



PHOTO MANIFESTO



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082122



WE BELIEVE

DIGITAL INCLUSION is a European project funded under Erasmus+ KA2 'Strategic partnerships' and coordinated by Escola Teresa Miquel i Pamies with partners stemming from six different countries: Spain, Greece, Latvia, Bulgaria, Italy and Macedonia. The project will develop in two years, from 2020 to 2022 and aims to extend and develop educators' competencies, including their digital skills and knowledge of ICT tools to promote an inclusive classroom environment.

Lack of digital skills and access can have a negative impact on a person's life, resulting in loneliness, social isolation and difficulties in accessing further education. Digital Inclusion is about ensuring the benefits of digital technologies and its ease of access to everyone. It has already been an important talking point but the immense move to hybrid and blended learning has become a critical issue within the COVID pandemic.



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Today students learn more through technology than ever and it impacts how students learn, what they learn, and how they eventually will use it in their adult life and the job market. Consequently, a guarantee of fair distribution of opportunities and digital inclusion for all is necessary.

Erasmus+ project - Digital Inclusion: Transforming and Internationalizing Schools through Technology, aims to extend and develop educators' competencies, including their digital skills and knowledge of ICT tools, such as presentation and animation software, publishing programs, Web 2.0, and use of technological equipment.



Blended learning environments are vastly increasing, therefore information and communication technology (ICT) tools should be accessible and ready to use by all students of any age. Developing digital competence in educators would promote better integration of their students, improve academic results and facilitate the motivation to continue with their education.



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Honouring the principles of the European pillar regarding social rights in the development of the project, this partnership came to conclusive understanding and therefore strongly believes in the following statements:



Bettering and developing educators' competencies, including their digital skills and knowledge of ICT tools, to create an inclusive classroom environment and stimulate better integration of all students with the consequent improvement of their academic results and motivation to continue with education.



Collaboration between lead practitioners and teachers is powerful professional development activity while having new conversations, elevating the learning to a new perspective, and promoting growth for all participants.



Addressing the need to conduct more projects internationally and transversally in this field given the complexity of the topic and the numerous existing realities around Europe.



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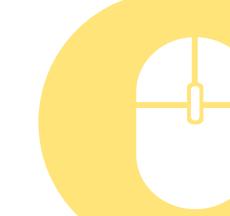
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Affordability



Suitability

Availability



Digital Literacy

Relevance



Safety

Response



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RECOMMENDATIONS FOR EDUCATORS

Digital inclusion is defined as the ability of individuals and groups to access and use the information and communications technology. It's fundamental to ensure all our students have access to the skills, knowledge, and devices needed to empower their lives through digital technology. Following the project goals, this manifesto outlines seven principles that serve as the foundations for digital inclusion and will assist in pursuing practising digital inclusion in an educational environment.

Recommendations about digital inclusion principles



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Affordability



The devices should be low in the purchase price and easy to buy. Government and/or NGOs can also support the provision and purchase of the devices, free of charge or at subsidized rates. The devices should be easy and affordable to assemble or produce and maintain so that keeping the devices in working order would require minimal resources and can be repaired with the use of locally available materials and technical skills.



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Everyone who wishes to receive an education should be able to do so as it is a fundamental human right. Unfortunately, there is still a problem with granting everyone access to affordable education. Due to socioeconomic factors that affect student capacity to fit in the educational environment, children continue to experience discrimination. With the development of technology in the field of education, educators can now offer online, blended, and digital tool-based learning. Therefore, affordability is a very important inclusion factor in education. To promote digital inclusion, young students need various technology to fully participate in education and make the most of it.



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At 13th Primary School of Trikala, STEM (Science, Technology, Engineering, and Math) workshops are used to promote digital inclusion.



To help educators teach STEM to the students, the Municipality of Trikala provided the school with robotics kits and tablets. At the age of six, children can construct and programme robots using Wedo2 Lego Kits and the company's software. At the conclusion of the school year, events are held in which all the students take part in activities (such as football games) and all at once show their creations to the parents.

Some of the children have the chance to compete in Hellenic robotics contests thanks to sponsorships from the COSMOTE corporation.



