Good practices catalogue

A.M.O.R.

Advanced Measurements of Responses
to the Challenges of Social Skills development
in a digital era

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Introduction

The A.M.O.R. project

The COVID-19 pandemic has profoundly reshaped the educational landscape across Europe, presenting unprecedented challenges to traditional modes of teaching and learning. The disruptions wrought by the pandemic have been far-reaching, disrupting not only the delivery of education but also exacerbating existing inequalities within the educational system. With schools and educational centers shuttered in response to public health imperatives, educators, students, and families alike were compelled to adapt rapidly to remote learning modalities. However, this transition was not without its challenges, particularly for marginalized and vulnerable populations, such as students with special educational needs (SEN), who faced barriers to accessing online learning resources and support services.

Against this backdrop of uncertainty and upheaval, the A.M.O.R. project seeks to address the systemic inadequacies laid bare by the pandemic and foster resilience within the educational sphere. At the heart of the project is a commitment to equality and inclusion, as the digital divide is a huge barrier to access and success in education for many organisations and learners.

The A.M.O.R. project endeavors to bridge this gap by equipping educators, professionals, and young people with the digital competencies necessary to navigate the challenges of remote learning and social participation. Through targeted interventions and capacity-building initiatives, the project aims to empower stakeholders at all levels of the educational ecosystem to adapt and thrive in a rapidly evolving educational landscape.

The Good Practices Catalogue

Central to the mission of the A.M.O.R. project is the creation of a repository of exemplary practices—the Good Practices Catalogue—a compendium of innovative strategies, methodologies, and digital solutions that have emerged in response to the challenges posed by the pandemic. This catalogue serves as a testament to the adaptability of educational stakeholders but also as a practical resource for navigating the complexities of the post-pandemic educational landscape.

The Good Practices Catalogue is designed to be accessible and user-friendly, catering to a diverse audience of educators, professionals, and policymakers across Europe. Its contents are presented in simple language, ensuring that individuals from diverse linguistic and cultural backgrounds can easily understand and implement the strategies outlined within.

The catalogue of good practices is based on the jointly identified practices, methods and software resources that the partners were able to identify during the first phase of the project. By sharing best practice and experiences, the A.M.O.R. project aims to foster collaboration and innovation within the education community, ultimately paving the way for a more inclusive and equitable future for all learners.Description of the practice: Each practice was accompanied by a comprehensive description outlining its key features, methodologies, and outcomes.

- Target groups/stakeholders involved: Identification of the use for different target groups and possibilities of implementation in the practice of the participating organisations.
- Accessibility and inclusivity considerations: Assessment of the extent to which the practice addressed the principles of accessibility and inclusive education.

- Strengths and weaknesses assessment: A critical assessment of the strengths and weaknesses of each method, evaluating both its use and transfer, as well as identifying possible improvements.

Good Practices Catalogue

Methodology

1. Mapping of Good Practices

The A.M.O.R. project partners followed a systematic process to identify, compile, and evaluate exemplary practices in digital education, specifically focusing on individuals with disabilities. Each partner organization carefully compiled 10 distinct good practices, adhering to strict criteria to ensure the quality and relevance of the selected practices.

The mapping process aimed to elucidate the landscape of existing practices in digital education, categorizing approaches and methodologies across different educational settings. Key considerations included:

- Types of existing practices: Identification and categorization of existing practices based on their nature, format, and educational setting.
- Conditions for design and implementation: Analysis of the contextual factors influencing the design and implementation of digital education practices.
- Availability of digital tools: Assessment of the digital tools and resources utilized in the execution of educational initiatives.
- Stakeholders involved: Examination of the diverse stakeholders involved in the development and implementation of practices, including target groups and educators.

2. Evaluation

The evaluation unfolded in three phases:

Phase 1: Partners established indicators for comparative analysis, including added value, impact, inclusivity, adaptability, digitalization, and target group engagement. Each indicator was evaluated at basic, intermediate, and advanced levels[1].

Phase 2: Partners analyzed good practices provided by another partner for cross-validation, applying the same indicators for consistency.

Phase 3: Initial evaluations were combined with individual partner assessments to derive final average scores. This process identified top-performing practices at both an aggregate and criterion-specific level, facilitating the selection of the 10 best practices and the top 5 practices for each criterion.

In essence, the methodology employed by the A.M.O.R. project partners underscores a commitment to rigor and inclusivity in identifying and evaluating exemplary practices in digital

[1] The complete list of indicators and the levels can be consulted in Annex I.

education. Through collaborative efforts, the project aims to illuminate pathways to inclusive and accessible digital education for individuals with disabilities across Europe.

Good practices

This section introduces the top 10 best-rated good practices in digital education as evaluated by the A.M.O.R. project[2]. These practices have undergone meticulous scrutiny based on stringent criteria, including their impact, inclusivity, adaptability, and engagement with target groups. Representing a diverse array of approaches and methodologies, these practices exemplify excellence in addressing the needs of individuals with disabilities across Europe. In the following chapter, we delve into each practice, highlighting their key features, strengths, and potential for replication in various educational settings. The practices are introduced in alphabetical order.

