Digital4All

Toolkit for designing inclusive digital learning

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Introduction

This toolkit is a result of the Erasmus+ project Building the capacity of universities to develop digital strategies to serve all learners, which is co-funded by the European Union during 2023-2025 (Digital4All). The project is a cooperation between six partner organisations from Belgium, Cyprus, Finland, Greece, and Ireland. The project aims to build the competencies of academics, learning designers, and teaching staff in designing digitally inclusive curricula in higher education and to raise awareness of the need to be inclusive in the new digital era. Based on a recent report by the European Association for International Education (EAIE), there is a high demand for providing universities with guidelines and access to effective practices that better support disadvantaged learners (Rumbley, 2020). The primary focus of Digital4All is to raise awareness and promote the strategic inclusion of vulnerable groups in a digitised education system. Furthermore, the project aims to raise awareness and promote the strategic inclusion of vulnerable groups in a digitised education system. The project will assist HEIs in tackling the obstacles marginalised groups may face when participating in digital learning experiences (technology-enhanced and fully online) such as linguistic, social, cultural, physical and learning barriers, that add up to potential exclusion. The learners at risk will benefit from diverse digital learning environments that support their social, emotional, and cognitive well-being, minimising drop-out rates.

Universal Design for Learning (UDL)

Since the 1980s, technology has been gradually integrated into teaching and learning practices in many countries. However, in 2020, the world experienced a great shift in their educational landscape due to the COVID-19 pandemic. Technology assumed a significant medium for teaching and learning. Acknowledging the growing significance of digital technologies in higher education, there is an increasing need to address inequalities and create effective digital learning environments among teachers and learners.

The accessibility and use of digital technology are greatly influenced by the use of appropriate educational pedagogies, educators' attitudes and competencies, and larger societal contexts. To address the challenges and remove obstacles to learning, especially for those more severely exposed to the 'digital divide', certain strategies can be employed. Specifically, when it comes to removing obstacles to learning and meeting the requirements of students, the Universal Design for

Learning (UDL) framework provides an essential basis for course design and delivery to address digital exclusion issues (Ismailov & Chiu, 2022).

UDL addresses diversity in the classroom in many ways:

- It places the learners as the point of focus within instructional activities,
- It utilises a curriculum that is intentionally designed to reduce learning barriers,
- It addresses the requirements of all students proactively (Cumming & Rose, 2022).

There are a range of benefits and opportunities provided by UDL for inclusion in Higher education institutions:

- It provides a framework for designing and delivering learning experiences that are accessible and inclusive for all learners.
- UDL allows all students to access course materials, removing the need for some of them to actively seek support and disclose any sensitive information about them.
- UDL promotes engagement, motivation, and academic success.

By using UDL, institutions can create courses tailored to each learner's needs and preferences. This personalised approach to learning not only enhances student engagement but also fosters a more inclusive learning environment (Beck Wells, 2022; Cumming & Rose, 2022). As a result, UDL offers higher education a helpful framework for addressing issues related to accessibility and diversity. By using this framework, educators can create flexible objectives, techniques, exercises, and assessments that offer support and scaffolding, including digital resources, to help teachers better meet the unique learning needs of each student.

Recommended guidelines for implementing UDL in higher education learning environments include:

- Delivering information in a range of comprehensible, interesting, and easily accessible formats.
- Giving pupils a variety of channels for communication and information input.
- Ensuring that the greatest number of students are able to undertake physical actions.
- Ensuring directions are easy to read and comprehend.

- Ensuring the greatest number of pupils comprehend and implement safety mechanisms and equipment.
- Establishing classroom environments that respect and value diversity.
- Preserving consistent communication between teachers and students.
- Consistently offering detailed feedback.
- Using a range of techniques to evaluate students.
- Getting acquainted with university policies and available resources to meet the needs of students (Cumming & Rose, 2022).

Overview of the Toolkit

The Digital4All Toolkit provides instructions on how academics, learning designers, and teaching staff can design more inclusive digital teaching. The toolkit is based on a literature review, focus group interviews, and a survey about the good practices, policies, challenges and needs conducted across the five partner countries (Belgium, Cyprus, Finland, Greece, Ireland). A transnational report summarising the findings was also conducted. This toolkit is adapted to provide content that is practical and useful in designing inclusive teaching. Tools, such as checklists and best practices, in this Toolkit, have been adapted to respond to the needs of teaching professionals.

Purpose of the Toolkit

The Digital4All Toolkit provides resources that guide teaching professionals to reflect on the extent of equity and inclusion in their HEIs. It also presents concrete ideas, actions, and tools for systematically addressing issues and barriers of equity. Academics, learning designers, and teaching staff can find inspiration in enhancing inclusive digital learning for all.

Sections of the Toolkit

The Toolkit is divided into three sections:

SELFIE Checklist adapted for Higher Education Practitioners (SELFIE tool), which can be used by the users to reflect on the extent of equity and what is missing from achieving inclusion in digital learning contexts.

Step-by-step guide on digital inclusion, which is a simple practical guide for systematically addressing issues and barriers of equity in digital learning environments.

25 Best practices in the field of inclusion in digital teaching and learning.

SELFIE Checklist adapted for Higher Education Practitioners

The SELFIE (Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies) **tool is a free, online self-reflection tool developed by the European Commission**, designed to help educational institutions evaluate and improve their digital capabilities. It enables students, teachers, and school leaders to assess how digital technologies are integrated into teaching and learning practices. The tool supports a comprehensive evaluation across several key areas, including leadership, infrastructure, pedagogy, and assessment practices, thereby guiding institutions toward enhancing their digital strategies and fostering innovative teaching and learning.

Adaptation for Inclusive Higher Education

The questions and themes of the SELFIE tool have been extracted and slightly adapted for a higher education context looking at digital competencies with an inclusive lens. This adaptation focuses on understanding the digital competence of higher education practitioners, including faculty and administrative staff. The revised questions are structured to address various dimensions of digital technology use, such as teaching practices, assessment methods, professional development, and student digital competency. By tailoring the tool to higher education, the adapted SELFIE framework aims to assess and enhance the development of digital capabilities that are essential for fostering effective teaching and learning at the tertiary level. In this section, you may think of your answers in relation to your department/unit, especially if you work in a large institution. The original SELFIE Tool can be accessed here.

All of the following questions are meant to be answered on a 5-point scale plus a Not Applicable option:

- 1 - Not at all
- 2 - Slightly
- 3 - Moderately
- 4 - Very much
- 5 - Extremely
- N/A - Not applicable

The questions are divided into **9 areas**:

Area A	Digital Competence Self-Reflection
Area B	Collaboration and Networking
Area C	Infrastructure and Equipment
Area D	Continuing Professional Development
Area E	Pedagogy: Support and Resources
Area F	Pedagogy: Implementation
Area G	Assessment Practices
Area H	Student Digital Competence
Area I	Overall Reflection

Area A: Leadership - Digital Competence Self-Reflection

A1. Digital Strategy Development [1] [2] [3] [4] [5] [N/A]	To what extent do you believe there is a clear digital strategy in your institution that guides the integration of digital technologies for teaching and learning?
A2. Collaborative Strategy Development [1] [2] [3] [4] [5] [N/A]	How actively are faculty members and other stakeholders engaged in the development of the institution's digital strategy?
A3. Support for Innovative Teaching Methods [1] [2] [3] [4] [5] [N/A]	How effectively are colleagues supported in experimenting with new ways of teaching using digital technologies?
A4. Opportunities for Professional Development [1] [2] [3] [4] [5] [N/A]	How much time is provided for faculty to explore and enhance their teaching methods through the use of digital technologies in your institution?
A5. Adherence to Copyright and Licensing	To what extent does your institution ensure that copyright and licensing

[1] [2] [3] [4] [5] [N/A]	rules are understood and applied when using digital technologies?
A6. Inclusive Digital Strategy [1] [2] [3] [4] [5] [N/A]	To what extent does the digital strategy in your institution consider the diverse needs of all learners, including those from various backgrounds and abilities?

Area B: Collaboration and Networking

B1. Progress Review in Digital Integration [1] [2] [3] [4] [5] [N/A]	To what extent does your institution regularly review progress in the effective use of digital technologies for teaching and learning?
B2. Discussions on Technology Use [1] [2] [3] [4] [5] [N/A]	How often do you engage in discussions with colleagues about the advantages and disadvantages of using digital technologies in teaching and learning?
B3. Collaborative Partnerships [1] [2] [3] [4] [5] [N/A]	How effectively does your institution utilise digital technologies to enhance partnerships with other organisations for educational purposes?
B4. Collaboration for Blended Learning [1] [2] [3] [4] [5] [N/A]	To what extent do you participate in collaborative efforts with other schools or organisations to support the effective use of digital technologies for blended learning?
B5. Collaboration for Diverse Perspectives [1] [2] [3] [4] [5] [N/A]	In your organisation, how frequently are diversity and inclusion centred in discussions regarding integrating digital technologies?

Area C: Infrastructure and Equipment

C1. Infrastructure [1] [2] [3] [4] [5] [N/A]	To what extent does the digital infrastructure in your institution support teaching and learning with digital technologies?
C2. Digital Devices for Teaching [1] [2] [3] [4] [5] [N/A]	How adequate are the digital devices available for teaching purposes in your institution?
C3. Internet Access [1] [2] [3] [4] [5] [N/A]	To what extent is there reliable access to the Internet for teaching and learning in your institution?
C4. Technical Support [1] [2] [3] [4] [5] [N/A]	How effectively is technical support provided in your institution in case of problems with digital technologies?
C5. Data Protection [1] [2] [3] [4] [5] [N/A]	In your experience does your institution maintain adequate data protection systems?
C6. Digital Devices for Learning [1] [2] [3] [4] [5] [N/A]	To what extent are school-owned/managed digital devices available for students to use when needed?
C7. Devices for Students [1] [2] [3] [4] [5] [N/A]	To what extent are portable devices available for students to take home when needed in your institution?
C8. Digital Divide: Measures to Identify Challenges [1] [2] [3] [4] [5] [N/A]	Are there measures in place to identify challenges related to blended learning, particularly concerning students' learning needs and socio-economic backgrounds?

