental Engineering and Food Science, Political Science, Letters and Communication, Electrical Engineering, Electronics and Information Technology, Orthodox Theology and Educational Sciences/Educational Sciences, Materials Engineering and Mechanics, Environmental Engineering and Food Science, Sciences and Arts, Humanities, Economic Sciences.
5. RO#5 <i>(new entry)</i>	School leaders and teaching staff	Romania (ATS)	ITG1	53 teachers including teachers who teach in primary and secondary school but also teachers from Special Education schools.
6. 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
7. 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
8. CY#3	General Education – Secondary Education	Cyprus (PAC)	DTG3	6 secondary education teachers and counsellors in High School/Lyceum

9. CY#4	Higher Education – Academic staff	Cyprus (PAC)	DTG3	5 academics in Higher Education
10. BU#1	Special Education Teachers	Bulgaria (SWU)	DTG3	30 special education teachers
11. IR#1	Special Education – Students with Disabilities <i>(new entry)</i>	Ireland (HFC)	DTG2	25 pupils in the age range of 5-16 years with ranging neurodiversity conditions including Dyslexia, ADHD, communication difficulties, Autistic Spectrum Disorder and visual and sensory impairment.
12. GE#1	Primary and secondary education organizations <i>(new entry)</i>	Germany (BIBA)	ITG1	Secondary School-Level Students (I-II) in the age range of 15-17 years old engaged in interactive educational exercises including H5P units shared within the INCLUDEME Platform's public space, covering subjects such as Math, Science, English, and Social Studies, as well as resources created by the teachers.

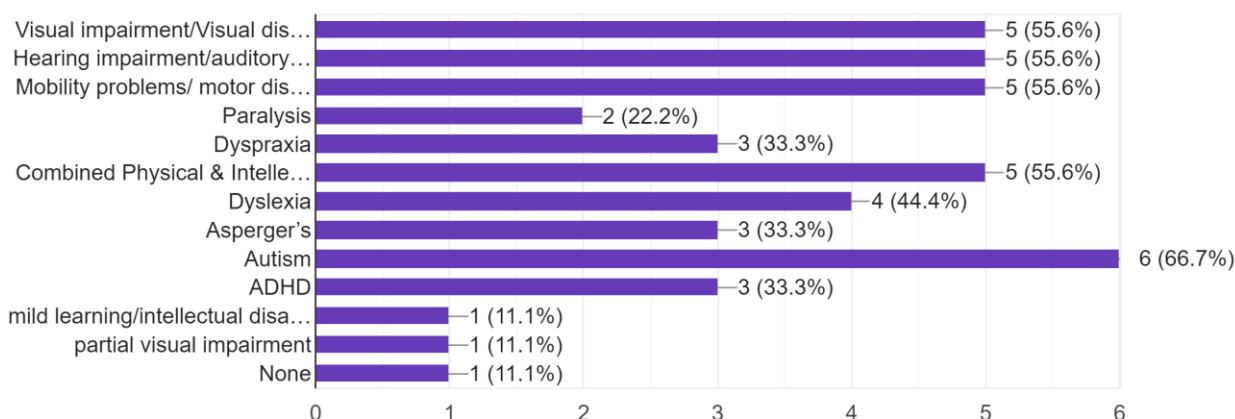
Figure 3 shows a summary of the types of disabilities reached through piloting: (a) M24, (b) M36.



(a) M24

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

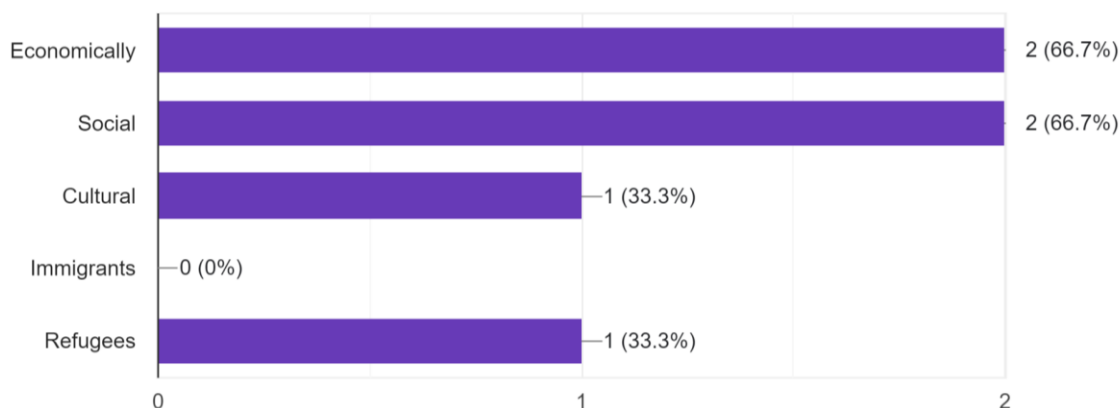
9 responses



(b) M36

Figure 5. INCLUDEME Type(s) of disabilities reached through piloting.