1. European Agency for Special Needs and Inclusive Education

Rating particularly good in:

- Inclusivity
- Accessibility
- Added value
- Prestige
- Level of impact
- Target group

Responsible organisation	The Agency has 31 member countries
Description	This dedicated agency serves as support, with focus on crafting a diverse spectrum of materials and resources that are thoughtfully tailored to cater to the unique needs of individuals with special requirements. Positioned at the intersection of education, advocacy, and the dissemination of information, this agency is driven by a resolute commitment to empower educators, teachers, and anyone on a quest to expand their knowledge base with content that is both comprehensive and enlightening. Within the repository of resources offered by this agency, one can find an extensive array of offerings, including publications, statistics, reports, infographics, and videos. Each of these resources is valuable, designed to help individuals understand the nuanced needs of people with disabilities and provide guidance on how to support and facilitate their learning journeys. These materials, far from being mere supplements, stand as aids in the mission to foster greater understanding among educators. They illuminate the intricacies of working with individuals who have disabilities and equip educators with the tools and strategies needed to implement effective teaching practices that cater to diverse needs. At the heart of it all, the aim of this agency is to amplify the voices of people with disabilities, providing them with a platform where their experiences and challenges are acknowledged and understood. Simultaneously, it endeavors to

[2] The complete list of the good practices compiled by the A.M.O.R. project partners can be found in Annex II

	broaden the knowledge base of educators, facilitating a deeper comprehension of the topic and the complexities that accompany it.
Target Groups	Educators All people With Disabilities
What is the added value of the good practice?	This agency provides tailored support, resources, and advocacy at the intersection of education and information dissemination for individuals with special requirements. It offers a comprehensive repository of materials to help educators and individuals understand the diverse needs of people with disabilities, equipping educators with effective teaching practices. Furthermore, it amplifies the voices of those with disabilities and aims to broaden the knowledge base, fostering greater understanding of the complexities involved in this area.
What can be done to make it more accessible?	The way text is presented can be overwhelming. Articles might be harder to navigate for some users. Could be separated in more obvious panels, for users to navigate easier.
Sources	European Agency for Special Needs and Inclusive Education website (european-agency.org)

2. Inclusive Digital Education

Responsible organisation	European Agency for Special Needs and Inclusive Education
Description:	The **Inclusive Digital Education (IDE)** initiative is a comprehensive effort aimed at understanding and addressing the evolving priorities and needs in the realm of inclusive digital education and blended learning. With a focus on fostering equal access to education for all, this initiative seeks to bring about positive change in the way digital education is conceived and implemented. **Purpose:** The central purpose of the IDE initiative is to conduct a thorough exploration of the current landscape of inclusive digital education. It scrutinizes the policy context, identifies areas of vulnerability and inclusion, and delves into pertinent research literature spanning from 2016 to 2021. This initiative is driven by a commitment to understand the ever-changing dynamics of digital learning and to ensure that no one is left behind in the pursuit of knowledge and skill development. **Aims and Goals:** The IDE initiative sets forth several overarching aims and goals, which include: - To provide a comprehensive overview of inclusive digital education and the challenges that persist. - To consider the policy framework underpinning inclusive digital education, identifying gaps and opportunities.

	- To examine vulnerability and inclusion, shedding light on the experiences of marginalized groups in the digital learning landscape. - To analyze research literature from the past five years, identifying key trends and emerging issues. - To review implementation projects and conferences dedicated to this domain, consolidating insights and best practices. - To ensure the validation of the initiative's findings by experts in the field.
Target Groups	Professionals working in the education field Policymakers
What is the added value of the good practice?	- **Accessibility Awareness:** The IDE initiative, by focusing on inclusive digital education, raises awareness about the importance of accessibility in digital learning. This awareness is particularly crucial for individuals with disabilities, as it highlights the need for educational materials and platforms that cater to their unique needs. - **Evidence-Based Approach:** By reviewing relevant research literature and engaging with experts in the field, the IDE initiative takes an evidence-based approach to understanding inclusive digital education. This ensures that strategies and recommendations are grounded in data and best practices, which can directly benefit people with disabilities. - **Policy Influence:** The initiative's examination of the policy context for inclusive digital education can lead to policy changes that benefit individuals with disabilities. It can influence the creation of inclusive digital education policies, guidelines, and standards that improve accessibility and equity. - **Best Practices Dissemination:** The initiative's review of implementation projects and conferences provides a platform for sharing best practices in inclusive digital education. This knowledge dissemination can lead to the development and adoption of accessible digital learning tools and practices. - **Empowerment through Knowledge:** The IDE initiative empowers people with disabilities by shedding light on their needs and advocating for better solutions. It equips them with the knowledge and tools to advocate for accessible digital education and participate actively in their own learning journey. - **Identifying Gaps:** The policy brief generated by the initiative identifies areas that have not been sufficiently addressed in the field of inclusive digital education. This can draw attention to unmet needs and guide further research and development efforts, potentially leading to innovative solutions for people with disabilities.
What can be done to make	- A more updated version, especially regarding the compiled tools

it more accessible?	
Sources	https://www.european-agency.org/resources/publications/inclusive-digital-education

3. MCC Tells You: Podcast

Rating particularly good in:

- Inclusivity
- Accessibility
- Added value
- Prestige
- Level of impact
- Adaptability
- Digitalization
- Target group

Responsible Organisation	Celje Youth Center
Description	The aim of the series of the MCC tells you: Podcast was to address and inform young people who were robbed of spaces for informal socializing and acquiring competences during the coronavirus. With this aim in mind, the Celje Youth Center team prepared a series of podcasts that were streamed on their social media during the lockdown, where young people were informed about various topics and learned a lot about interesting people from our local community. In these series of podcasts we spoked with influencers, volunteers, artists, company founders, cooks, actors etc. The guests were mainly young people, who shared a lot about their path, the struggles or obstacles they faced in the past and they gave advices with young people.
Target Groups	Young people
What is the added value of the good practice?	The added value is informal chatting with different artists and businessmen in the different topics, who were sharing their knowledge, ideas and show their personalities via online tool and in that way they had opportunity to access even young people, who weren't visited youth center before.
What can be done to make it more accessible?	For the event graphics we should use accessible tools and formats. For example, we should use text, audio, and video formats that are compatible with screen readers, captions, transcripts, and alternative text. We should also use fonts, colors, and layouts that are easy to read and navigate. Adding subtitles maybe for people with hearing impairments. This way, individuals with visual or hearing disabilities can have an equally as effective experience, ensuring online learning accessibility.
Source	https://www.mc-celje.si/iskalnik/?isci=mcc+vam+pove

https://www.youtube.com/watch?v=j26t2pwy2GM

4. Microsoft Accessibility in Education

Rating particularly good in:

- Inclusivity
- Accessibility
- Added value
- Prestige
- Level of impact
- Adaptability
- Digitalization

