CALL FOR COLLABORATIVE WORK

Develop a framework for designing and implementing inclusive education with the use of (assistive) technology

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Background of the proposal: In the last couple of decades the impact of digital technologies in education is immense, resulting to new learning paradigms through digital, online and distance education experiences. The COVID-19 pandemic has shown how rapidly systems can shift, but at the same time how easily already existing discrimination and exclusion of learners with disabilities can be expanded. The use of technology for inclusive education was really challenged, while barriers in all aspects have been further highlighted. Presumably, barriers did not suddenly appear with the outbreak of the pandemic, but have always been pre-existing issues hindering inclusive education, and the effective use of digital (assistive) technology for learners with disabilities. Relevant discussions in scientific literature and elsewhere indicate the need for developing guidelines and frameworks for educators and other professionals on how to collaborate in order to implement (assistive) technologies for developing accessible and inclusive learning environments and opportunities. This proposal aims to develop such a framework by integrating the principles of inclusive education and the principles of learning and interacting with assistive technology. The proposal is connected with the work of the SKATE project which aims to develop learning programmes for Early Childhood Education Teachers for the use of digital (assistive) technology in inclusive ECEC education. Nevertheless, the idea of this proposal is to take a step further to ECEC and develop a framework for all levels of education, by building on ideas in relation to quality criteria for digital (assistive technology enhanced) inclusive education.

Specific objectives:

- Identify and summarize the main principles for inclusive education.
- Identify and summarize the main principles of effective assistive technology implementation for learning.
- Develop a framework for designing and implementing inclusive education with the use of (assistive) technology

Activity/ies foreseen:

- **Develop the structure of the framework:** definition of the main areas for the framework (e.g. Collaborations and School Structure, Inclusive Learning Design with AT, Implementation Plan) based on literature and resources review that will already be available from previous projects work (eg SKATE, ENTELIS+, ENTELIS network) (M1-M2)

- **Develop guidelines for each area**: guidelines that may also serve as indicators and/or checkpoints for good practice. (M3-M5)

- **Develop short case studies:** case studies will be linked to the different areas of the framework indicating ideas and suggestions for implementation. (M3-M5)

- **Dissemination:** launch and dissemination of the framework to policy makers, school and other educational settings, NGOs and other interested stakeholders. (M6)

Expected results or outputs: (Assistive) Technology for Inclusive Education Framework: Indicators for Good Practice

Already collaborating (member) organisation(s):

EUC and AIAS Bologna, other partners of the SKATE project

Can institutional members collaborate and how?

Institutional Members can offer their own relevant frameworks, policies and/or practices as ideas and examples through their experiences and expertise.

Institutional Members may wish to make connections with their own projects. If similar projects, or projects of the same interest are available, resources can be combined.

Institutional Members can be involved in dissemination and support for launch (see estimated resources section).

Can individual members of AAATE members collaborate and how?

Individual members with expertise in AT for Inclusive Education can get involved in any of the foreseen activities, and/or take up the leadership of one or part of these

Can members of GAATO members collaborate and how (access to global audience)?

GAATO members may promote this work for dissemination and support for launch.

In the future and based on the final outcome GAATO members may also promote opportunities for localization of the framework at a global level

Timeline: July 2021 – Dec 2021

Estimation of the human resources committed or to be found:

EUC and AIAS have committed approximately 3 Person Months human resources to this collaboration but we are keen to welcome colleagues to help with the following tasks:

Research:
Collaborative researcher(s) (co-authors): approximately 8 hours a week between July – December 2021
Providers of case studies: estimated workload 5 hours per case report + 2 meetings of 1,5 h..
Peer-Reviewers of the framework: total amount of 5 hours of work + 2 meetings of 1,5 h.

Other:
Dissemination and support in organising a launch event: 10 h.

The call for collaboration is based on the commitment of colleagues and researchers with or without own funding to gear existing efforts towards shared goals. In exceptional and well-motivated cases the work of researchers without funding can be partially financially supported by existing projects.

The benefits for collaborators:

- Networking and opportunities for other collaborations building on this framework (or other ideas)
- Co-authorship of report/possible publications from the experiences in designing, developing and/or piloting the framework.
- Impact in policy making if the framework will be forwarded to policy making bodies at a local, European and/or Global Level
- Implementation/piloting of the framework at a later stage

Deadline for respondents: In case you are interested, please reply before 15 June 2021