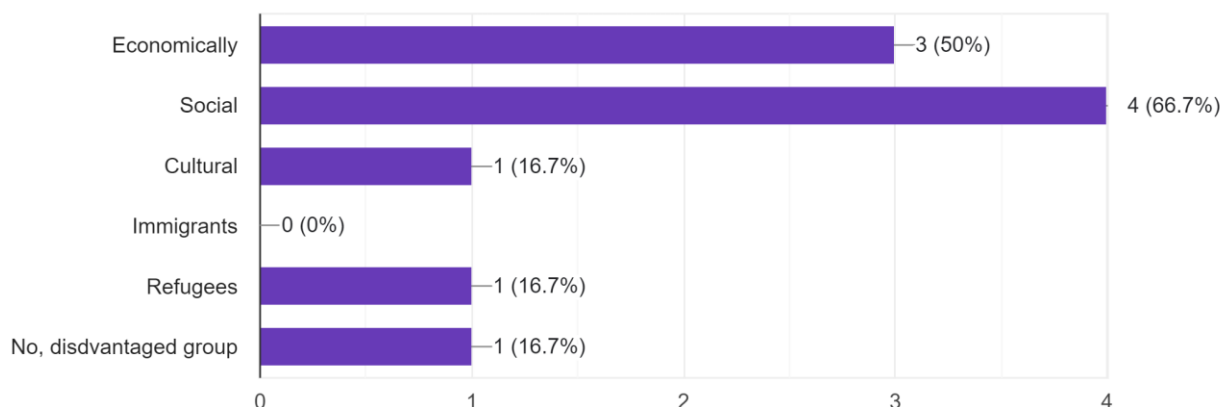
Figure 4 shows the types of disadvantages target groups reached through piloting: (a) M24, (b) M36.



(a) M24

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

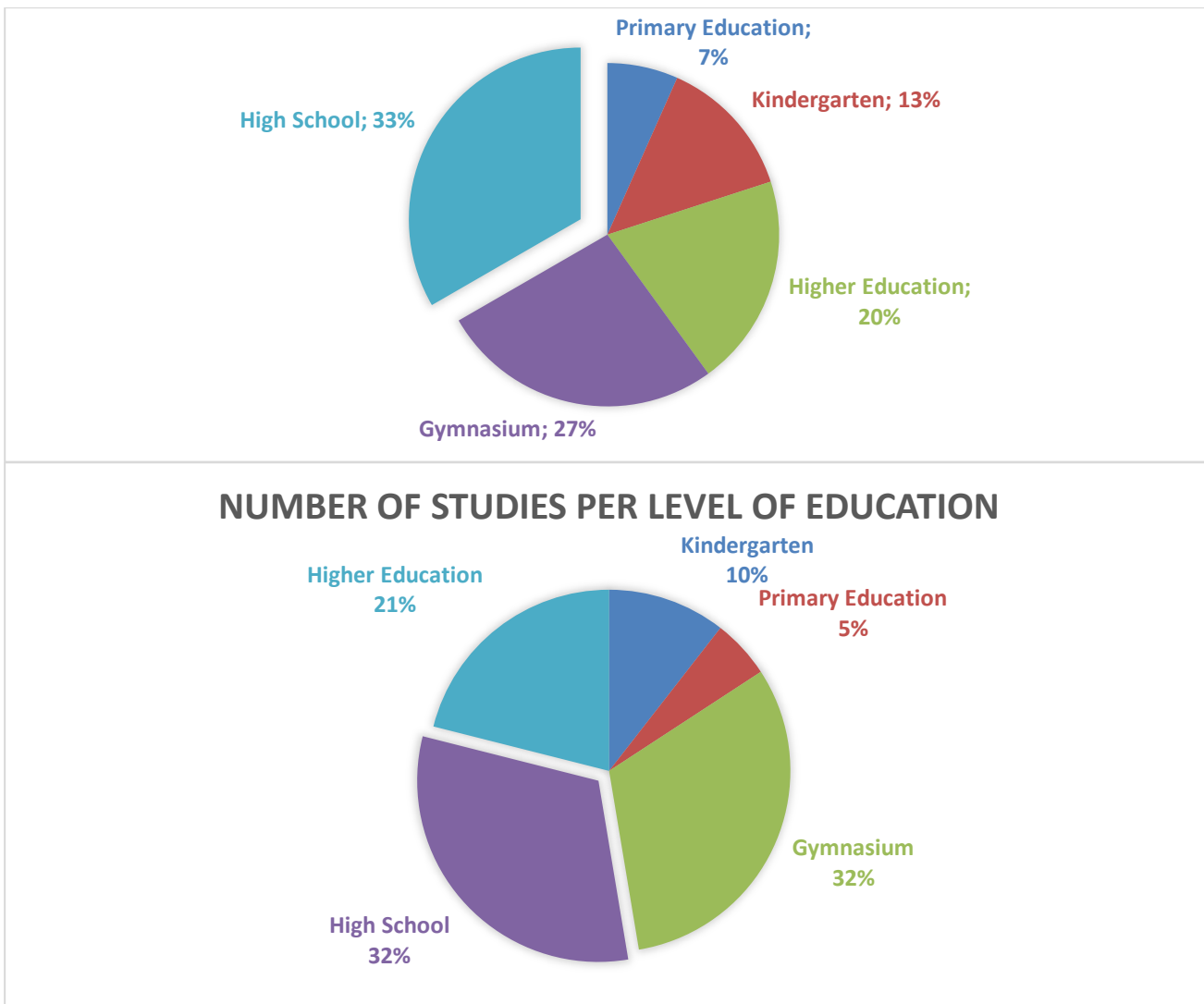
6 responses



(b) M36

Figure 6. 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 a) at M24 and b) at M36.



(a)

Figure 7. Educational levels reached through piloting.

Table 8 presents a detailed summary of Piloting case studies. The initial ones were reported in D6.1 – M24. The below are the new entries.