Responsible organisation	Microsoft
Description	Microsoft Education offers a wide range of accessibility tools to make everyday education more inclusive. The objectives of Microsoft's accessibility tools for inclusive learning typically revolve around creating an inclusive digital environment for all users, including those with disabilities. Some of the key objectives include: • Universal accessibility • Inclusive Learning Environments • Equitable access • Customization and personalization • Accessibility standards compliance • Support for Assistive Technology • Continuous improvement • Education and training • Collaborative learning • Feedback and user involvement Microsoft goal is to foster a learning environment where all students and teachers feel included and have the tools and resources they need to succeed.
Target Groups	• Students with disabilities • Workers with disabilities • Any user who may have any disability
What is the added value of the good practice?	Microsoft Office 365 is used the most in education. Therefore, it has an impact in a wide range of professionals and students. It is accessible for all, many of Microsoft's tools allow for personalization, which means users can customize settings to meet their specific needs. Also they are integrated into widely-used software applications, such as Microsoft Office, Windows and Microsoft Teams. These tools are also designed to meet or exceed established accessibility standards and guidelines.

What can be done to make it more accessible?	To receive constant feedback from users in order to make updates to these services, so that they can meet the needs of the users.
Sources	https://www.microsoft.com/en-us/education/learning-tools/accessibility-tools

5. Online Coffee

Rating particularly good in:

- Inclusivity
- Accessibility
- Adaptability
- Digitalization

Responsible organisation	Celje Youth Center
Description	The essence behind the Online Coffee events was to address and inform young people who were deprived of spaces for informal socializing and acquiring competences during the coronavirus. With this aim in mind, the Celje Youth Center team prepared a series of online cafes during the lockdown, where young people were informed about various topics. The topics were as follows: how to take care of safety and what to pay attention to when skiing touring, how to organize online events, how to brighten up your days during the epidemic, how to publish a book, what are the basics of event promotion, where to spend the summer, how and where to gain work experience, what is project management, what are learning effects and evaluation, etc. Online coffees either had an educational note or were simply chatting with viewers about ideas, leisure activities and the like. A lot of young people responded to the online coffees, who were also able to choose the topics and areas they are interested in for the next coffee.
Target Groups	Young people
What is the added value of the good practice?	The added value is informal chatting of youth workers, who were sharing their knowledge, ideas and show their personalities via online tool and in that way they had opportunity to access even young people, who weren't visited youth center before.
What can be done to make it more accessible?	For the event graphics we should use accessible tools and formats. For example, we should use text, audio, and video formats that are compatible with screen readers, captions, transcripts, and alternative text. We should also use fonts, colors, and layouts that are easy to read and navigate. Adding subtitles maybe for people with hearing impairments. This way, individuals with visual or hearing disabilities can have an equally as effective experience, ensuring online learning accessibility.

Source	https://www.mc-celje.si/Spletne_kave/

6. Online Youth Center – DigiMC

Responsible organisation	Mladi zmaji (Young dragons) – Center for quality youth free time
Description	During the coronavirus time Ljubljana Youth Center Mladi zmaji created online youth center, where young people could enter different room, regarding on the topic and interests they wanted to be part of. Some rooms were snapshots of physical youth centers, while others were colored more substantively. The topic/content was written at the top of the page. If youth missed something, they could make their suggestions and co-create with youth workers. In that rooms there were other young people, volunteers, students, youth workers of the youth center. For easier coexistence (just like in their analog version), certain rules were applied in DigiMC, such as respect, tolerance, hate speech was prohibited. However, since the youth center was virtual, the sharing of violent and pornographic content was also prohibited, advertising of commercial content or leading to various business offers was prohibited, and of course; the sharing of malicious digital content was prohibited.
Target Groups	Young people
What is the added value of the good practice?	The added value of this online youth center was that the young people could experience socializing, met new people and talk about different problems, they all were facing at that time in safe environment.
What can be done to make it more accessible?	Easy to use Online youth center application; using a font size that is large enough and choosing an easy-to-read sans-serif font type for example.
Source	https://discord.com/invite/7zNeQE5PyP?fbclid=IwAR31vvsFJUlJfNlxJgQkwCfNiyL_TokQRJbT5sXCufYBrJMEA551imFWViQ

7. Proloquo2go

Rating particularly good in:

- Added value
- Prestige
- Level of impact
- Adaptability
- Target group

Responsible organisation	AssistiveWare
Description	Proloquo2Go is an effective and easy-to-use communication application for people who cannotspeak. It is an AAC (augmentative and alternative communication) tool that enables communication with natural-sounding voices, including children's voices. It can be used for language development but is also customisable, benefiting both beginners and advanced communicators. Many parents, therapists, teachers, and users around the world consider Proloquo2Go to be the most important reference in AAC solutions. It is used by people with autism, Down syndrome, cerebral palsy, Angelman syndrome and people with oral communication difficulties. It is availablein English, Spanish, French and Dutch.
Target Groups	- People with autism - People with Down Syndrome - People with cerebral palsy - People with oral communication difficulties
What is the added value ofthe good practice?	This app empowers people with communication difficulties to communicate and express themselves in an easy and intuitive way. It uses voices of real people, which makes the experience more personal.
What can be done to make it more accessible?	It is only available for iOS, so it would be nice to make It accessible to other operating systems, such us, Android and PC. Only available in four languages: Englisch, Spanish, French and Dutch. Associated with costs for users and organisations.