C9. Digital Divide: Support to Address Challenges [1] [2] [3] [4] [5] [N/A]	How aware are stakeholders of challenges related to blended learning for students with differing needs? To what extent is your institution's plan to help instructors address those challenges?
C10. Bring Your Own Device [1] [2] [3] [4] [5] [N/A]	To what extent are students in your institution expected to bring and use their own portable devices during lessons? How effective are measures to ensure equitable access for students unable to meet this requirement?
C11. Physical Spaces [1] [2] [3] [4] [5] [N/A]	How well do physical spaces in your institution support teaching and learning with digital technologies for all student groups?
C12. Assistive Technologies [1] [2] [3] [4] [5] [N/A]	Are students in need of special support able to access assistive technologies in your institution?
C13. Online Libraries/Repositories [1] [2] [3] [4] [5] [N/A]	To what extent does your institution provide online libraries or repositories with up-to-date, culturally responsive, teaching and learning materials?
C14. Accessibility of Digital Resources [1] [2] [3] [4] [5] [N/A]	To what extent does your institution ensure digital resources and technologies are accessible to all students, including those with diverse learning needs and those from potentially excluded groups?

Area D: Continuing Professional Development (CPD)

Part 1: CPD Needs and Opportunities

D1. CPD Needs [1] [2] [3] [4] [5] [N/A]	To what extent do you discuss CPD needs for teaching with digital technologies with your colleagues?
D2. Sharing Experiences [1] [2] [3] [4] [5] [N/A]	How effectively is the sharing of experiences about teaching with digital technologies supported within your professional community?
D3. Participation in CPD [1] [2] [3] [4] [5] [N/A]	How often do staff members have opportunities to participate in CPD for teaching and learning with digital technologies?
D4. Diversity and inclusion in CPD [1] [2] [3] [4] [5] [N/A]	To what extent do these include training on the importance of diversity and inclusion as it relates to digital competence?

Part 2: Usefulness of CPD Activities

If you have participated within the last year in any CPD activities on the pedagogical use of digital technologies, please reflect on their usefulness to you and your development regarding inclusion and diversity issues in your professional practice:

D4. Face-to-Face Professional Learning [1] [2] [3] [4] [5] [N/A]	Face-to-face courses, seminars, or conferences outside school.
D5. Online Professional Learning [1] [2] [3] [4] [5] [N/A]	Online courses, webinars, or online conferences.
D6. Learning Through Collaboration [1] [2] [3] [4] [5] [N/A]	Learning from other teachers within your school through online or offline collaboration.
D7. Learning Through Professional Networks [1] [2] [3] [4] [5] [N/A]	Learning from other teachers through online teachers' networks or communities of practice (such as eTwinning).
D8. In-House Mentoring/Coaching [1] [2] [3] [4] [5] [N/A]	In-house mentoring or coaching, as part of a formal school arrangement.
D9. Other In-House Training [1] [2] [3] [4] [5] [N/A]	Other in-house training sessions organised by the school (for instance, workshops by the ICT Coordinator or observing colleagues teaching).
D10. Study Visits [1] [2] [3] [4] [5] [N/A]	Study visits (for instance, to other schools, businesses, or organisations).

D11. Accredited Programmes [1] [2] [3] [4] [5] [N/A]	Accredited programmes (for instance, short accredited courses, degree programmes).
D12. Other CPD Opportunities [1] [2] [3] [4] [5] [N/A]	Other CPD opportunities related to teaching with digital technologies (please specify)

Area E: Pedagogy: Supports and Resources

E1. Online Educational Resources [1] [2] [3] [4] [5] [N/A]	How often do you research digital educational resources to support teaching and learning?
E2. Creating Digital Resources [1] [2] [3] [4] [5] [N/A]	How effectively do you create digital resources to support teaching and learning?
E3. Using Virtual Learning Environments [1] [2] [3] [4] [5] [N/A]	How effectively are virtual learning environments utilised with students at your institution?
E4. Communicating with the School Community [1] [2] [3] [4] [5] [N/A]	How effectively are digital technologies for school-related communication leveraged at your institution?
E5. Open Educational Resources [1] [2] [3] [4] [5] [N/A]	To what extent are open educational resources present in your institution's curriculum materials?
E6. Culturally Relevant Digital Content [1] [2] [3] [4] [5] [N/A]	To what extent is the digital content used by your institution inclusive of diverse cultures and perspectives?

Area F: Pedagogy: Implementation in the Classroom

F1. Tailoring to Students' Needs [1] [2] [3] [4] [5] [N/A]	To what extent are digital technologies used to tailor teaching to students' individual needs?
F2. Fostering Creativity [1] [2] [3] [4] [5] [N/A]	How effectively are digital technologies supporting students' creativity in your institution?
F3. Engaging Students [1] [2] [3] [4] [5] [N/A]	In your institution, to what extent are assigned digital learning activities engaging students?
F4. Student Collaboration [1] [2] [3] [4] [5] [N/A]	How effectively do digital technologies facilitate student collaboration?
F5. Cross-Curricular Projects [1] [2] [3] [4] [5] [N/A]	To what extent are students engaged in using digital technologies for cross-curricular projects in your institution?
F6. Adapting Teaching for Diversity [1] [2] [3] [4] [5] [N/A]	How effectively are digital technologies integrated into the professional practices of your institution to better meet diverse student needs?

Area G: Assessment Practices

G1. Assessing Skills [1] [2] [3] [4] [5] [N/A]	To what extent are digital technologies supporting the assessment of students' skills?
G2. Timely Feedback [1] [2] [3] [4] [5] [N/A]	How effectively are digital technologies supporting timely feedback to students?
G3. Reflection on Learning [1] [2] [3] [4] [5] [N/A]	In your institution, to what extent are digital technologies enabling students to reflect on their own learning and provide feedback on other students' work?
G4. Documenting Learning [1] [2] [3] [4] [5] [N/A]	How effectively are students utilising digital technologies to document their learning?
G5. Using Data to Improve Learning [1] [2] [3] [4] [5] [N/A]	To what extent is digital data about individual students intentionally applied to improve their learning experience?

G6. Valuing Skills Developed Outside School [1] [2] [3] [4] [5] [N/A]	To what extent are digital skills students have developed outside school valued?
G7. Inclusive Assessment Strategies [1] [2] [3] [4] [5] [N/A]	To what extent do digital technologies help the implementation of assessment practices that accommodate the diverse needs of students, including those who may require alternative assessment approaches?

Area H: Student Digital Competence

H1. Safe Behaviour [1] [2] [3] [4] [5] [N/A]	To what extent is online safety taught in your institution?
H2. Responsible Behaviour [1] [2] [3] [4] [5] [N/A]	To what extent do students learn how to behave responsibly and respect others when they are online in your institution?
H3. Checking Quality of Information [1] [2] [3] [4] [5] [N/A]	To what extent do students learn how to evaluate the accuracy and bias of information they find online?
H4. Giving Credit to Others' Work [1] [2] [3] [4] [5] [N/A]	To what extent do students learn how to consistently give credit to others' work they have found online?
H5. Creating Digital Content [1] [2] [3] [4] [5] [N/A]	To what extent do students learn to create digital content in your institution?
H6. Learning to Communicate [1] [2] [3] [4] [5] [N/A]	To what extent do students learn to communicate using digital technologies? Are students regularly encouraged to include inclusive approaches to their digital communication?

H7. Digital Skills Across Subjects [1] [2] [3] [4] [5] [N/A]	To what extent do students develop their digital skills across different subjects in your institution?
H8. Learning Coding or Programming [1] [2] [3] [4] [5] [N/A]	To what extent do students learn coding or programming in your institution?
H9. Solving Technical Problems [1] [2] [3] [4] [5] [N/A]	To what extent do students learn how to solve technical problems when using digital technologies?
H10. Digital Competence for All [1] [2] [3] [4] [5] [N/A]	To what extent do students in your institution learn and apply the necessary attitudes and skills to promote inclusion and respect for diversity in online environments?

Area I: Overall Reflection on Digital Inclusive Practices

I1. Additional Comment or Insights What challenges, successes or other further comments would you like to contribute to the ongoing discussion about creating more equitable digital learning environments in your institution?

Step-by-step guide

This step-by-step guide provides a framework of concrete steps to take to design more digitally inclusive courses. Inspired by the Inclusive Hubs Step-by-Step Guide, it explains how to achieve this goal one step at a time and presents the work in small and manageable parts. The guide includes six steps:

- **Step 1: Initiation and needs assessment**
- **Step 2: Creation of an action plan**
- **Step 3: Implementation and monitoring**
- **Step 4: Evaluation and revision of the action plan**
- **Step 5: Implementation and sustainability**
- **Step 6: Celebrate success**

These steps help you to design more inclusive teaching by breaking down the work into smaller parts. As learning is an ongoing process, progress may not be linear and movement back and forth between the steps are expected on the journey towards achieving these goals.

Step 1: Initiation and needs assessment

The first step is to raise awareness of the initiative and identify the needs and strengths of your HEI in the area of inclusion in digital teaching and learning. You may consider setting up an action group, including members from the HEI leadership and staff and preferably also the student group. It would be ideal to include persons who are knowledgeable of issues related to inclusion, either through their own experiences or research. To identify the needs and strengths, the action group can complete the Digital4All checklist (SELFIE tool) or other tools. You can also interview or talk to different stakeholders in or outside your HEI. This would include, for instance, teachers, students, support staff, families, people/organisations from the local community etc. The following questions can be useful to consider at this point:

- Who should be involved in the action group?
- What are the different stakeholders' needs related to (in)equality in digital teaching?
    - What are the needs or gaps in our HEI?
    - What are the needs of the students?
    - What are the needs of the teachers?
- What are our strengths / what works for us when it comes to inclusive teaching?
- What assets and opportunities exist in our HEI?
- What might be a priority for change and development?