Table 5. Detailed Summary of Piloting Case studies on Inclusive Education (Full case studies submitted on the Online Form) – New Entries

Case Study ID	Title	Country / Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
IR#1	Special Education – Students with Disabilities	Ireland (HFC)	DTG2, ITG1	Gymnasium, High School 5-16 years old	Mathematics, English language, Science, Cause and Effect, Timing, Sensory, visualisation, emotions, routines, sorting and classification	H5p templates , drag and drop, pick the right one, Accessible games, Sensory games	The activities were well received and easily used by the students. Progress could be seen in learning through the h5p activities and navigation was easy throughout the platform. The students enjoyed the accessible and sensory games and will continue to reuse these in lessons. The ready created h5ps are a welcome addition as teachers creating these from scratch or re use will be a time consuming exercise, so usage of the platform could fall down in terms of creation effort and planning.
<p>Furze Down School is a specialist school for communication and interaction for pupils with ranging neurodiversity cases including Dyslexia, ADHD, communication difficulties, Autistic Spectrum Disorder and visual and sensory impairment. The pupils are 5-16 years and the INCLUDEME platform was identified as a good fit to include in the curriculum of activities for the pupils learning. Ideally placed with its host of template activities, Moodle platform and accessibility options.</p>							



Case Study ID	Title	Country/ Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
RO#3	Public administration authorities	Romania (ATS)	ITG5	N/A	N/A	HSP units created by ATS in terms of accessibility. Accessibility guidelines Access, Angel	Most of the participants were aware of the regulations in force in terms of accessibility, but they did not think seriously about these aspects. Regarding digital accessibility, the majority answered that until the meeting they had not thought about digital accessibility and did not applied these recommendations for public documents, but following the discussions and presentations they will apply these recommendations, the provided Accessibility Guidelines being a solid basis. They particularly found the Accessibility Guidelines very informative, comprehensive and at the same time simple and easy to follow.
<p>On 09.12.2023 a face to face meeting was organized with representatives from public administration. A number of 35 participants participated in the pilot activities where the results of the INCLUDEME project were presented and digital accessibility was discussed and its importance not only in education but also in the activities of any public institution. The participants were presented with the legal basis related to accessibility and the role of the European Directive as well as the laws in Romania regarding accessibility, laws that transpose the recommendations of the European Directive and were invited to express their own point of view regarding digital accessibility. Most of the participants were aware of this directive and the law that applies in Romania, but they answered that they did not think seriously about it and they do not know if the public institutions they belong to apply recommendations related to digital accessibility (but they mentioned that there are tools for making public spaces accessible) Another important point of the activities was related to the documents that are generated in the institutions of which they are part and that are public. The existing accessibility tools in different text processors such as Word, PowerPoint, Pdf were presented and the participants were also asked if they use these tools. A small part of them knew about these tools but do not use them constantly, and a good part were not familiar with them and did not even know that the documents they generate should comply with minimum accessibility recommendations.</p>							

Case Study ID	Title	Country / Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
RO#4	Higher Education – Academic staff	Romania (ATS)	DTG3	Higher Education		Created by INCLUDEME Partners (H5P units, minigames, resource centre) Access Angel Accessibility guidelines	<ul style="list-style-type: none"> - Information and awareness of the use of accessible tools and resources in the educational process is important, - The exchange of experience is important. - Consequently, investments are needed to increase the training of university teachers in the field of accessibility in general and web accessibility in particular. - It is important to be informed about the EU and national legislation regarding the introduction and use in the educational process of various tools, techniques, modern education methods.
<p>On 11.01.2023 a face to face meeting was organized with teachers from Higher Education. The event was attended by 46 people, including: 40 teachers who had confirmed their attendance, and 6 more who learned about the event later, which teacher different modules in various areas including Environmental Engineering and Food Science, Political Science, Letters and Communication, Electrical Engineering, Electronics and Information Technology, Orthodox Theology and Educational Sciences/Educational Sciences, Materials Engineering and Mechanics, Environmental Engineering and Food Science, Sciences and Arts, Humanities, Economic Sciences.</p> <p>The participants were presented with the results of the project, including: the H5P platform and units with examples of their customization, the AccessAngel accessibility tool and the guide for the accessibility of digital documents.</p> <p>The participants were interested in the H5P tool (some of them knowing this tool) and with the approach that INCLUDEME applies and with the recommendations it offers regarding the accessibility of these H5P activities, which are mainly intended for the large mass of students. In the meeting it was presented how these activities can be customized and the participant mentioned that the customization process itself is not difficult but is time consuming and also, because most of the activities are visually based, it is important to have on hand the visuals (images, graphics, etc), to make the process less time consuming.</p> <p>In terms of digital accessibility, although they all consider accessibility important and extremely important for academia, not all/or few were aware of EU and national legal regulations regarding this issue. Few participants were aware of the use of the accessibility tools in creating digital documents. , The Accessibility Guidelines offered to them were very well received and the participants mentioned that the guidelines are very informative, comprehensive and at the same time simple and easy to follow.</p>							

Case Study ID	Title	Country/ Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
RO#5	School leaders and teaching staff	Romania (ATS)	DTG3	Gymnasium		H5P Unites, H5P Tutorials, Minigames, Access Angel, Accessibility guidelines	<ul style="list-style-type: none"> - Most of the participants do not have direct access to IT facilities and equipment which support accessibility and quite often the school lacks or has a weak Internet connection. - Teacher also mentioned there are only a few educational platforms adapted to different degrees of disability. - While the INCLUDEME platform supports the customisation part, part of the activities in the platform can't be used for certain students due to many stimuli. They find the activities with less images, less colors used and with audio most likely to be used. - Consequently, investments are needed to increase the training of university teachers in the field of accessibility in general and web accessibility in particular.
<p>Between 20 – 22.03.2023 online meetings were organized with teachers from Primary and secondary education organizations. The event was attended by 53 teachers, during all 3 days, who teach in primary and secondary school but also teachers from Special Education schools.</p> <p>The participants were presented with the results of the project, including: the H5P platform and units, the minigames, the resource center, the AccessAngel accessibility tool and the guides for the accessibility of digital documents.</p> <p>The participants were interested in the H5P activities offered in the INCLUDEME platform and most of them mentioned that there are interesting and interactive activities that will surely attract the students. From the teachers who teach children with disabilities (teachers from special education schools), the feedback was good, but some recommendations were also given regarding the fact that some activities contain a lot of stimuli, which does not make them suitable for certain disabled children. They were delighted to learn that these presented activities can be customized according to the teacher's wishes and according to the needs of the students to whom they are addressed.</p> <p>They were happy to see that the platform offers this option of customisation, that they can use the resources from the resource center and the guidelines and H5P tutorials to support the customisation process and were also very interested in the accessibility tool and the accessibility guidelines, mentioning that the recommendations are easy to understand and apply.</p>							