8. Sign Language Learning App

Rating particularly good in:

- Digitalization
- Target group

Responsible organisation	European Deaf Association (EDA)
Description	The Sign Language Learning App, developed by the European Deaf Association (EDA), aims to provide a user-friendly and accessible platform for individuals with hearing disabilities to learn sign language. This app is designed to promote linguistic inclusivity, communication, and cultural understanding among the Deaf community and the broader population. Users can access interactive lessons, practice signing, and engage with a supportive community of learners and educators. The app also offers resources for hearing individuals who want to learn sign language. It is available for download on both Android and iOS devices, making it accessible to a wide audience.
Target Groups	• Deaf and hard-of-hearing individuals of all ages. • Educators and interpreters seeking to improve their sign language skills. • Family members and friends of Deaf individuals interested in learning sign language.
What is the added value of the good practice?	This app contributes to breaking down communication barriers between the Deaf and hearing communities. It empowers Deaf individuals by enhancing their communication skills, opening up educational and employment opportunities. Additionally, it fosters a more inclusive and connected society.
What can be done to make it more accessible?	To enhance accessibility, the app should undergo regular accessibility audits to ensure compatibility with assistive technologies. Continuous updates should address user feedback and improve usability.
Sources	https://www.eud.eu/

9. TOURISTIC - Mobile App for Digital Skills Assessment in Online Accessible Tourism

Responsible organisation	Touristic project Partnership (Institute of Training and Vocational Guidance (IEKEP); Associação Para A Educação E Valorização Da Região De Aveiro (AEVA); Engeli Olan Bireyler ve Aileleri Gelişim Merkezi Derneği (EBAGEM); Governorship of Istanbul (GOI); Instituto para el fomento del desarrollo y la formación (INFODEF); InnoQuality Systems (INQS); La Bien Pagá Espacio Escénico (LBP); ODTIZ)
Description	Purpose: The TOURISTIC mobile app aims to address the need for upskilling disabled individuals in Digital Skills relevant to the design of innovative commercial services and products in Online Accessible Tourism. It serves as an innovative assessment tool primarily designed for use in Vocational Education and Training (VET) programs, enabling the evaluation of Digital Skills acquisition within the European Framework of Reference. Aims and Goals: 1. Assessment Tool: The primary goal is to provide I-VET and C-VET teachers, trainers, and managers with a practical ICT-based tool to assess Digital Skills competences for Online Accessible Tourism. 2. Support for Training: It supports the training process by providing references, resources, and planning aids for educators. 3. Gamified Learning: The app incorporates elements of gamification and simulation to engage users and make the learning process more enjoyable. 4. Enhanced Transfer: It facilitates the transfer of information between beneficiaries and educators before and after training sessions. 5. Accessibility: The app ensures accessibility for disabled individuals, aligning with the goal of inclusive tourism. Place and Context: The TOURISTIC app is designed to be used in educational settings, particularly in VET programs focusing on Digital Skills for Online Accessible Tourism. It is also valuable for teachers and trainers preparing beneficiaries for roles in providing digital skills for online accessible tourism. Feedback: The app collects feedback from users to improve its functionality and content, ensuring that it remains a valuable tool for its target audience. Continuous improvement is integral to its design.
Target Groups	The primary target groups for the TOURISTIC app are I-VET and C-VET teachers, trainers, and managers involved in Online Accessible Tourism education. Secondary beneficiaries include disabled individuals seeking training in Digital Skills for tourism-related careers.

What is the added value of the good practice?	• Efficiency: The app streamlines the evaluation process, making it more efficient for educators and trainers. • Inclusivity: It contributes to inclusive education and employment opportunities by addressing the unique needs of disabled individuals. • Enhanced Learning: The gamified and simulation elements make learning more engaging and effective. • Resourceful: It provides a comprehensive set of resources and planning aids, reducing the workload on educators. • Assessment: The app enhances the assessment of Digital Skills, ensuring better outcomes in Online Accessible Tourism.
What can be done to make it more accessible?	• Accessibility Features: Ensure the app complies with accessibility standards (e.g., WCAG) for users with disabilities. • Multilingual Support: Offer the app in multiple languages to cater to a diverse audience. • Offline Mode: Allow users to access content offline, benefiting those with limited internet connectivity.
Sources	https://touristic-upskilling.eu/pt/

10. Using Virtual Reality in the Classroom for Students on the Autism Spectrum

Rating particularly good in:

- Inclusivity
- Accessibility
- Added value
- Prestige
- Adaptability
- Digitalization
- Target group

Responsible organisation	National Science Teaching Association
Description	The National Science Teaching Association has developed Virtual Reality (VR) Learning Environments tailored to the needs of autistic students. These immersive VR experiences create a safe and controlled space for autistic learners to engage with educational content. The VR environments are designed to accommodate sensory sensitivities and provide interactive, engaging lessons that cater to individual learning styles. Autistic students can explore subjects like science, history, and art in a way that suits their unique needs and preferences.

Target Groups	• Autistic students in mainstream and special education settings. • Educators and therapists working with autistic individuals.
What is the added value of the good practice?	The VR Learning Environments offer an innovative and engaging approach to education for autistic students. They provide a sensory-friendly way to learn and can help reduce anxiety and sensory overload. By tailoring content to individual needs, the practice promotes personalized learning and inclusivity.
What can be done to make it more accessible?	To improve accessibility, NSTA should consider expanding the range of subjects covered and ensuring that the VR environments are compatible with a variety of VR headsets and controllers. Additionally, collaboration with educators and experts in autism can lead to further enhancements. The company is based in the US, which is a problem for European organizations according to the regulations of data protection.
Sources	https://www.nsta.org/connected-science-learning/connected-science-learning-april-june-2019/using-virtual-reality

11. YouthUp - Sustainable Digital Skills Training for Youth Workers

Name of the responsible organisation	Stowarzyszenie Kreatywna Polska (Creative Poland Association)
Description	The "YouthUp" initiative by Stowarzyszenie Kreatywna Polska is a good practice in sustainable digital solutions for youth workers in Poland. This program focuses on equipping youth workers with digital skills and tools to enhance their ability to engage with and support young people in a digital age. The primary purpose of the "YouthUp" initiative is to bridge the digital divide between youth workers and the young people they serve. By providing training in digital skills, the program aims to empower youth workers to better connect with and support the digital-native generation effectively. Aims of this initiative are the following: • The initiative aims to enhance the digital literacy and competence of youth workers, enabling them to use digital tools for youth engagement and support. • "YouthUp" seeks to facilitate more meaningful and effective interactions between youth workers and young people through digital channels. • The programme encourages innovation in youth work by incorporating digital solutions and strategies to meet the evolving needs of young people.