Once you/your action group have identified the gaps, needs, and strengths of different stakeholders, document them and begin to think about how your action group can respond. Think about opportunities and risks for developing inclusive teaching and learning. For instance, you can start by listing the Strengths, Weaknesses, Opportunities, and Threats (SWOT analysis) of your professional community.

You can also familiarise yourself with best practices and policies related to inclusion in digital teaching and learning, which can be found in the 25 Best practices of this Toolkit.

Example of a SWOT analysis template

Question	Teachers	Students	Other personnel (IT, learning design experts, students coordinators, etc.)
What are some of the strengths of our community as regards to inclusion and digital learning?			
What are some of the weaknesses our community struggles with when it comes to inclusion and digital learning?			
What opportunities do we have as a community as regards to inclusion and digital learning?			
What threats can our community anticipate when it comes to inclusion and digital learning?			

Step 2: Develop an action plan

Plan your actions based on the needs, gaps, strengths, and assets identified in the first step. Brainstorming sessions with the action group and other relevant stakeholders can be useful for generating ideas and deciding on focused actions to take. The following points can be useful to think about and document at this stage:

- What is my/our vision for inclusion in digital teaching and learning?
- What is my/our focus?
- Who is the target group(s)?
- What are the goals?
- What actions should we take and how should we prioritise those actions?
- How do we make sure that no one is left behind in the planning process?
- Who should be involved in the actions and what are their roles and responsibilities? Who will coordinate the implementation?
- What resources are needed for implementing the action(s)? Allocate the resources.
- Define the indicators of progress and success for the planned action(s) and agree upon a timeline.
- Clearly articulate how these will be monitored and evaluated.

Examples of specific actions can be found in the section on good practices and tools in 25 Best practices.

Step 3: Implement and monitor actions

Implement the action(s) planned for in the previous phase. It can be useful to start small and pilot the action(s) before full implementation. The implementation will vary by context as well as the agreed upon actions. For instance, designing a new eLearning course compared to organising a training event for teaching personnel. Some general guidelines regarding this phase include:

- **Preparation,** including coordination with key people, clarifying responsibilities, setting up facilities, allocating resources, and providing training as needed.
- **Execution** of the action(s).
- **Monitoring** of the action(s), e.g. checklists, reports from responsible people about progress, effectiveness, etc.

The following questions related to implementing the monitoring of the action(s) can be useful to consider during the preparation phase:

- What methods and measures will we use to monitor the implementation and progress of the action(s)? Will we use the checklist completed in the first phase? How will we use the indicators we defined? Will we interview/talk to the different stakeholders and target groups? Will we record our observations?
- Who will be responsible for monitoring the action(s)?
- Who will be responsible for analysing and collating the monitoring data?

Some examples of questions you might find useful to consider during the monitoring are:

- Have we accomplished the actions as planned? If yes, what are they? If not, which actions did we not accomplish? Why did we not accomplish them?
- Have we made any changes to the actions originally planned for? If yes, what changes were made? Why were they made?
- Have we accomplished additional actions that were not originally planned for? If yes, what actions? Why were these actions implemented?

- Have we faced any obstacles during the implementation of the action(s)? Which ones? How did we overcome them?

Based on the monitoring you can course correct for future attempts. Ask yourself:

- What trends or implications do the results of the monitoring support?
- What do we learn from this?
- How should we adapt future actions?

You may consider using a collaborative online tool to monitor the progress, which keeps everyone in the action group up to date about the steps taken.

Implementing and monitoring actions: three main steps.

Step 4: Evaluate and revise the action plan

When the action(s) have been implemented, it is time to evaluate the action(s) and revise the action plan as needed to make it work for your institution. You can do this by asking those involved in the implementation of the action and by using the SELFIE Checklist adapted for Higher Education Practitioners and/or indicators you defined in the beginning (SWOT analysis etc.). The data from the monitoring is also a useful source for evaluation and revisions.

The following questions can be useful to consider:

- What measures will we use to evaluate the implementation and outcomes?
- Did we achieve our goal?
- Did the action(s) have an impact, i.e. did we make a difference?
- What worked well?
- How can we develop or improve the action(s) / action plan to transform our school into an inclusive hub?

Step 5: Implement and sustain

Ensuring the sustainability of inclusive practices requires continuous review of the action plan and action(s) by school leaders and staff. You should talk to teachers and students. You can use processes and methods from the monitoring activities in the previous phase. Some questions you can consider are:

- Are the goals and outcomes still relevant?
- Has our HEI become more inclusive in digital teaching situations?
- Does our HEI meet the current needs of all students in online learning?
- What are the strengths and weaknesses of our practices in the area of inclusion?
- Can the action plan and action(s) be developed or improved? How? What opportunities can be identified and are there any possible obstacles?
- Are the action group and other people involved still motivated to work on this or do we need to look for others who would be interested in being involved?

Step 6: Share and celebrate success

Although improving the inclusion in digital teaching and learning is an ongoing process, it is recommended that success is periodically celebrated and shared with the relevant stakeholders. This is also an opportunity to spread awareness and good practices, as well as to get more people involved in enhancing inclusion.

25 Best practices

This is a comprehensive list of best practices identified by the Digital4All project team in the area of inclusivity in digital teaching and learning. Each best practice is introduced in more detail in the next section.

1. GOOD PRACTICE/POLICY: Professional training for easy-to-read facilitators and validators

This best practice sheds light on the easy-to-read methodology that aims to produce accessible content and information for people with reading difficulties.

2. GOOD PRACTICE/POLICY: Towards Inclusive eLearning: Improving Accessibility of eLearning in Higher Education from Universal Design for Learning Perspective

This best practice is suited for teaching professionals who are interested in reading about Universal Design for Learning (UDL). It contains learning materials about inclusive education and UDL.

3. GOOD PRACTICE/POLICY: Inclusive University Digital Education (InclUDE)

The Inclusive Repository is a platform of existing and freely available digital tools that can support inclusive and accessible education for all learners in remote settings. The repository aims to provide a comprehensive repository of resources that can be used by teachers, lecturers, students, social service providers and their families to increase the accessibility and inclusivity of online learning practices.

4. GOOD PRACTICE/POLICY: VRAILEXIA- Partnering Outside the Box: Digital and Artificial Intelligence Integrated Tools to Support Higher Education Students with Dyslexia

This best practice contains resources for academic teaching staff that help them in using new and emerging technologies to support students with dyslexia.

5. GOOD PRACTICE/POLICY: Discover Digital Project

This best practice contains resources that help students and academic teaching professionals to access and use digital and online services, such as social media.

6. GOOD PRACTICE/POLICY: Narratives of Systemic Barriers and Accessibility

This best practice (publication) takes a broad approach to inclusion and serves to expand knowledge and understanding of ways to support vulnerable students in digital learning.

7. GOOD PRACTICE/POLICY: Diversity, Equity, and Inclusion in European HE

This best practice is based on a report on the current state of diversity, equity, and inclusion in European HE. It highlights the need to enhance discourse between universities and other stakeholders in developing inclusion in HE.

8. GOOD PRACTICE/POLICY: Inclusive UCC project

This best practice provides a range of resources and training for both students and staff in digital inclusion, such as training in Universal Design for Learning.

9. Good practice/policy: European Strategy for Universities

This best practice alleviates the importance of diversity and inclusion in rapidly evolving digital landscape in HE institutions.

10. GOOD PRACTICE: The action plan of the University of Nicosia to respond to Covid-19 crisis.

This best practice shows a model for universities in how they can respond to acute crises that require online learning, such as pandemics.

11. GOOD PRACTICE: Inclusive HE project

This best practice is suited for those interested in inclusion in HE, be it f2f or online, by offering a toolkit, eLearning platform, and a course for all HEI staff.

12. GOOD PRACTICE: Equality Plan of CUT (2022-2024)

This best practice takes an interdisciplinary approach to equality, diversity and inclusion and exemplifies a good action plan for HEIs in the area of DEI.

13. GOOD PRACTICE: Leader AI

This best practice provides resources for HEI staff who are interested in learning how AI can be used in personalising learning experiences for all, especially for those who struggle with the traditional one-size-fits-all approach in HE.

14. GOOD PRACTICE/POLICY: Web 2.0: Good Practices in Higher Education

This best practice includes different practices that can be utilised in online teaching and learning in order to promote students' engagement.

15. GOOD PRACTICE/POLICY: H5P. User guides for the H5P interactive tool in e-Class

This best practice provides an online tool for creating interactive content for online teaching, such as videos and games.

16. GOOD PRACTICE/POLICY: Online teacher training courses. VELA - Empowering VET through innovative and inclusive learning approaches

This best practice is aimed for teaching professionals who want to learn more about the current practices in inclusive digital education (in Greek only).

17. GOOD PRACTICE/POLICY: Using infographics in the educational process: Designing Infographics in a Higher Education context: content and aesthetics in a timeline layout

This best practice provides information about the use of infographics and how visual material can enhance learning in digital spaces.

18. GOOD PRACTICE/POLICY: National Access Plan

This policy examines how to create a more inclusive and diverse higher education sector. It offers practical, data-driven approaches to inclusivity and access.

19. GOOD PRACTICE/POLICY: Ireland's Digital Inclusion Roadmap

This best practice presents a roadmap for achieving digital inclusion across society.

20. GOOD PRACTICE/POLICY: Ireland's Digital Strategy for Schools to 2027

This best practice provides a strategy for the effective use of digital technologies among students and educators.

21. GOOD PRACTICE/POLICY: Harnessing Digital

This best practice provides a framework of digital transformation across society with a special emphasis on inclusivity.

22. GOOD PRACTICE/POLICY: Accessibility Checklist for a New Course

This best practice provides an accessibility checklist for teachers who are planning a new course. The special emphasis is on the course content and how it can be made as accessible as possible.