Case Study ID	Title	Country/ Partner	Target Groups	Educational Level / Age range	Subjects / Topics	Resources used	Key Points & Lessons Learnt
GE#1	Primary and secondary education organizations	Germany (BIBA)	ITG1	15-17 Years Old	Advanced Mathematics Spanish (Language Learning) Informatics Advanced Science Physics English Grammar English Vocabulary Social Studies	H5P units shared within the INCLUDEME Platform's public space, covering subjects such as Math, Science, English, and Social Studies.	<p>Key Points</p> <ul style="list-style-type: none"> • Students actively engaged in creating their tasks within the INCLUDEME Platform. • Limitations were encountered in inserting specific symbols, such as fractions and Greek symbols, into the text-based question-and-answer sections. • One student struggled to maintain interest due to challenges with programming and robotics tasks. • There were discussions regarding the potential development of new courses using various templates within the platform. • There was an issue with the compatibility of INCLUDEME on Microsoft media screens, indicating a technical problem.
<p>The Autumn Internship event, known as "Herbstpraktikum," took place in the Gaming Lab at BIBA from October 16 to October 19, 2023, spanning four days. During this time, students were welcomed and introduced to the Gaming Lab, where they had the opportunity to view videos displaying games developed within the lab.</p> <p>The primary objective of this event was to acquaint students with the INCLUDEME platform. Participants engaged in various activities and courses on the platform and received instruction on how to create their activities and courses following established standards. Notably, two secondary school-level students (I-II) were among the participants.</p> <p>Throughout the event's duration:</p> <ul style="list-style-type: none"> • Sessions were conducted to provide an overview of the INCLUDEME Platform, H5P templates, interactive content templates, and enrolment options. • There were 2 interactive gaming sessions in which students played H5P units covering subjects like mathematics, science, English, and social studies, which were shared in the public space on INCLUDEME. • There were 6 interactive development sessions that allowed students to create activities and courses according to their preferences. • Students were also given guidance on creating activities in compliance with copyright rules and standards • Students were also encouraged to bring their course books and materials. • A presentation session provided a platform for students to display and present the activities and courses they had developed. • Towards the conclusion of the event, there was a discussion about the INCLUDEME platform, activities, courses, and H5P templates. Participants were encouraged to share it with their classmates and schools. 							

Lessons Learned

- **Great tool for teachers, especially those who cannot program themselves**
- **The platform is well-explained, and easy to use, with helpful user guides**
- **Students created activities covering subjects such as Magnetic Field, Gravitational Field, Mathematics, Spanish, Sensors/Actuators, Microcontrollers, Arduino, and Informatics.**
- **Some concerns about the platform's response time, especially with the course presentation template**
- **No customization difficulties were reported in courses and activities**
- **Not been able to merge different templates**
- **Large tutorial not seen as necessary, platform is self-explanatory**
- **Participants interested in recommending the platform**
- **Praise for copyright/reference feature**
- **Participants allowed to use, reuse the content they developed and have shared in repository**
- **Suggestion to allow template customization**
- **Mention of Kahoot as another available learning tool used in the classrooms**
- **Limited experience and no specific feelings expressed about games with learning purposes**

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

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

5.5. 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. The final set of findings on teacher training is presented in the current Deliverable D6.1 Piloting Report. 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 6. Summary of **Training** Case studies (sorted by Target Group ID) – new entries

Case Study ID	Title	Country/ Partner	Target Group ID	Target Groups
1. 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)
2. CY#2	Higher Education – Academic staff	Cyprus (PAC)	DTG3	5 Academics in Higher Education
3. 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 range 3-20 years old.
4. RO#2	Public administration	Romania (ATS)	ITG4	35 employees from the public administration, including managers, participated.
5. RO#3	Teachers (new entry)	Romania (ATS)	DTG3	56 teachers attended online training over 3 days (21 teachers first day, 19 second day, 16 third day) from primary and secondary school education organisations and special school education.
6. 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
7. GR#2	High School teachers	Greece (UTH)	DTG3	High school teachers in all subjects
8. BU#1	Teachers	Bulgaria (SWU)	DTG3	28 teachers in a range of subjects
9. IR#1	Teachers (new entry)	Ireland (HFC)	DTG3	2 Teachers/Care Givers of children and young people 5-18 years, with complex needs, including severe cerebral palsy, many have visual and/or other sensory impairments. All are wheelchair users and very few have verbal communication.
10. IR#2	Teachers (new entry)	Ireland (HFC)	DTG3	2 Teachers of pupils aged 5-16 years. The pupils face a number of neurodiverse difficulties including communication and visuals impairment, Dyslexia, ADHD and Autistic Spectrum Disorder.
11. GE#1	Teachers (new entry)	Germany (BIBA)	DTG3	4 participants in HE (2 Research Scientist, 1 Lecturer/Research Scientist, and 1 student research assistant) working with or teaching culturally disadvantaged groups or immigrants. One of the participants who is a teacher is visual impaired.
12. GE#2	Teachers (new entry)	Germany (BIBA)	DTG3	2 secondary school teachers among other participants engaged in various activities and courses on the platform.