	• Stowarzyszenie Kreatywna Polska actively collects feedback from participating youth workers to refine and improve the program continually. Regarding the place of implementation, "YouthUp" is implemented nationwide, benefiting youth workers in different regions and settings, including youth centres, community organisations and schools. The programme actively solicits feedback from participating youth workers to assess the effectiveness of the training and its impact on their work with young people. The feedback obtained ensures continuous improvements adapted to the changing digital landscape. Further efforts to increase accessibility will broaden its impact and enable more youth workers to effectively connect with and support a generation of digitally savvy young people.
Target Groups	The primary target group for this good practice includes: • Youth workers and professionals engaged in working with young people, including educators, social workers, and community organizers. The secondary target group includes: • Young people who benefit from improved and digitally empowered youth work practices.
What is the added value of the good practice?	The "YouthUp" initiative offers several tangible benefits. Firstly, it provides youth workers with essential digital skills, enabling them to connect with and support young people more effectively. The programme also supports innovation in youth work by introducing digital tools and strategies that respond to the changing needs and preferences of young people. By equipping youth workers with digital skills, YouthUp enhances their ability to engage young people through channels that are natural to the digital generation. Finally, the Creative Poland Association's commitment to incorporating feedback ensures that the programme remains relevant and responsive to the changing digital landscape.
What can be done to make it more accessible?	To increase the accessibility of the "YouthUp" initiative, the following actions could be considered: • Offering online training modules to make the programme accessible to youth workers in remote or underserved areas. • Translating training materials into multiple languages to accommodate the linguistic diversity of youth workers. • Enabling youth workers to tailor the training to their specific needs and the unique characteristics of the young people they work with. • Facilitating peer learning networks and forums where youth workers can share best practice and insights gained during the programme. • Making sure the programme is affordable and accessible to youth workers, regardless of their financial situation.

Source	https://www.kreatywnapolska.pl/ http://www.kreatywnapolska.pl/projekty/youthup/ https://www.facebook.com/StowarzyszenieKreatywnaPolska/

Lessons learnt

The exploration of best practices in education unveils a rich tapestry of innovative methodologies and digital tools aimed at enhancing inclusivity, engagement, and adaptability in learning environments. Through a comprehensive analysis of various indicators, including the variety of tools and methods, added value of practices, prestige, impact, inclusivity, accessibility, adaptability, and target group considerations, valuable insights have emerged to guide future educational endeavors. This chapter delves into the lessons learned from evaluating these practices, offering reflections on their strengths, challenges, and potential implications for the broader landscape of digital education. From celebrating the versatility of tools to addressing concerns about accessibility and inclusivity, each aspect provides a nuanced understanding of the multifaceted nature of educational practices in the digital age. By critically examining these insights, educators, policymakers, and stakeholders can glean valuable lessons to foster more inclusive, effective, and sustainable educational initiatives tailored to diverse learner needs and contexts.

Variety of tools and methods

The good practices selection process showcased a diverse array of tools and methodologies available for professionals. The versatility of these tools was one of the strengths highlighted by the project partners, emphasizing their potential to cater to a wide range of learning preferences and contexts. The inclusion of advanced technologies such as Virtual Reality, podcasts, mobile apps, and online platforms was particularly lauded for enriching learning experiences and fostering dynamic engagement among learners. Moreover, the inclusion of practices from all partner countries has contributed to a rich tapestry of resources and teaching systems, showcasing a global perspective and fostering cross-cultural exchange.

However, amid the celebration of diversity, concerns were raised about the commercial nature of many tools, which could hinder their widespread adoption in other educational projects. This raised important questions about the accessibility and affordability of these technologies, especially for individuals or institutions with limited technical resources or internet connectivity. **It is imperative to ensure that these tools are adaptable and can be implemented in varied contexts to maximize their reach and effectiveness.** Furthermore, the challenge of ensuring the adaptability of these tools to different target groups, educational contexts was highlighted, given their diverse goals and functionalities.

Striking a balance between innovation and practicality emerged as a key consideration, emphasizing the importance of aligning tool selection with organizational objectives and capabilities. Ultimately, the 'Variety of tools and methods' indicator underscored the need for

careful adaptation and thoughtful consideration to maximize the effectiveness of digital education initiatives across diverse settings.

Added value of the practices

The evaluation of the "Added value of the practices" indicator yielded both positive remarks and critical observations.

Positive remarks highlight the significant enhancement of the educational experience by certain practices, providing high-quality resources and fostering active participation among learners. These practices not only improve learning outcomes but also cater to diverse student needs, including those with special requirements. Partners highly rated practices aimed at integrating students with difficulties, recognizing their substantial positive impact on increasing opportunities to meet the special needs of individuals with disabilities. Moreover, all of the chosen best practices have added value, making learning more accessible and inclusive for everyone, including students who need extra support, while also fostering creativity to prepare students for the future.

Critical remarks underscore concerns regarding the relevance and applicability of these practices to wider communities with limited access to new technologies, especially those who may benefit most from them. Additionally, practices intended to add value may inadvertently lead to unforeseen challenges or have unintended consequences that undermine their effectiveness. Some of the best practices may cater only to specific stakeholders at the state and local levels, limiting their broader impact. Furthermore, certain practices lack accessible and inclusive methods, hindering their use by people with disabilities. The success of these practices heavily depends on the ability of educators and institutions to effectively integrate them into existing curricula and adapt them to local contexts and needs.

Overall, while the exploration of the 'Added value of the practices' indicator shed light on the transformative potential of innovative educational approaches, it also underscored **the importance of addressing accessibility, inclusivity, and adaptability** to ensure equitable access and meaningful impact across diverse educational settings.