23. GOOD PRACTICE/POLICY: Policies for the digitalisation of education and training until 2027

This best practice is aimed for HE institutions and provides steps in strengthening digitalisation in education with a special emphasis on equality.

24. GOOD PRACTICE/POLICY: Digivision 2030

This best practice provides an example of how HE institutions can collaborate in developing their online teaching practices. It also targets students and aims to help different learners to find courses that suit their individual needs.

25. GOOD PRACTICE/POLICY: Digital Accessibility of Teaching

This best practice gives instructions for teachers in HE institutions to design their online teaching accessible for all by providing practical tips.

EUROPE:

1. **Professional training for easy-to-read facilitators and validators Project**

GOOD PRACTICE/POLICY: Professional training for easy-to-read facilitators and validators **AUTHOR(S):** TRAIN2VALIDATE project partners **WEBSITE/LINK:** http://www.train2validate.org/	
Summary of the Good Practice (GP)	TRAIN2VALIDATE is an Erasmus+ KA2 project (Strategic Partnerships for higher education). It aims to provide professional training for **easy-to-read facilitators and validators**. Easy-to-Read is a method to prepare comprehensible content for people with reading comprehension difficulties. Both existing (UNE 153101 EX in Spain, ISO/IEC 23859:2023 internationally) and in development (DIN SPEC 33429:2023 in Germany) standards pointed that this is a two-step methodology: translation done by writers and validation performed by validators supported by facilitators. Validators check the content comprehension and propose improvements. Facilitators coordinate their job. EASIT Erasmus+ project tackles a certifiable training for Easy-to-Read writes. Train2Validate tackles the training for validators and facilitators. The existence of an Easy-to-Read standard opens the choice for professionalisation. Moreover, it allows a specific professional opportunity for people with reading comprehension difficulties, as well as for people with intellectual disabilities.
Goal(s) of the document:	To propose a theoretical framework for the training of validators and facilitators; illustrate the skills, attitudes and knowledge needed by a validator and a facilitator; and provide details about learning outcomes and the corresponding credits
Target group(s):	Higher education staff
Main intervention strategies:	Easy-to-read (E2R) methodology

Rationale for choosing the GP:	TRAIN2VALIDATE project is built on the idea of social inclusion for global and social improvement, trying to change the general perception that a disability or difficulty is a burden. **The E2R methodology is an inclusive writing methodology** that aims to produce easy-to-understand content and information for people with reading difficulties
Theories used (cited):	N/A
Needs/problems addressed by the GP:	recognition of the roles of validators and facilitators and of harmonised training across Europe by designing competence-based curriculum and open-source training materials
Possible benefits/ resources derived from the GP:	Curriculum for the training of facilitators and validators of easy-to-read texts
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	It has received an excellent rating in the evaluation from the Spanish National Agency and it has been included as a good practice in the Erasmus+ projects database

2. Towards Inclusive eLearning: Improving Accessibility of eLearning in Higher Education from Universal Design for Learning Perspective

GOOD PRACTICE/POLICY: Towards Inclusive eLearning: Improving Accessibility of eLearning in Higher Education from Universal Design for Learning Perspective **AUTHOR(S):** TINEL project partners **WEBSITE/LINK:** https://www.hamk.fi/en/projects/tinel/#learning-materials	
Summary of the Good Practice (GP)	The TINEL project has developed learning materials to be used for training staff at higher education institutions in inclusive teaching and **Universal Design for eLearning** (UDeL). The learning materials have been developed iteratively and tested during four Universal Design for eLearning (UDeL) camps with participants from Finland, Norway, Sweden, and the UK.
Goal(s) of the practice:	to train staff at higher education institutions (HEIs) in inclusive e-learning and blended learning based on the principles of Universal Design for eLearning (UDeL)
Target group(s):	higher education staff
Main intervention strategies:	learning materials for training staff based on Universal Design for eLearning
Rationale for choosing the GP:	The project focuses on UDL specifically in e-learning; hence it is referred to as UdeL. UDL is also the basis of the Digital4All project.
Theories used (cited):	Universal Design for Learning
Needs/problems addressed by the GP:	The need to train higher education institutions in inclusive teaching and Universal Design for eLearning
Possible benefits/ resources derived from the GP:	Learning materials created could be used as an inspiration for Digital4All training
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The project has been included as a good practice in the Erasmus+ projects database

3. Inclusive University Digital Education (InclUDE)

GOOD PRACTICE/POLICY: Inclusive University Digital Education (InclUDE) **AUTHOR(S):** EASPD and the InclUDE project partners. **WEBSITE/LINK:** https://www.includeonline.eu/	
Summary of the Good Practice (GP)	The Include Repository is a platform of existing and freely available digital tools that can support inclusive and accessible education for all learners in remote settings. Developed by the Inclusive University Digital Education (InclUDE) project, the platform aims to provide a comprehensive repository of resources that can be used by teachers, lecturers, students, social service providers and their families to increase the accessibility and inclusivity of online learning practices. The platform offers a variety of digital tools and resources in English, French and German.
Goal(s) of the practice:	• To gather the best practices discovered during the 2020 lockdown. • to ensure that students in a range of circumstances do not get left behind as online and blended learning becomes more prevalent
Target group(s)	• People working in the field of education at any level, including VET and adult education • Learners with or without disabilities, their families and support service providers • National and local authorities • European institutions • Social care organisations • Cultural organisations • Medical care providers • Small-scale businesses (SMEs, micro-enterprises, self-employed), who want to be more accessible for their customers but have limited technical support/awareness.
Main intervention strategies:	Collect and share examples of resources that can be used to increase accessibility and inclusivity of online learning
Rationale for choosing the GP:	The platform provides a single catalogue of tools and resources, in one location, for teaching

	professionals and students to make their content more accessible or more easily access teaching materials
Theories used (cited):	N/A
Needs/problems addressed by the GP:	The COVID-19 pandemic and the rapid shift to remote teaching methodologies
Possible benefits/ resources derived from the GP:	Repository of Accessible Digital Tools and Resources
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	N/A

4. **VRAILEXIA- Partnering Outside the Box: Digital and Artificial Intelligence Integrated Tools to Support Higher Education Students with Dyslexia**

GOOD PRACTICE/POLICY: VRAILEXIA- Partnering Outside the Box: Digital and Artificial Intelligence Integrated Tools to Support Higher Education Students with Dyslexia **AUTHOR(S):** VRAILEXIA Project Partners **WEBSITE/LINK:** https://vrailexia.eu/	
Summary of the Good Practice (GP):	This project result consists of the creation of a network of experts of various disciplines to share their knowledge in Universal Design methodology and strengthen the student-centred approach. The materials are available in English, Italian, Spanish, French and Greek. Both ToC and ToT paths provide materials usable also in distance learning and using VR environments.
Goal(s) of the document:	To train professionals through active participation in training courses and facilitate their collaboration with end users.
Target group(s):	Academic teaching staff
Main intervention strategies:	Training of creativity and training of trainers to share their knowledge in Universal Design methodology and strengthen the student-centred approach.
Rationale for choosing the GP:	The project focuses on a specific target group (students with dyslexia) and uses new and emerging technologies to enhance inclusion. Specifically, this project focused on creating (i) digital learning environment for supporting dyslexic students based on AI; (II) VR tests for dyslexia profile assessment and platform use effects on physiological aspects; (iii) online tools repository for teaching and learning; (iv) training path for trainers and learners respectively to increase the dyslexia awareness and entrepreneurial mindset skills; (v) memorandum of understanding (MoU) for clustering the actors/stakeholders to assess a European Network to foster common strategies of inclusion within HE.

Theories used (cited):	N/A
Needs/problems addressed by the GP:	Among approximately 1.6 billion people with learning disorders, about 80% are dyslexic, and 20% suffer from other SLDs. The report also showed that students with SLDs constitute 3.2% of the total students at primary and secondary school, whereas at university, they constitute only 1.2%. This drastic decrease clearly highlights how a university can become an insurmountable wall for them and how some actions in this regard are necessary to mitigate the main problems they experience during academic life. Starting from the necessity to untap dyslexic students' potential and enhance their strengths, VRAILEXIA aimed to develop learning tools and services to ensure to them equal access and opportunity of success during their career and their lifelong learning experience.
Possible benefits/ resources derived from the GP:	TOC and TOT (as well as other resources created under the scope of VRAILEXIA project) focus on UDL and entrepreneurial mindsets which are innovative among HEIs. Another innovative aspect of this project is the possibility of putting oneself in the shoes of the dyslexic students thanks to the implementation of experiencing their difficulties with virtual reality. The interdisciplinary approach that will see the cooperation of experts in AI, VR and psychology assured an integrated approach.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The project has been included as a good practice in the Erasmus+ projects database.