13. RO#1	Teachers	Romania (AAC)	DTG1/ DTG2	19 teachers from secondary school/high school teachers from special education engaged in teacher training activities with the customisation/creation of activities on the platform.
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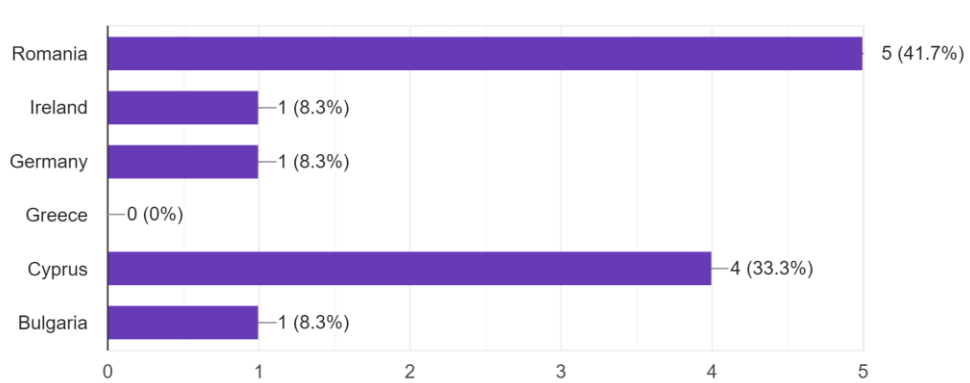
6. KPIs - Metrics for Evaluating the Performance of the Piloting Programme

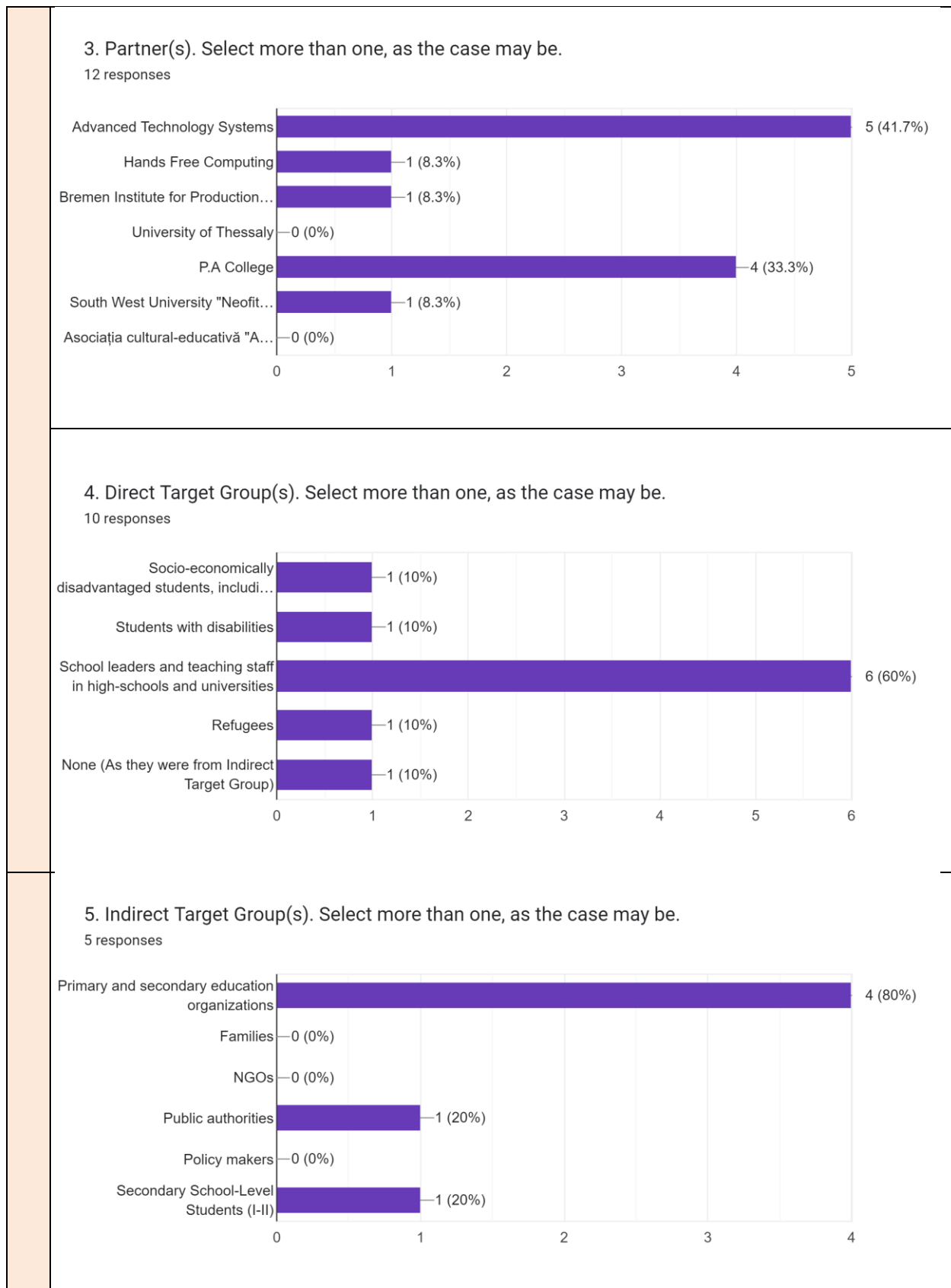
To ensure the quality of the pilots and to evaluate the performance of the piloting programme, a set of Key Performance Indicators (KPIs) are established. In establishing the KPIs particular emphasis is placed on identifying measurable and objective metrics while also capturing the participants’ perspectives. The figure below shows the aggregated data based on the cases studies each partner has reported in M24 and then in M36, respectively. Table 10 further elaborates on these metrics.