Prestige of the good practice

Many of the practices identified in the project have been developed by reputable institutions in the education sector, which gives them a high level of trust and relevance. However, over-reliance on external recognition may not always reflect the local applicability and effectiveness of a practice. Partners underscored the **importance of evaluating practices based on needs of different target groups and educational contexts**, rather than solely relying on external endorsements. Reservations were expressed regarding the potential oversight of fresh and innovative ideas that may lack the same level of support. Moreover, challenges were also identified in assessing the prestige of practices proposed at state or local levels, where external recognition may be less apparent.

Thus, there is a need for **a balanced approach that considers local applicability and encourages the exploration of emerging ideas**.

Level of impact

Across the evaluation of the good practices compiled by the project partners, it was evident that all selected practices garnered high rankings in terms of their impact, indicating their significant

contributions not only at local levels but also regionally and nationally, as evidenced by their adoption in both corporate and educational settings. These practices were noted for their positive and substantial effects on communities, potentially bringing about transformative changes at various levels.

A further critical approach highlighted the absence of standardized indicators to measure the real impact of these practices, making it challenging to assess their true consequences accurately. Furthermore, concerns were raised regarding the reliance on broad adoption and recognition as metrics for impact assessment, potentially overlooking the depth of influence on individual learners, especially those from marginalized backgrounds. Partners emphasized the **importance of continuous monitoring and adaptation of practices to ensure sustainable benefits and mitigate the risk of overlooking specific community needs**. Additionally, there was a recognition of the potential mismatch between practices lauded at the national or global level and their alignment with the unique challenges of individual communities.

Inclusivity

The selected practices scored highly for their inclusivity, offering accessibility features such as materials in multiple languages and accommodations for users with disabilities. These efforts were seen as crucial for promoting fairness and accessibility in learning, aligning with the project's priority of ensuring inclusivity for all learners.

Some practices showed some limitations, with a limited selection of inclusive features catering primarily to non-disabled individuals. Additionally, challenges were noted in defining inclusivity comprehensively, as what is inclusive for some may inadvertently exclude others, necessitating careful consideration of diverse perspectives and experiences. Despite efforts, there remained **a need for continuous improvement to address the full spectrum of diversity among learners and prevent the exclusion of certain individuals or communities**. While efforts to accommodate languages and disabilities were commendable, there was a need for more comprehensive strategies to integrate cultural relevancies and cater to specific learning styles effectively.

Accessibility

Across the evaluation, it was observed that the format of all selected practices facilitates accessibility, allowing for effective dissemination to a wide audience. Additionally, accessibility features described in some practices were noted to benefit all users, not solely those with disabilities.

However, critical reflections have revealed room for improvement, particularly with regard to the need to tailor practices to the needs of the selected target groups. It was considered necessary to make further efforts to ensure comprehensive accessibility for people with certain disabilities.

Overall, while the 'Accessibility' indicator showcased efforts to enhance access to digital education, it underscored the ongoing **need for improvement to address diverse accessibility needs comprehensively and effectively**.

Adaptability

The high adaptability rating attributed to some of the selected practices underscored their ability to fit a wide range of situations and users, with translations into different languages further

enhancing their accessibility and applicability. This adaptability was deemed crucial for organizations to effectively respond to changes in their internal and external environment.

However, some of the practices focused solely on specific user groups and were developed in a limited number of languages. Additionally, the process of adapting technologies to specific contexts was recognized as resource-intensive and requiring ongoing support and training for educators. Despite efforts to ensure adaptability, challenges were anticipated when applying practices outside their original context, underscoring the need for continued refinement and support to maximize their effectiveness across diverse educational settings. The reflection emphasized the importance of striking a **balance between adaptability and consistency to optimize their impact and usability**.

Digitalisation

The majority of the selected practices were noted for their strong digital component, offering a variety of tools and systems to promote inclusivity and adaptability for students and professionals. These practices addressed a wide range of target groups, showcasing their versatility and broad applicability in educational settings. Many of the practices placed a strong emphasis on digital components, utilizing various tools and platforms to increase inclusivity and engagement.

Potential barriers caused by the exclusive focus on digital tools were also identified, particularly for individuals with limited access to technology or digital literacy. **Addressing these challenges was deemed crucial to ensuring equal access and preventing a digital divide that could exacerbate existing inequalities** in education. Furthermore, disparities in the level of digitalisation among practices were noted, with some exhibiting a higher reliance on digital platforms than others. This variability could impact the reach and accessibility of practices for individuals with different needs and disabilities. Additionally, concerns were raised about the commercial approach of some practices, which may limit their widespread use.

Target group

The positive reflections highlighted the broad range of target groups addressed by the practices, emphasizing their versatility and relevance to various audiences, including students, educators, and other educational providers. This broad applicability was seen as beneficial for creating content and services that catered to the specific needs and preferences of different audiences, ultimately increasing engagement and satisfaction.

However, critical reflections raised concerns about the potential challenges associated with targeting multiple groups. It was noted **that attempting to reach too many diverse target groups could diminish the effectiveness of practices**. Targeting vulnerable or disadvantaged groups raised ethical considerations regarding consent, privacy, and power dynamics. Tailoring practices to meet the specific needs of each target group was recognized as a challenging endeavor, requiring detailed understanding and research. Furthermore, limitations in reaching small interest groups and exclusion of certain target groups due to inaccessible tools were identified as areas for improvement.

Overall reflection

Upon analyzing a variety of good practices, several key reflections emerged regarding their potential to enhance inclusivity, engagement, and adaptability in education through digital technologies and innovative methods. The comparative analysis of these practices revealed valuable insights and highlighted the need for further development to ensure inclusivity for diverse

groups, including those with special needs. Despite the promising nature of these practices, critical attention is required to address challenges such as resource constraints and regulatory obstacles that may impede their effectiveness and sustainability.

The selection of these good practices signifies a commitment to making learning accessible and engaging for all, underscoring the importance of inclusivity and technological integration in education. However, concerns were raised about the heterogeneity among partner proposals and the potential exclusion of certain individuals due to the limitations of addressing all existing disabilities. Nonetheless, there is optimism about presenting successful options for inclusion and leveraging tools like Office 365 and MS Accessibility in Education to provide more inclusive materials.