5. Discover Digital Project

GOOD PRACTICE/POLICY: Discover Digital Project **AUTHOR(S):** Staffordshire University, Connected Communities, Vast Investing in Communities, YMCA, Caudwell Children, Dove Service, Wavemaker, The Community Foundation for Staffordshire, Beth Johnson Foundation, WEA, Big Local, Lottery Funded, Staffordshire Police, City of Stoke-on-Trent, UK Government **WEBSITE/LINK:** https://discover-digital.org.uk/	
Summary of the Good Practice (GP)	The Discover Digital project highlights the importance of a multi-departmental and collaborative approach to digital skills training to tackle digital exclusion.
Goal(s) of the document	After identifying the numerous barriers to accessing digital equipment and developing digital skills, a group of organisations from the private, public, and voluntary sectors came together and formed a plan to help tackle the city's widening digital gap. That plan was Discover Digital. This partnership project provided tailored support to improve their access to equipment and connectivity, digital skills, and online safety.
Target group(s)	Academic, HE staff, Students
Main intervention strategies	Discover Digital used a carefully designed programme to address the city's unequal access to digital technologies and online services in several ways: Digital Skills Training to help people gain confidence in using technology and accessing online services, Get Connected Grants to provide people with the funds for the equipment and connectivity they need, The Digital Access Fund to help people overcome any barriers they may face in accessing digital including travel, childcare, software, and accessibility, Innovation Grants for local community organisations to lead small digital projects within their communities, Community Connectors to explore the everyday barriers the public face to accessing digital

	technologies and identify what is needed to overcome them, and Digital Champions Programme where participants can use their training to help support others who may feel less confident about getting online.
Rationale for choosing the GP	This approach has led to key initiatives such as updating the organisational development strategy and creating new persona-themed digital skills training packages for staff. When it comes to learning, the experience of remote learning during the COVID-19 pandemic has contributed to the development of an inclusive digital environment.
Theories used (cited):	Based on three core principles: accessibility, equality, diversity; inclusion; and empowerment.
Needs/problems addressed by the GP	Research by Stoke-on-Trent's Collaborative Network identified that young people, parents, and older people were three primary at-risk groups for digital exclusion.
Possible benefits/ resources derived from the GP	Staffordshire University worked with Jisc to deploy a digital diagnostic tool that allows users to self-report confidence in digital skills and applications.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	Positive feedback was received from participants. The material has been used in partner – universities. The tool has been embedded into the welcome week activities for incoming students and used to create learning packages for staff to use during induction and early in the semester.

6. Narratives of Systemic Barriers and Accessibility

GOOD PRACTICE/POLICY: Narratives of Systemic Barriers and Accessibility **AUTHOR(S):** Darlene Ciuffetelli Parker, Palmina Conversano **WEBSITE/LINK:** https://www.frontiersin.org/articles/10.3389/feduc.2021.704663/full	
Summary of the Good Practice (GP)	Capturing the experiences during the pandemic, on teachers' narratives of teaching and education. The narratives illuminate deep knowledge and insight into pre-existing systemic barriers prior to the pandemic, and how those same barriers are magnified during the pandemic.
Goal(s) of the document	The publication serves to attempt to eradicate systemic barriers by enhancing professional practice. Recommendations are made towards offering professional development as a requirement on topics of equity, diversity and inclusion, implementing equity-based action research projects by practising teachers alongside young people, offering tutoring and peer tutoring programs, and educating with high expectations rather than lowering the bar based on implicit bias.
Target group(s)	HE Teachers
Main intervention strategies	A narrative theoretical framework is used, as well as an ethic of care framework that informs the study.
Rational for choosing the GP	Issues of poverty, diversity, equity, and inclusion are illuminated, with further focus on topics of technology access, streaming, resilience, and teacher-student identity and relationship.
Theories used (cited):	3R Narrative Framework - focuses on developing partnerships and relationships, improving professional practice, and creating a caring school culture in order to facilitate inclusive education.
Needs/problems addressed by the GP	Issues of poverty, diversity, equity, and inclusion, that if not properly addressed could lead to marginalised students.
Possible benefits/ resources derived from the GP	The use of narrative inquiry has been invaluable to the understanding of how we can better deconstruct, reform, and rebuild new pathways to teaching and

	learning in order to support and meet the needs of the most vulnerable students.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The article serves to expand knowledge and understanding of ways to support and meet the needs of vulnerable students.

7. Diversity, Equity, and Inclusion in European HE

GOOD PRACTICE/POLICY: Diversity, Equity, and Inclusion in European HE **AUTHOR(S):** N/A **WEBSITE/LINK:** https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20european%20higher%20education%20institutions.pdf	
Summary of the Good Practice (GP)	Report on the data collection exercise is part of the EUA-led INVITED project
Goal(s) of the document	Support universities in developing strategies towards equity, diversity and inclusion. It also seeks to promote dialogue between stakeholders at the system level to ensure that regulatory and funding frameworks empower universities to fulfil their social responsibility.
Target group(s)	Higher Education Institutions, institutional leadership, faculty, administrators
Main intervention strategies	A total of 159 higher education institutions from 36 European systems responded to the INVITED survey, and semi-structured follow-up interviews were conducted with 12 higher education institutions from 11 countries.
Rationale for choosing the GP	Comprehensive report with wide coverage in terms of EU countries and universities.
Theories used (cited)	No specific theories were cited, a Survey and follow-up interviews were conducted as field research
Needs/problems addressed by the GP	According to the project results, few nations in the European Higher Education Area have created

	National Action Plans at the system level to fulfil their obligations.
Possible benefits/ resources derived from the GP	Enhancing the discourse between universities, policymakers, funders, public authorities, and stakeholder organizations that advocate for marginalized, disadvantaged, and vulnerable populations at the systemic level would be a significant step forward.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	This type of strategy is likely to result in more effective and higher-impact measures than “a "carrot-and-stick" approach (e.g., increasing financial pressure on higher education institutions if externally imposed targets are not fulfilled). It is essential to use a comprehensive system-level approach rather than to examine higher education establishments separately.

8. Inclusive UCC project

GOOD PRACTICE/POLICY: Inclusive UCC project **AUTHOR(S):** University College Cork **WEBSITE/LINK:** https://www.ucc.ie/en/inclusive/our-mission/ https://unic.eu/en/open-cases/supporting-digital-inclusion-and-accessibility-university	
Summary of the Good Practice (GP)	The Inclusive UCC is a project group within University College Cork that is dedicated to promoting digital inclusion for all students.
Goal(s) of the document	This project seeks to help UCC in its broader aim to be a leader in digital inclusion. It introduces some of the most critical aspects of digital accessibility and is designed to be a 'first step' in helping the university to ensure that its digital content is inclusive and meets legal requirements.
Target group(s)	Students, Faculty, Administrative Staff
Main intervention strategies	Examples include: • For university staff: training in Universal Design for Learning and accessibility techniques in teaching practice. • For students: an Accessibility Skills Guide, which provides useful tips on using technology in ways that work for them, as well as resources on access and disability. • An online Accessibility feedback form: to report any accessibility problems such as inaccessible websites.
Rationale for choosing the GP	Inclusive UCC provides a range of resources and training for both students and staff.
Theories used (cited):	No theories have been cited, but the principles of the project are founded on The EU Web Accessibility Directive (Directive (EU) 2016/2102) that was signed into Irish Law in September 2020.
Needs/problems addressed by the GP	Creating a level playing field and providing equal opportunities for all students, regardless of their background or abilities.
Possible benefits/ resources derived from the GP	Accessibility Statement Toolkit

Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	A functional live website has been created, which includes variety of resources to promote digital inclusion

9. European Strategy for Universities

Good practice/policy: European Strategy for Universities **AUTHOR(S):** European Commission **WEBSITE/LINK:** https://education.ec.europa.eu/sites/default/files/2022-01/communication-european-strategy-for-universities-graphic-version.pdf	
Summary of the Good Practice (GP)	The European Strategy for Universities is a comprehensive approach that aims to enhance the quality and relevance of higher education by focusing on future-proof skills.
Goal(s) of the document	Equipping students with the necessary competencies to navigate the rapidly evolving digital landscape. The strategy also emphasizes diversity and inclusion, advocating for equitable access to digital resources.
Target group(s)	Universities, Students
Main intervention strategies	Alignment of policy priorities and investments at EU, national, regional and institutional levels.
Rational for choosing the GP	The strategy is particularly crucial in the context of higher education, where digital inclusion can bridge educational gaps and foster an environment of equal opportunities. Furthermore, the strategy underscores the importance of democratic practices and fundamental rights, upholding academic values, and safeguarding the freedom of research.
Theories used (cited)	The development of a “New Framework for Enhancing European Cooperation” – based on four flagships to boost the European dimension in Higher Education and research.
Needs/problems addressed by the GP	Today, our society needs more than ever the contribution of its universities. Europe, in a quickly changing world, is facing major challenges - climate change and biodiversity loss, the digital transformation and aging population - at a time when it is hit by the

	biggest global health crisis in a century and its economic fall-out.
Possible benefits/ resources derived from the GP	By mid-2024, the Commission proposes to focus on achieving the four joint key objectives: • Strengthen the European dimension in higher education and research • Support Universities as lighthouses of the European way of life • Empower Universities as actors of change in the TWIN green and digital transitions • Reinforce Universities as drivers of the EU's global role and leadership.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The European Strategy for Universities is a robust framework that intertwines quality education, digital inclusion, and democratic values, paving the way for a more inclusive and digitally competent higher education landscape.

CYPRUS:

10. The action plan of the University of Nicosia to respond to Covid-19 crisis.

GOOD PRACTICE: The action plan of the University of Nicosia to respond to Covid-19 crisis. **AUTHOR(S):** Philippos Pouyioutas **WEBSITE/LINK:** https://www.nusct.net/wp-content/uploads/2021/10/ResponseUNIC-COVID-19-Pouyioutas-Final.pdf	
Summary of the Good Practice (GP)	With the outbreak of the pandemic, UNIC drafted a Contingency Academic Plan with specific actions and measures to respond to the transition to distance learning.
Goal(s) of the document	To present the university's response to the emergency of online learning during the COVID-19 crisis.
Target group(s)	Academics, HE staff, students, and other stakeholders.
Main intervention strategies	• Preparatory online training for all faculty members and students on how to use the platforms chosen for online learning (Moodle and Webex). The training for students was synchronous and asynchronous (videos). • Delivering relevant training at regular times to all faculty members by the e-Learning Pedagogical Support Unit, the Technology Enhanced Centre, and the Distance Learning Unit. • Conducting meetings with schools to discuss teaching and assessment methods. • Uploading learning material of the courses on Moodle - the LMS used for distance learning. • Supporting electronically invigilated written examinations, while also offering alternative methods of assessment for students, who did not want to have online exams (project assignments, portfolios, oral exams). • Internal QA committees overseeing delivery and assessment in online classes. • Involving student representatives in meetings with academic bodies regarding online exams.