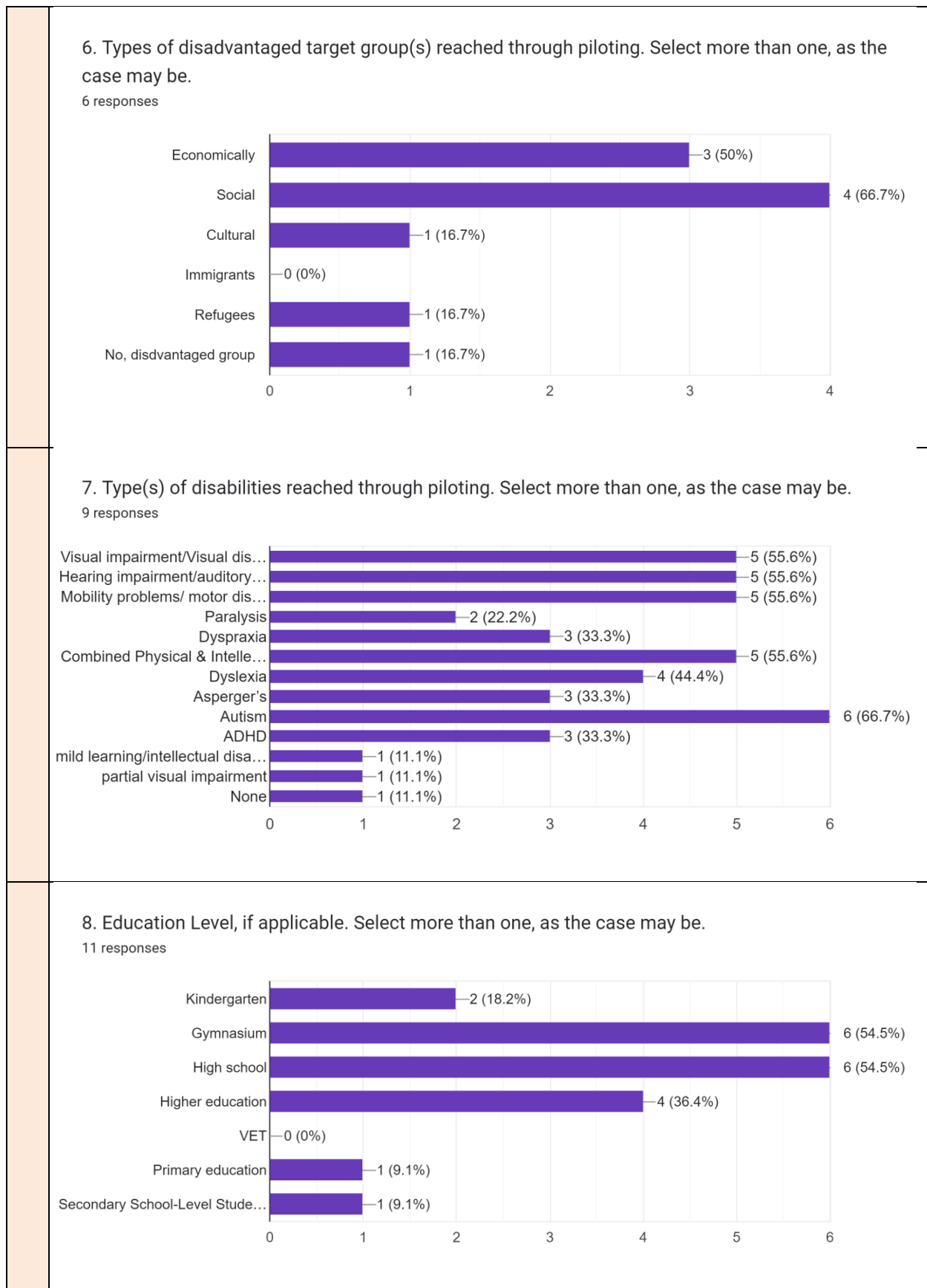


Figure 8. Educational levels reached through piloting.

Table 7. KPIs for INCLUDEME Pilots

Key Performance Indicator (KPI)	Total	Metrics Summary (followed by respective charts)																					
(a) Piloting Programme-related	Total No. of Pilots set up	N=12 pilots																					
		<ul style="list-style-type: none"> Per country: 4 (CY), 5 (RO), 1 (BU), 1 (IR), 1 (GE) Per partner: 4 (PAC), 5 (ATS), 1 (SWU), 1 (HFC), 1 (GE) Per target group: 2 (DTG1), 1 (DTG2), 7 (DTG3), 1 (ITG7), 1 (ITG1) Age range of key stakeholders reached (directly or indirectly): 3-54 years old 																					
	2. Country(ies). Select more than one, as the case may be. 12 responses																						
	 <table border="1"> <caption>Country Distribution Data</caption> <thead> <tr> <th>Country</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Romania</td> <td>5</td> <td>41.7%</td> </tr> <tr> <td>Ireland</td> <td>1</td> <td>8.3%</td> </tr> <tr> <td>Germany</td> <td>1</td> <td>8.3%</td> </tr> <tr> <td>Greece</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Cyprus</td> <td>4</td> <td>33.3%</td> </tr> <tr> <td>Bulgaria</td> <td>1</td> <td>8.3%</td> </tr> </tbody> </table>		Country	Count	Percentage	Romania	5	41.7%	Ireland	1	8.3%	Germany	1	8.3%	Greece	0	0%	Cyprus	4	33.3%	Bulgaria	1	8.3%
Country	Count	Percentage																					
Romania	5	41.7%																					
Ireland	1	8.3%																					
Germany	1	8.3%																					
Greece	0	0%																					
Cyprus	4	33.3%																					
Bulgaria	1	8.3%																					