Looking ahead, it will be crucial to **assess the long-term viability of these practices, especially in environments with limited resources, and ensure that they truly benefit everyone, regardless of their circumstances**. Additionally, there is a call for sharing lessons learned during periods of disruption, such as the COVID-19 pandemic, to inform the development of more effective and inclusive educational methods. This entails comprehensive training for professionals and a commitment to prioritizing inclusivity in the creation of educational materials and methodologies.

Conclusions

The culmination of the A.M.O.R. project's Good Practices Catalogue represents a significant milestone in the pursuit of resilient and inclusive education in the wake of the COVID-19 pandemic. Through a rigorous process of identification, evaluation, and reflection, the project has underscored the transformative potential of innovative educational approaches and digital technologies in addressing the diverse needs of learners across Europe. As we conclude this journey, several key insights and reflections emerge to guide future endeavors in the field of digital education:

1. **Diversity and Versatility**: The catalogue showcases a rich diversity of tools and methodologies aimed at enhancing inclusivity, engagement, and adaptability in learning environments. From Virtual Reality to mobile apps, the range of available technologies highlights the potential for tailoring educational experiences to diverse learner preferences and contexts. Moving forward, striking a balance between innovation and practicality will be essential to maximize the impact of digital education initiatives across varied settings.

2. **Inclusivity and Accessibility**: While significant strides have been made in promoting inclusivity and accessibility through digital education practices, there remain areas for improvement. Efforts to address the diverse needs of learners, including those with disabilities, must be ongoing and comprehensive. This entails not only providing accessible tools and materials but also integrating cultural relevancies and catering to diverse learning styles effectively.

3. **Impact and Sustainability**: The evaluation of the selected practices underscores their significant impact at various levels, from local communities to national and regional contexts. However, measuring the true impact of these practices remains a challenge due

to the absence of standardized indicators. Continuous monitoring and adaptation are crucial to ensuring the sustainability and relevance of educational initiatives, particularly in the face of evolving challenges and uncertainties.

4. **Collaboration and Knowledge Sharing**: The success of the A.M.O.R. project lies in its collaborative approach to identifying and sharing best practices in digital education. Moving forward, there is a need for continued collaboration and knowledge sharing among educators, policymakers, and stakeholders to foster innovation, resilience, and inclusivity within the educational community.

5. **Equity and Inclusion**: As we navigate the complexities of the post-pandemic educational landscape, it is imperative to prioritize equity and inclusion in all aspects of educational planning and implementation. This requires a concerted effort to address systemic inequalities and ensure that all learners, regardless of their circumstances, have access to high-quality education and support services.

In conclusion, the Good Practices Catalogue of the A.M.O.R. project serves as a testament to the resilience, innovation, and commitment of educational stakeholders across Europe. By harnessing the transformative power of education, we can create a more inclusive, equitable, and sustainable future for all learners. As we embark on this journey, let us continue to learn from one another, collaborate effectively, and strive to make education accessible and empowering for everyone.

Annexes

Annex I: Table of indicators

Indicators	1 Basic Level	2 Intermediate Level	3 Advanced Level
Added value	● The platform's resources are limited in diversity and quality. ● Beneficiaries of the platform express minimal or neutral satisfaction. ● Resources lack inclusivity and do not adequately address the needs of diverse student groups. ● Resource accessibility is poor, making it challenging for students with disabilities or other barriers to use them effectively.	● The platform offers a reasonable variety of quality resources. ● Beneficiaries of the platform show satisfaction and acknowledge improvements in their educational experience. ● Resources demonstrate some inclusivity, addressing the needs of some student groups. ● Resource accessibility has improved, although there are still some limitations in usability for students with disabilities.	● The platform provides a wide range of high-quality resources that enhance the educational experience. ● Beneficiaries express high satisfaction and highlight the significant contribution of the platform to their learning. ● Resources are highly inclusive and cater to the needs of a wide variety of students, including those with special needs. ● The platform ensures maximum accessibility of its resources, enabling effective use by all students, regardless of their limitations. ● These achievement levels are designed to evaluate the digital distance education platform based on the resources it provides, the perception of its beneficiaries, resource inclusivity, and accessibility. Be sure to define specific criteria and use quantitative or qualitative metrics to assess each achievement level objectively.
Prestige	● The platform is promoted by sources with limited or unknown prestige. ● It lacks official recognition or endorsement from relevant educational entities. ● There is a limited track record of experience in previous projects in the field of digital distance education.	● The platform is supported by promoters with some level of prestige or recognition within the education community. ● It has obtained some degree of official recognition or endorsement from reputable educational institutions. ● There is a reasonable track record of experience in previous projects in the realm of digital distance education, although it does not stand out significantly.	● The platform is endorsed by highly prestigious and respected sources in education. ● It has achieved a high degree of official recognition and acknowledgment from renowned educational institutions. ● It boasts an exceptional track record of experience in previous projects in the field of digital distance education, standing out as an industry leader.
Level of Impact	● The platform's impact is primarily at the local or regional level. ● International participation is limited or non-existent. ● The platform is available in a limited number of languages and lacks a significant presence in official programs. ● It has not received notable recognitions or attention in relevant media. ● It is not widely adopted by prestigious organizations or companies.	● The platform's impact extends to the national level and some other countries. ● It has moderate international participation and is available in multiple languages. ● It has received some awards and recognitions and has had a presence in the media. ● It is used by some prestigious educational entities and companies.	● The platform has an international impact, being used in multiple countries across various continents. ● It has broad international participation and is available in multiple languages. ● It has received numerous awards, recognitions, and is widely recognized in the media. ● It is adopted and endorsed by prestigious educational organizations, companies, and official programs worldwide.
Inclusivity and Accesibility	● Inclusivity: The platform offers content only in a primary language, limiting access for speakers of other languages. No adapted materials are provided for individuals with visual or hearing impairments. ● Connectivity: Users in regions with limited internet access experience	● Inclusivity: The platform provides content in multiple languages and offers subtitles in videos for individuals with hearing impairments. However, complete translations of course materials are not provided. ● Connectivity: Downloadable	● Inclusivity: The platform offers content in multiple languages and provides complete translations of course materials. Text-to-speech tools and image descriptions have been implemented for individuals with visual impairments. Additionally, collaboration among students from diverse backgrounds and abilities is