	• Providing support to the Ministry in switching the delivery of primary and secondary education to online • Providing the option of online courses or selected face-to-face courses with live streaming, other online support, and asynchronous self-study material for students, who could not attend face-to-face due to health issues. • Technologically upgrading classes with cameras, microphones, and smart televisions/ boards to enable live streaming, with the aim of supporting the learning of students in vulnerable groups or students who for a serious reason could not attend face-to-face. • Guaranteeing with CAQAA that students who take online courses will not have any issues with recognizing their award title. • Aligning with the principles of equal access and inclusion by providing the same learning experience to all students.
Rationale for choosing the GP	UNIC was a good example of how to respond to the emergency of online teaching. As soon as the pandemic started, the university had an action plan, which was revised at times to ensure that all students would benefit from online learning in the best way possible.
Theories used (cited):	N/A
Needs/problems addressed by the GP	The inability of face-to-face teaching due to the pandemic, the need for digital inclusion
Possible benefits/ resources derived from the GP	The action plan, training, regular meetings with stakeholders, the involvement of students in decision-making, and the accessibility of all students can be a good example of digital inclusion in HE.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	UNIC will distribute surveys to students and teachers to evaluate online learning and review and revise actions according to the feedback.

11. Inclusive HE project

GOOD PRACTICE: Inclusive HE project **AUTHOR(S):** CARDET, INNOVADE LI, Abo Akademi University, EUCEN, University of Pitesti, University of Latvia **WEBSITE/LINK:** https://inclusivehe.eu/en/toolkit & https://inclusivehe.eu/en/e-learning	
Summary of the Good Practice (GP)	The Inclusive HE project focuses on developing practices that support the inclusion of people with diverse profiles in Higher Education Institutions.
Goal(s) of the document	The toolkit, which was developed in the framework of the project, aims to support HEIs, administrators and policymakers to develop and monitor inclusive policies and practices. The toolkit consists of six tools: a framework with good practices, a checklist for assessing the current status of inclusive policies and practices of a HEI, a canvas for reflection, a SWOT analysis for identifying strengths and weaknesses, a strategy worksheet to build a strategy of inclusion, a database of good policies and practices for insight into inclusive actions taken in HEIs across Europe. An eLearning platform was also developed. It consists of a MOOC, a two-week, self-paced course with gamified characteristics, including various resources and short quizzes. The course includes inclusive education-related topics to help HE faculty build soft skills and competencies and integrate inclusive learning into their teaching practices.
Target group(s)	Academics, HE staff, researchers, practitioners, learning designers, developers and university support staff
Main intervention strategies	• Provide free training to target groups on the toolkit material to help them develop inclusive practices in their institutions. • piloting the MOOC with the target groups to receive feedback. • making the MOOC freely accessible via the project's website for anyone interested in self-directed learning on inclusive practices in HE.

Rationale for choosing the GP	The project developed high-quality material, which is freely available online for self-study.
Theories used (cited):	UDL, gamification
Needs/problems addressed by the GP	Exclusion of students with diverse profiles from the learning process
Possible benefits/ resources derived from the GP	Toolkit - https://inclusivehe.eu/en/toolkit Training course - https://inclusivehe.eu/en/training-course eLearning platform - https://inclusivehe.eu/en/e-learning
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	Positive feedback was received from participants. The material has been used in partner – universities.

12. Equality Plan of CUT (2022-2024)

GOOD PRACTICE: Equality Plan of CUT (2022-2024) **AUTHOR(S):** CUT's Senate Equality Committee **WEBSITE/LINK:** https://www.cut.ac.cy/digitalAssets/497/497140_100gender_equality_plan.pdf	
Summary of the Good Practice (GP)	Cyprus University of Technology has developed an equality plan with targeted actions against inequalities and stereotypes that are reproduced based on intersectional aspects - gender, race, age, disability, sexuality, social - socioeconomic situation.
Goal(s) of the document	To inform the university community and other stakeholders on the targeted actions of CUT towards equality, diversity and inclusion.
Target group(s)	Academics, HE staff, researchers and university support staff, other stakeholders
Main intervention strategies	The Cyprus University of Technology: • Established the Senate Committee on Equality • Participated in the Gender – SMART project (2019-2022) to become a more gender-friendly academic and research institution through actions, organisational changes and interventions. • Became a member of the alliance of eight European Universities, which aims to create a new type of inclusive university. • Carried out data collection regarding the student community and academic and administrative staff before drafting the plan (2019) • Created the Equality Plan based on which series of actions and interventions were carried out during 2019 - 2021. • Collected data again in 2021.

	• Revised the plan to include intersectionality for 2022 – 2024. The revised plan with proposed goals, actions and timeframe is based on the following pillars: • Building an inclusive culture • Developing equal support measures • Reshaping decision-making and governance • Mainstreaming Gender and Interdisciplinarity in Funding, Research and Teaching • Sexual Harassment, Harassment and Bullying
Rationale for choosing the GP	It is a good practice of a university committed to supporting inclusion, equality, and diversity.
Theories used (cited):	N/A
Needs/problems addressed by the GP	• To fight inequalities and stereotypes on the basis of interrelated/intersectional aspects: gender, race, age, minority, disability, sexuality, socio-economic status • To raise awareness about equality, diversity, inclusion among the university community
Possible benefits/ resources derived from the GP	This can be a good example of an action plan for equality in a Higher Education Institution.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The plan is still in progress (2022 – 2024).

13. Leader AI

GOOD PRACTICE: Leader AI **AUTHOR(S):** University of Nicosia, CARDET, University of Aegean, Tallinn University, University of Pitesti, Virtual Campus **WEBSITE/LINK:** https://leaderai.eu/	
Summary of the Good Practice (GP)	The LEADER AI project aims to address the need for effective Higher Education digital learning that responds to students' needs, strengths, and skills, through the proper exploitation of advanced technologies.
Goal(s) of the document	The project developed a toolkit for HE staff to support them in advancing their professional practices in designing personalised courses (technology-enhanced face-to-face and fully online) by selecting and integrating data-driven and AI-based tools. The eLearning platform will provide instant access to a full suite of resources, including the interactive Toolkit, a self-paced MOOC and demonstrations to support HE faculty to personalise their courses, using AI-based and analytics tools.
Target group(s)	Academics, HE staff, researchers, practitioners, learning designers, developers and university support staff
Main intervention strategies	• Provide free training to target groups on the toolkit material and learning scenarios to help them develop personalised courses with AI-based tools. • piloting the MOOC with the target groups to receive feedback. • making the MOOC freely accessible via the project's website for anyone interested in self-directed learning on designing personalised courses with AI in HE.
Rationale for choosing the GP	The project is developing high-quality material on how to use AI for personalised learning in universities. The material will be freely available for anyone interested
Theories used (cited):	N/A

Needs/problems addressed by the GP	• The problematic nature of the traditional one-size-fits-all approach in Higher Education. • Inequalities in learning due to the inability to respond to individuals' differences
Possible benefits/ resources derived from the GP	Toolkit: https://leaderai.eu/wp-content/uploads/2024/01/LEADERAI_Toolkit.pdf eLearning platform: under development
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The project is still in progress.

GREECE:

14. Web 2.0: Good Practices in Higher Education

GOOD PRACTICE/POLICY: Web 2.0: Good Practices in Higher Education **AUTHOR(S):** Christina Alexandri **WEBSITE/LINK:** http://repository.library.teiwest.gr/xmlui/handle/123456789/10327	
Summary of the Good Practice (GP)	Web 2.0 is becoming widely known to Internet users as it enables people to create, publish and exchange information. Web 2.0 applications offer interactivity, rich content, and collaboration between users, promote the active participation of students, their participation in activities related to the subject of their studies as well as their social interaction through collaboration, communication, and knowledge sharing.
Goal(s) of the document	The document is a master's thesis. It examines the good practices applied in higher education. In particular, some good practices are recorded as well as their characteristics, with special emphasis on their contribution to improving the quality of teaching provided by the universities.
Target group(s)	HE Students
Main intervention strategies	Some of the Web 2.0 strategies are using Blogs, Wikispaces, social media
Rationale for choosing the GP	This practice is proposed with the rationale of providing a way for users to communicate within the learning platform, exchange knowledge or discuss various topics
Theories used (cited)	N/A
Needs/problems addressed by the GP	Helps with the need for direct communication of users as a whole or by groups
Possible benefits/ resources derived from the GP	The possibilities for communication, exchange of opinions, cooperative learning, and discussion forums.
Has the GP policy had an impact on practice? Has it been	The use the GB in education provides many advantages it as: • the active participation of students is enhanced.

implemented successfully in practice?	• a variety of learning media is provided to students resulting in excitement and increasing their interest in learning. • more opportunities for participation and collaboration are created. • students' responsiveness and ability to assimilate complex concepts increases. • the possibility of better teaching is offered to children with different ways of learning (auditory, visual, kinesthetic) • cooperation between individuals and groups is promoted and strengthened. • apps are often easier to use and provide instant access to material than other educational tools

15. H5P. User guides for the H5P interactive tool in e-Class

GOOD PRACTICE/POLICY: H5P. User guides for the H5P interactive tool in e-Class **AUTHOR(S):** Teaching and Learning Support Center of Technical University of Crete **WEBSITE/LINK:** https://www.tls.tuc.gr/el/h5p	
Summary of the Good Practice (GP)	H5P is an open-source, online tool for creating interactive content (e.g., videos, games) which is integrated into class tools.
Goal(s) of the document	no reference
Target group(s)	no reference
Main intervention strategies	no reference
Rationale for choosing the GP	The rationale for choosing this practice is to emphasise the special tools that can be integrated into an e-learning environment and offer further interaction of the user with the platform in real-time
Theories used (cited)	N/A
Needs/problems addressed by the GP	Provides the possibility of recording the user's activity, e.g. answers to quizzes with various types of questions.
Possible benefits/ resources derived from the GP	Learn how to: 1. Create an interactive presentation in e-Class 2. Integrate content into an interactive presentation 3. Insert interactive video 4. Enter exercises
Has the GP policy had an impact on	This practice is widely used in learning platforms and is a helpful tool for both the trainer and the trainee.

practice? Has it been implemented successfully in practice?	