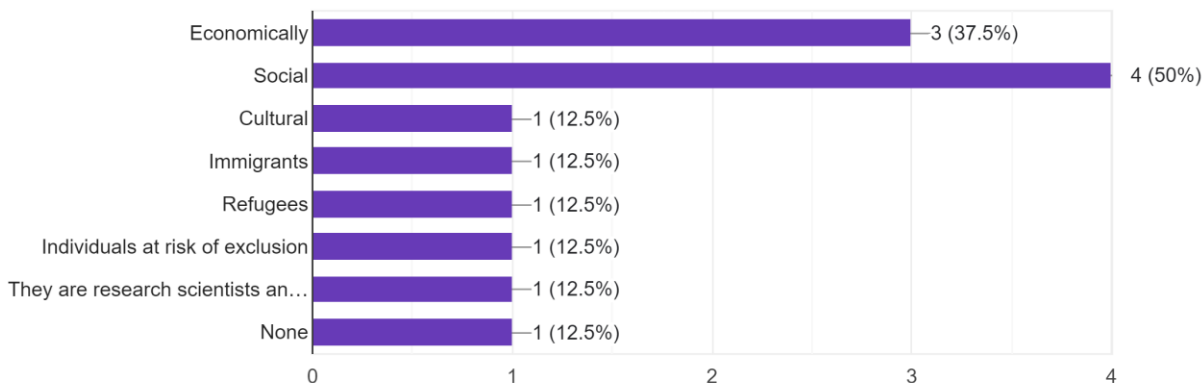




	<p>9. Age range.</p> <p><i>Type more than one, as the case may be.</i></p> <p>8 responses</p> <p>3-21</p> <p>15-18</p> <p>18+</p> <p>7 - 13</p> <p>5-13; 16-54;</p> <p>5-16</p> <p>15-17 Years Old</p>
	<p>Resources used, if applicable.</p> <p>Created by INCLUDEME Partners (Games; H5P units).</p> <p>Created by teachers.</p> <p>12 responses</p> <p>Both activities created by PAC (H5P Activities) and activities created by teachers based on provided templates and resources.</p> <p>Both activities created by PAC (H5P Activities). And activities created by teachers based on provided templates and resources.</p> <p>Activities created by PAC (H5P Activities)</p> <p>Both activities created by PAC (H5P Activities) and and activities created by teachers based on provided templates and resources.</p> <p>H5p units created by ATS</p> <p>Activities created by the SWU team</p> <p>H5P units created by ATS</p> <p>H5p templates, drag and drop, pick the right one, Accessible games, Sensory games</p> <p>H5P units created by ATS in terms of accessibility guidelines AccessAngel.</p> <p>Created by INCLUDEME Partners (H5P units, minigames, resource center), AccessAngel Accessibility guidelines</p> <p>H5P Unites, H5P Tutorials, Minigames, AccessAngel, Accessibility guidelines</p> <p>H5P units shared within the INCLUDEME Platform’s public space, covering subjects such as Math, Science, English, and Social Studies. Participants engaged in these interactive educational exercises.</p>

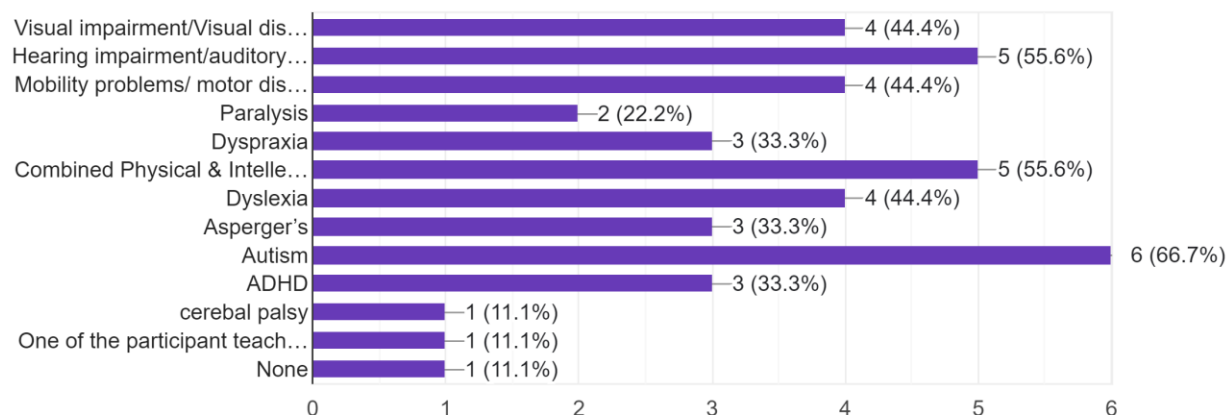
4. Types of disadvantaged target group(s) teachers work with. Select more than one, as the case may be.