	issues when loading multimedia content, hindering their effective participation.	versions of resources have been implemented for offline access, benefiting users with intermittent connectivity.	encouraged. ● Connectivity: The platform uses adaptive streaming technology to automatically adjust video quality based on the user's connection speed, ensuring a smooth viewing experience even on slow connections. Options for downloading and viewing content offline are provided, and the use of low-bandwidth resources is promoted.
Possibilities of adaptation to other projects	● Target Groups: The project primarily focuses on a specific user group, limiting its applicability to other contexts. ● Multilingual Resources: Resources are available only in a primary language, making their use in diverse linguistic environments challenging. ● Technology Compatibility: The platform uses specific technologies that may not be interoperable with different educational systems.	● Target Groups: The project considers various user groups, increasing its applicability to other contexts, although with some limitations. ● Multilingual Resources: Resources are offered in multiple languages, but complete translation may not be available. ● Technology Compatibility: The platform uses standard technologies that can be adapted for use in other educational systems with some effort.	● Target Groups: The project is designed with a wide range of target groups in mind, making it highly adaptable to different contexts. ● Multilingual Resources: Fully translated and adapted resources are provided for various languages, facilitating their use in multilingual environments. ● Technology Compatibility: The platform utilizes highly compatible technologies and is designed to be easily integrated into other educational systems, enabling seamless implementation.
Digitalization	● The platform uses digital technology in a limited way with basic functionalities. ● Advanced online learning tools are not integrated. ● Online interactions are limited, and the full potential of technology is not utilized.	● The platform employs a variety of digital tools to enhance the learning experience. ● Interactive elements and multimedia resources are integrated to enrich educational content. ● Students can actively engage online through forums, chats, or collaboration platforms.	● The platform is highly digitized and leverages cutting-edge technologies. ● Advanced tools such as simulations, data analytics, virtual reality, or artificial intelligence are integrated to enhance the quality of learning. ● Online interaction is dynamic, promoting active participation and personalized learning.
Target Groups	● Students	● Students ● Educators / Teachers ● Schools	● Students ● Educators / Teachers ● Schools ● Other education providers and companies

Annex II: Complete list of good practices

1. Proloquo2go
2. SpicE (Special Education STEAM Academy)
3. ClassVR
4. Bookshare
5. Microsoft Accessibility in Education
6. Able Gamers
7. Learning Ally
8. School Education Gateway
9. Discapnet
10. KHAN ACADEMY
11. Sachsen Digital
12. Medienbildung Sachsen
13. Anton Lernapp
14. Smart Learning Suit Online
15. Kahoot
16. Learningapps.org
17. Comica (App)
18. Hidden Codes
19. Konterbunt
20. Actionbound
21. PhotoVoice – Participation & Empowering in Youth Work
22. READY - Raising EU Awareness through accessible Documents for Youth
23. U.Pin - EU Green Deal pops up in future generations newsfeed
24. Counter Hate
25. Touristic! Upskilling disabled people with digital skills applied to accessible tourism
26. LOMAP
27. BEE Secure
28. STAR SEND Toolkit
29. Inclusive Digital Education
30. Book creator
31. Sign Language Learning App
32. Digital Braille Library
33. Sign Language Online Courses
34. Using Virtual Reality in the Classroom for Students on the Autism Spectrum
35. Inclusive e-Learning Platform for Deaf Students
36. The AT-Hub: Promoting Holistic Assistive Technology Solutions
37. Accessible Online Learning Platform
38. Digital Accessibility Academy
39. Strength-Based Learning and Skill Development at Inclusive Coding Academy
40. Inclusive Digital Academy (IDA) Project: Bridging the Digital Divide for People with Disabilities
41. SUITCEYES: Advancing Haptic Communication Technologies for Deafblind Individuals
42. INCLUSIONHUB
43. European Agency for Special Needs and Inclusive Education

44. DO-IT
45. Using digital technologies to promote inclusive practices in education
46. EASPD
47. DUGA
48. Inclusive Digital Education Methodology Paper
49. Assistive Technology Online Learning
50. Assistive Technology for Kids with Learning Disabilities
51. Online Strategies for Helping Students with Disabilities
52. Online Coffee
53. MCC Tells You: Podcast
54. MCC Stream Concert
55. Online Exhibition
56. Online Youth Center - DigiMC
57. Online Kotlovnica
58. To Freud from home – psychological help for young people
59. ZNAKOVNIK Application
60. The best self-isolator
61. Quarantine? No problem! (School instruction and therapeutic help for participants and parents)
62. TOURISTIC - Mobile App for Digital Skills Assessment in Online Accessible Tourism
63. EPUB 3 Standard for Accessible Digital Books by Daisy Consortium
64. YouthUp - Sustainable Digital Skills Training for Youth Workers
65. Sustainable Digital Skills Training for Youth Workers in Poland
66. Accessible Digital Learning Resources for Visually Impaired Youth in Poland
67. e-Podręczniki: Accessible Digital Textbooks in Poland
68. Digital Youth Engagement Labs - Empowering Youth Workers through Digital Solutions in Poland
69. SolarSPELL - Sustainable Digital Education for Off-Grid Communities
70. European Schoolnet Academy - Advancing Sustainable Digital Education in Europe
71. European Youth Portal - A Digital Hub for Youth Workers and Sustainable Digital Education
72. Youth Action Workshops - Empowering Youth Workers for Active Engagement in Poland

Authors:

A.M.O.R. project partners

- Internationaler Bund
- AEVA
- Calasanz Santurtzi
- Celje Youth Center (MCC)
- Danmar Computers
- The Future Now Association
- YES Forum

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