16. Online teacher training courses. VELA - Empowering VET through innovative and inclusive learning approaches

GOOD PRACTICE/POLICY: Online teacher training courses. VELA - Empowering VET through innovative and inclusive learning approaches **WEBSITE/LINK:** vela-project.eu	
Summary of the Good Practice (GP)	Areadne is a teacher training centre offering a range of onsite and online teacher training courses in Greece and abroad.
Goal(s) of the document	The purpose of the VELA project is to present the current shapes of inclusive digital education methods and skills upgrades through digital tools and show the gaps in these fields and the needs of the target groups in the partner countries.
Target group(s)	The staff of educational organisations (teachers in primary, secondary, adult, or vocational education and training).
Main intervention strategies	Changes are taking place at the micro-level. All their programmes and projects aim at micro-changes in classrooms and communities around the world. The learning process is based on practical rather than theoretical knowledge. Lessons are held in the centre's classrooms and computer lab, as well as outside. The courses are based on active learning methods.
Rationale for choosing the GP	This practice was chosen considering the need to train the trainers to strengthen the educational process
Theories used (cited)	N/A
Needs/problems addressed by the GP	N/A
Possible benefits/ resources derived from the GP	The project offers EQF Level 7 Certificate in Autism in collaboration with Alrite Autism Centre. None of the project courses require extended knowledge on specific topics. According to problems, the project does not offer free access on its online learning platform.

Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The team members have experience working with migrant children in formal school settings. They also engage with institutions that specialise in initiatives for the elderly and Second Chance Schools. They provide inclusive training courses. They provide EQF Level 7 Certificate in Autism in partnership with Alrite Autism Centre.

17. Using infographics in the educational process: Designing Infographics in a Higher Education context: content and aesthetics in a timeline layout

GOOD PRACTICE/POLICY: Using infographics in the educational process: Designing Infographics in a Higher Education context: content and aesthetics in a timeline layout **AUTHOR(S):** Fragou, O. & Papadopoulou, M. **WEBSITE/LINK:** https://eproceedings.epublishing.ekt.gr/index.php/openedu/article/view/2164/2623	
Summary of the Good Practice (GP)	Infographics as data visualisation practices, illustrate information creating a visual narrative, challenging students to visually communicate ideas and develop respective digital skills.
Goal(s) of the document	The document aims to present the criteria for the efficacy of infographics: an evaluation rubric has been used to examine appearance and explanation based on aesthetic and content values.
Target group(s)	Students
Main intervention strategies	The LRM55 Module "Design and Development of Educational Material and Digital Media" is a 14-week duration, English speaking Module of the Post Graduate Program "Language Education for Refugees and Migrants" (LRM) of the OU. The Module has been developed in the Moodle platform, and distributed digitally, involving 3 electronic Tutor Student Sessions. Train adult professionals in developing small-scale educational content in language learning using open-source digital tools. Students become critical thinkers of learning through technology, applying digital and visual literacy skills.
Rationale for choosing the GP	This practice was chosen with the rationale of highlighting different ways of presenting the educational material, through images, diagrams and educational material integrated into them
Theories used (cited)	N/A

Needs/problems addressed by the GP	N/A
Possible benefits/ resources derived from the GP	The LRM program aims at providing students with specialised pedagogical knowledge regarding language learning methodology. It supports student's understanding of theoretical and practical aspects of Second Language Learning.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The undertaken HOU students' design practices regarding infographics making, revealed relatively extended use of text, limited use of images and symbols, and a variety of content inclusion from the Palfrey and Gasser (2008) resource which not all it has been necessary to be included in a data visualisation tool such as infographics.

IRELAND:

18. National Access Plan

GOOD PRACTICE/POLICY: National Access Plan **AUTHOR(S)**: Department of Further and Higher Education, Research, Innovation, and Science **WEBSITE/LINK:** https://assets.gov.ie/233024/9771358b-667a-4172-867f-371d7e314f46.pdf	
Summary of the Good Practice (GP)	This strategic plan articulates Ireland's unwavering dedication to enhancing equity in higher education by prioritising inclusivity, flexibility, and sustainability. With a clear emphasis on breaking down barriers, the plan aims to ensure that access to higher education becomes more accessible to a diverse range of individuals. Inclusivity is at the forefront, emphasising the importance of creating an environment where everyone, regardless of background, has equal opportunities to pursue higher learning. Flexibility is a key component, recognising the evolving landscape of education and championing adaptable approaches that cater to various learning styles. Sustainability underscores Ireland's commitment to building a robust and enduring higher education system that not only meets current demands but also prepares for the needs of future generations. In essence, this plan reflects Ireland's proactive stance in fostering an equitable, adaptable, and forward-looking higher education landscape.
Goal(s) of the document	To create a more inclusive, diverse, and equitable higher education sector that reflects the diversity of the Irish population and reduces barriers to access.
Target group(s)	Socioeconomically disadvantaged students, students with disabilities, Irish Travellers, mature students, and those from ethnic minorities (e.g. Roma communities).
Main intervention strategies	Development of pathways for access, support for underrepresented groups, enhancement of flexibility and clarity in higher education offerings, and promotion of sustainability in funding and resources.

Rationale for choosing the GP	Addressing underrepresentation and barriers to access to higher education is essential for social equity, economic development, and individual empowerment.
Theories used (cited)	The document outlines practical strategies rather than theoretical frameworks, focusing on data-driven approaches to inclusivity and access.
Needs/problems addressed by the GP	The plan addresses the need for increased participation of underrepresented groups in higher education and the removal of barriers to access and success.
Possible benefits/ resources derived from the GP:	Improved access to higher education for underrepresented groups, more equitable educational outcomes, and a higher education sector that is more reflective of societal diversity.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The document sets out strategic goals and actions for the period 2022–2028, aiming for measurable improvements in access and participation but does not detail specific outcomes at this stage.

19. Ireland's Digital Inclusion Roadmap

GOOD PRACTICE/POLICY: Ireland's Digital Inclusion Roadmap **AUTHOR(S)**: Department of Public Expenditure NDP Delivery and Reform **WEBSITE/LINK**: https://assets.gov.ie/267401/a898d78c-e234-465f-bedd-7ccd0655b7d2.pdf	
Summary of the Good Practice (GP)	This roadmap presents Ireland's strategic blueprint for achieving digital inclusion across society, systematically addressing key challenges related to access, skills, and infrastructure. By prioritizing these pillars, the plan aims to bridge gaps in digital accessibility, ensuring that technology is readily available to all segments of the population. Through targeted initiatives, the roadmap focuses on empowering individuals with the essential skills needed to navigate and thrive in the digital landscape. Crucially, the plan recognizes the significance of robust digital infrastructure and outlines measures to enhance connectivity, laying the groundwork for a more technologically inclusive society. Ireland's commitment to this strategic approach underscores its dedication to creating an environment where everyone can benefit from the advantages of the digital age, fostering a digitally empowered and inclusive society.
Goal(s) of the document	To make Ireland one of the most digitally inclusive states in the EU, ensuring comprehensive access to digital services for all citizens.
Target group(s)	The general population with a focus on marginalized and underrepresented groups, including the elderly, people with disabilities, and rural communities.
Main intervention strategies	Implementation of digital skills training, enhancement of digital infrastructure, and the promotion of digital services accessibility.
Rationale for choosing the GP	Addressing digital exclusion is crucial for societal participation, economic opportunity, and mitigating the risk of further social inequality.
Theories used (cited)	The document does not explicitly cite specific theories but aligns with broader social inclusion and digital equity principles.

Needs/problems addressed by the GP	Digital exclusion due to lack of access, skills, or infrastructure, impacts the ability to participate in a digital society.
Possible benefits/ resources derived from the GP	Enhanced societal engagement, economic opportunities, improved access to services, and reduction of social inequalities.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The document provides a strategic framework aimed at guiding future implementations rather than detailing specific outcomes or success metrics at this stage.

20. Ireland's Digital Strategy for Schools to 2027

GOOD PRACTICE/POLICY: Ireland's Digital Strategy for Schools to 2027 **AUTHOR(S)**: Ireland's Department of Education **WEBSITE/LINK**: https://digital-skills-jobs.europa.eu/en/actions/national-initiatives/national-strategies/ireland-digital-strategy-schools-2027	
Summary of the Good Practice (GP)	This strategy document delineates a comprehensive approach to seamlessly integrate digital technologies into the realms of teaching, learning, and assessment. By doing so, it aims to elevate educational outcomes and equip students with the skills needed to navigate and excel in a digital-centric future. The emphasis on embedding digital technologies signifies a commitment to harnessing the transformative potential of technology across all facets of education. Through innovative teaching methods, interactive learning experiences, and technology-enabled assessment practices, the strategy seeks to create a dynamic educational environment. It envisions a future where students not only absorb knowledge but also develop essential digital fluency that is increasingly crucial in the modern world. In essence, this strategic initiative positions itself as a forward-thinking guide, steering educational practices toward a more tech-savvy and future-ready paradigm.
Goal(s) of the document	To ensure the effective use of digital technologies across all levels of education, enhancing digital competencies among students and educators for improved learning experiences.
Target group(s)	Students, educators (teachers, school leaders), and the wider school community across all educational levels in Ireland.

Main intervention strategies	Implementation of three strategic pillars focusing on digital teaching and learning, infrastructure enhancement, and future-focused policy and leadership in digital education.
Rationale for choosing the GP:	Recognizing the transformative potential of digital technologies in education, the strategy aims to equip students with necessary digital skills, improve access to digital resources, and foster innovative teaching practices.
Theories used (cited)	The strategy is practical in nature, focusing on the application of digital technologies in education rather than theoretical frameworks.
Needs/problems addressed by the GP	The need for improved digital infrastructure, teacher and leader digital competencies, and inclusive access to digital technologies for all students.
Possible benefits/ resources derived from the GP.	Enhanced digital skills among students, improved teaching methodologies, equitable access to digital resources, and a robust digital infrastructure in schools.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The strategy provides a framework for the future, aiming to progressively implement its goals through 2027, with ongoing initiatives to build digital capacity in schools and among educators.