8 responses



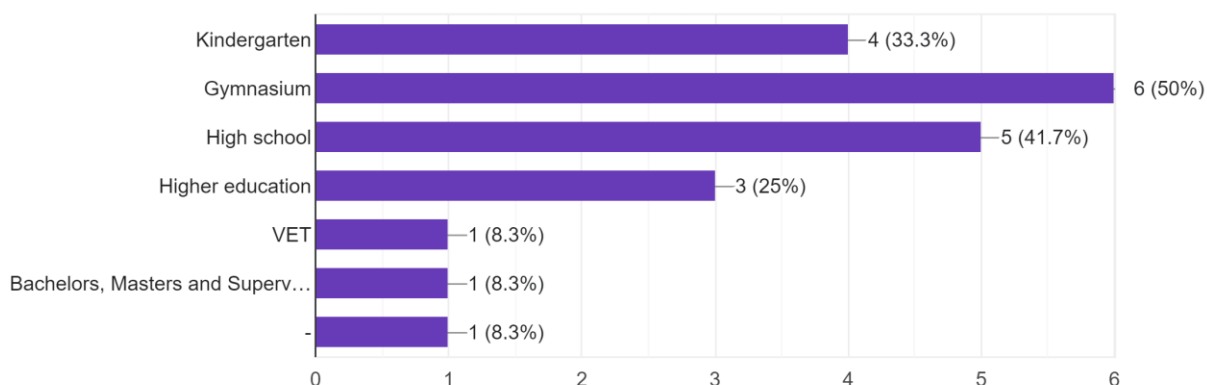
5. Type(s) of disability teachers work with. Select more than one, as the case may be.

9 responses



6. Education Level they teach. Select more than one, as the case may be.

12 responses



7. Learners' age range.

Type more than one, as the case may be.

15, 16, 17

16+

3 - 20

28-50

3-21

18+

5-18

5-16

Starting from above 17

8. Subject(s) covered/ Topic(s).

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

12 responses

Language learning, Mathematics, Physics

The entire curriculum

Language learning, Mathematics, Science

Bulgarian language and literature, Mathematics, English language

Greek language Mathematics and reasoning Arts and crafts Games Group therapy

Computing, Accounting, Business Management

Cause and Effect, Timing, Numbers,

Mathematics, sequencing, sorting, emotions, games, language, science

Mathematics, Computer Science, Course Presentation, Interactive Video, Civics, Alphabets and Quizzes

Mathematics, Emotions, Body, Language learning, Recycling

Mathematics, Science, Language learning, Social studies

- Advanced Mathematics • Spanish (Language Learning) • Informatics • Advanced Science • Physics • English Grammar • English Vocabulary • Social Studies

Key points gathered by partners:

The participants accessed the INCLUDEME platform individually, using the accounts provided by UTH and accessed the activities created: language exercises in the form of word discovery, pattern recognition using images, physics exercises such as recognizing planets and math exercises such as solving equation systems.

The training covered the need to design interactive activities that increase student engagement, the importance of digital technology towards enriching learner experiences, and hands on practice on designing learning activities through the INCLUDEME platform.

- The age of the learners that teachers work with ranges from 3 to 20 years old.
- The learners are not grouped by age, but by type and degree of disability. There are age variations within a group. Usually there is a 2-3 years age variation within a group, but this variation can also increase up to 10 years.
- The number of students in a group is small, 3-5 learners. The number differs depending on the type and degree of disability.
- The participants in the testing activities have moderate experience in working with digital applications and more than 90% of them believe that there further training is required to fully benefit of the project resources and tools.
- Most of the participants do not have direct access to IT facilities and equipment. Quite often the school lacks or has a weak Internet connection. Teacher also mentioned there are only a few educational platforms adapted to different degrees of disability.

Individual approach – the content needs to be adapted for each different case. It is very important the individual approach. But it is also important to ensure that all teachers have the same goals for every student with special needs. For instance the successful games, applications would be those who use more colours, music and audio.

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 in 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.

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.

The teachers were specifically interested in using activities that have multiple access methods such as switch access and keyboard control, simple and rewarding activities for stimulation, enjoyment and reinforcement, not for furthering academic ability.

Enjoyed the overview of the platform and the ability to create own h5p activities from the templates and already created content. They can incorporate into existing curriculum.

- (1) Due to very specific content of teaching, some of the H5P activities were difficult to create
- (2) Quality of resources at resource center are not suitable that could be used by teachers for teaching at higher level.

- The participants in the testing activities have moderate experience in working with applications that allows customisation or creation of interactive activities.
- The participants mentioned that further training is required to fully benefit of the project resources and tools.
- The resource center should be extended to better support the customization and/or creation processes.

- Participating in frequent training sessions on the use of accessibility in the creation of educational resources and the use of digital application in the educational process it is necessary. - Information and awareness of the use of accessible tools and resources in the educational process is important. - There is a lack of educational platforms and equipment adapted to children's disabilities and different degrees of disability. - While the teacher find the customisation process easy to implement and the steps that they have to follow were easy to understand, the majority of them state that it might be time consuming if they don't have the graphics to support the creation.

- Limitations were encountered in inserting specific symbols, such as fractions and Greek symbols, into the text-based question-and-answer sections.
- One participant struggled to maintain interest due to challenges with programming and robotics tasks. He wanted to develop programming tasks but was unable to do that so because of the limitations of the templates and platform.
- There was an issue with the compatibility of INCLUDEME on Microsoft media screens, indicating a technical problem.

7. CONCLUSIONS

WP6 had a key role in the project. Starting with the key stakeholders and target groups (both direct and indirect) the team worked collaboratively to extract the needs and requirements from the TGs and analysed the findings. These findings in turn informed the design and development of the INCLUDEME tools, educational activities, and platform. Subsequently, the participation of teachers and school leaders in piloting and training sessions, and workshops, enriched the findings and the understanding of the diverse dimensions that constitute “inclusive and accessible” quality education for all. To this end, INCLUDEME Evaluation and Piloting activities served 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 including both direct and indirect target groups, at individual and community level.