21. Harnessing Digital

GOOD PRACTICE/POLICY: Harnessing Digital **AUTHOR(S)**: Department of the Taoiseach **WEBSITE/LINK**: https://www.gov.ie/en/publication/adf42-harnessing-digital-the-digital-ireland-framework/	
Summary of the Good Practice (GP)	This framework serves as Ireland's roadmap to strategically harness the advantages of digital transformation across the triad of economy, society, and environment. Envisaging a holistic approach, the strategy aims to optimize the positive impacts of digital advancements on economic growth, societal well-being, and environmental sustainability. By integrating technology across sectors, the framework seeks to unlock innovation, enhance efficiency, and foster economic resilience. Moreover, the strategy emphasizes the societal dimensions of digital transformation, envisioning an inclusive digital landscape that benefits all segments of the population. Simultaneously, it underscores the importance of environmental stewardship, aligning digital strategies with sustainable practices. In essence, this framework articulates Ireland's commitment to navigating the digital age with a balanced and forward-thinking approach, ensuring that the transformative power of technology contributes positively to the nation's economic, social, and environmental fabric.
Goal(s) of the document	To position Ireland as a leader in digital technology, enhancing digital skills, infrastructure, and public services.
Target group(s)	Citizens, businesses (especially Small and Medium-sized Enterprises - SMEs), public services, and the educational sector.
Main intervention strategies	Development of digital skills, enhancement of digital infrastructure, digitalization of public services, and promotion of digital innovation and security.

Rationale for choosing the GP	Digital technologies offer significant opportunities for economic growth, societal benefits, and environmental sustainability.
Theories used (cited)	The document focuses on practical strategies and objectives without explicit reference to theoretical frameworks.
Needs/problems addressed by the GP	Addressing the digital divide, enhancing digital skills across the population, improving digital infrastructure, and ensuring cyber security.
Possible benefits/ resources derived from the GP	Improved economic competitiveness, enhanced access to public services, better educational outcomes, and increased digital literacy.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The document sets strategic goals and targets for Ireland's digital transformation by 2030, indicating ongoing efforts and future plans rather than specific outcomes at this stage.

FINLAND:

22. Accessibility Checklist for a New Course

GOOD PRACTICE/POLICY: Accessibility Checklist for a New Course **AUTHOR(S):** Miina Kivelä **WEBSITE/LINK:** https://sites.tuni.fi/digitaltoolkit/pre-planning-and-teaching-methods/accessibility-checklist-for-a-new-course/	
Summary of the Good Practice (GP)	The accessibility checklist for a new course focuses on accessibility to course content. It reminds teachers that while clarity of course content will benefit all learners, it might be crucial for some students' progress. The checklist defines accessibility in the following: "In an accessible higher education institution, the university's facilities, learning environments, teaching methods and attitudes enable inclusion and equality for students and staff with diverse personalities and life situations." The accessibility tips include the following: all the information should be found right at the beginning of an online learning platform; Students need to know alternative ways of completing the course; Lecture notes should be posted before the lecture; Use visual effects moderately; Use other types of learning materials in addition to texts.
Goal(s) of the document	The checklist aims to give teachers in HE institutions a detailed checklist that supports them in designing an accessible course for all.
Target group(s)	Teachers in HE institutions.
Main intervention strategies	The checklist focuses on accessibility concerning course content. It lists ten points that teachers should consider when they start planning a new course.
Rationale for choosing the GP	The checklist is a practical document that all teachers in HE institutions can use and goes beyond the abstract discourse on accessibility.
Theories used (cited)	N/A
Needs/problems addressed by the GP	The checklist aims to remind teachers what they should keep in mind when they design their teaching content. This helps teachers make sure that their content is accessible to all and that they do not need to combine information from a variety of sources.

Possible benefits/ resources derived from the GP.	The checklist gives hands-on tips that all teachers can use to ensure that their teaching content is accessible to all. It reminds teachers of maintaining a diversity-accepting atmosphere and providing different learning methods and materials.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	No available data.

23. Policies for the digitalisation of education and training until 2027

GOOD PRACTICE/POLICY: Policies for the digitalisation of education and training until 2027 **AUTHOR(S):** Ministry of Education and Culture **WEBSITE/LINK:** https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/165248/OKM_2023_48.pdf?sequence=1&isAllowed=y	
Summary of the Good Practice (GP)	The document describes the national policies for the digitalisation of education and training until 2027. It includes the vision, goals, measures, and division of responsibilities until 2027. It states that digitalisation is used to promote equal opportunities for everyone to learn and develop as digital tools and operation environments support the individual needs of learners and promote equality and the accessibility of education. It further states that everyone working in education has adequate skills and competence for using different digital solutions in the future.
Goal(s) of the document	The goal of the document is to stipulate the next steps in strengthening digitalisation in education. It also describes the measures and responsibilities between different stakeholders. The aims stipulated in the document focus on equality in digital learning, the quality of digital solutions as well as digitalisation in knowledge-based development.
Target group(s)	National stakeholders, HE institutions.
Main intervention strategies	The document gives clear guidelines for the future work in developing the digitalisation in education. It centralises equality as one of the main goals in the coming years.
Rationale for choosing the GP	This is a central document steering the digitalisation of education in the coming years. It describes the technical side of the development work, while also reminding us that digitalisation of education must foster equality in society.
Theories used (cited)	N/A
Needs/problems addressed by the GP	This document describes the vision of digitalisation in education, teaching, and training to the extent

	that it concerns the education system as a whole. The measures and responsibilities that enable the implementation of the vision and the division of labour between the Ministry of Education and Culture and the Finnish National Agency for Education are also described.
Possible benefits/ resources derived from the GP.	The document outlines the importance of fostering digitalisation in education. It answers Finland's projected growing demand for digital solutions. It stresses the importance of developing the digital competence of teaching personnel systematically.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	The document was released in 2023, and the goals stipulated in it are being implemented in the coming years.

24. Digivision 2030

GOOD PRACTICE/POLICY: Digivision 2030 **AUTHOR(S): -** **WEBSITE/LINK:** https://digivisio2030.fi/en/frontpage/	
Summary of the Good Practice (GP)	Digivision 2030 is a joint project between Finnish universities and universities of applied sciences that brings better opportunities for all learners in HE institutions. It aims to transform education in Finnish HE institutions through digitalisation in the coming years. The project develops common procedures for HE institutions and creates a digital service platform. The Digivision 2030 vision is for HE that evolves over time, builds on everyday life and meets the needs of diverse learners. It also aims to develop systems where learners' data is utilised across institutional boundaries to make learning across institutions easier, while safeguarding individuals' right to determine how their data is used.
Goal(s) of the document	The goal of Digivision 2030 is to create a common vision for future e-learning that evolves with time and supports the needs of different learners. It also aims to support HE institutions in developing their online teaching practices. Further, it aims to help different learners to find courses that suit their individual needs.
Target group(s)	Authorities in the public education sector, including HE institutions, teachers, and students.
Main intervention strategies	Digivision 2030 aims to produce a national digital service platform, guidance based on digital pedagogy, and support for change management at higher education institutions. This happens in close cooperation with the HE institutions.
Rationale for choosing the GP.	All HE institutions take part in the Digivision 2030 programme.
Theories used (cited)	N/A

Needs/problems addressed by the GP.	Digivision 2030 addresses the rapidly changing learning environment that relies on technology. It aims to support HE institutions, teachers, and students in adjusting to the requirements of online teaching and learning. It also aims to lower the boundaries across institutions, which helps students to find courses from different HE institutions.
Possible benefits/ resources derived from the GP	This joint project helps HE institutions to collaboratively develop their responses to future learning.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	All Finnish HE institutions take part in this project. Its vision has been implemented since its founding in 2021.

25. Digital Accessibility of Teaching

GOOD PRACTICE/POLICY: Digital Accessibility of Teaching **AUTHOR(S):** Services for digital education and continuous learning (DOJO) **WEBSITE/LINK:** https://teaching.helsinki.fi/instructions/article/digital-accessibility-teaching	
Summary of the Good Practice (GP)	Digital accessibility of teaching is a webpage including instructions for teaching at the University of Helsinki. It gives information about accessibility and instructions for making digital services and teaching materials accessible. It states that accessibility in digital learning corresponds to accessibility in the physical world and that it should take into account at least problems related to vision, hearing, motor function or cognition, including learning and reading difficulties. The instructions guide teachers in making their online learning platforms accessible (Moodle) and elsewhere. It also instructs how to make videos accessible
Goal(s) of the document	This webpage aims to instruct teachers at the university to design their online teaching that is accessible to all.
Target group(s)	Teachers in HE.
Main intervention strategies	The instructions remind teachers of the importance of making digital learning environments accessible. For instance, it reminds us that the Act on the Provision of Digital Services applies to the online content produced by universities, including certain online content produced by teachers.
Rationale for choosing the GP	The instructions give practical guidelines that teachers can use to ensure that their teaching content is accessible. This helps teachers to plan their courses efficiently while maintaining quality and equal access.
Theories used (cited)	N/A
Needs/problems addressed by the GP	The instructions address practical concerns in digital teaching and provide several guidelines for accessible content. For instance, teachers are instructed to formulate text online in such a way that headings are easily understandable and findable. They are also advised to add descriptive texts for images and videos. Videos should also include captions, if possible.

Possible benefits/ resources derived from the GP.	Teaching personnel in all HE institutions may use these instructions and they do not need to find information about accessibility from multiple resources.
Has the GP policy had an impact on practice? Has it been implemented successfully in practice?	No available data.

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