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Suitability

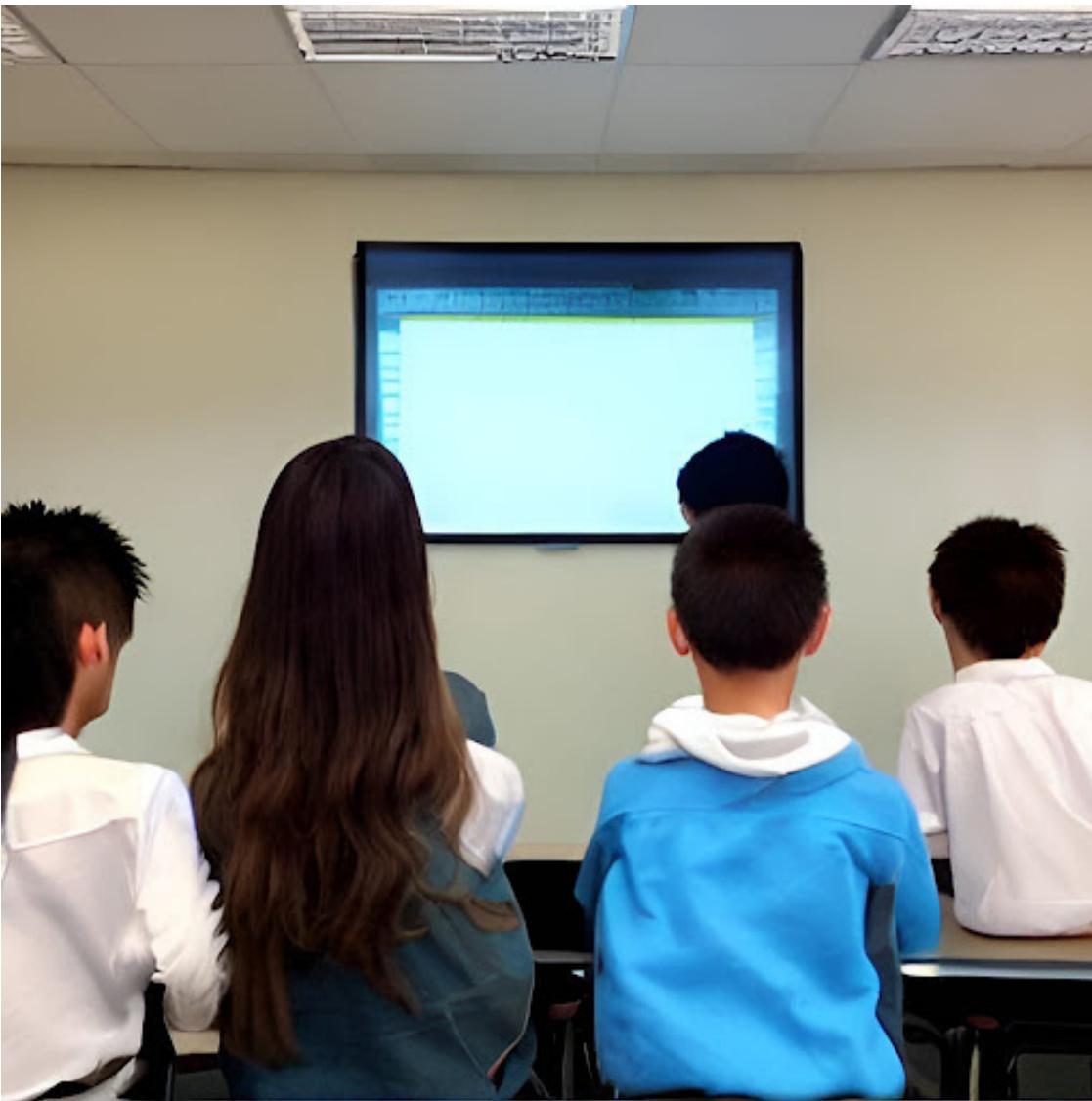
The devices should be easily understandable by users with limited exposure to technology, portable (easy to move from one place to another), and easy to operate without prolonged training or complex skills, as well as compatible with the users, their environment and aspirations, emotional needs, and ways of life. Also, with their culture and local customs; unobtrusive by local standards, and physically comfortable from users' perspectives. Depending upon the differential abilities of the learners, and the context and feasibility of the approach, assistive provisions in education can help assist students with disabilities in learning, and a collaborative effort in the use of assistive devices, assistive technology, resource room support and innovative educational strategies to promote and sustain inclusion can support these students to learn at par with their non-disabled peers in inclusive educational settings.



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Over the last few years, the introduction of modern technologies has enabled students with disabilities to achieve a greater degree of autonomy and has encouraged a change in teaching that has become increasingly 'inclusive'.

With the approval in Italy of Law 104 of 1992 on disability, the topic of the use of technological aids as a support to all those with disabilities has become more urgent and, at the same time, people have started to build technological tools and develop programmes adapted to the various types of disability.

These tools and related programmes can promote communication, autonomy and in general, the social integration of people with disabilities and are therefore of considerable educational and didactic importance, as well as psychological in both individual and social terms. When referring to an inclusive school, the accessibility of the physical space and the learning environment must both be taken into account.



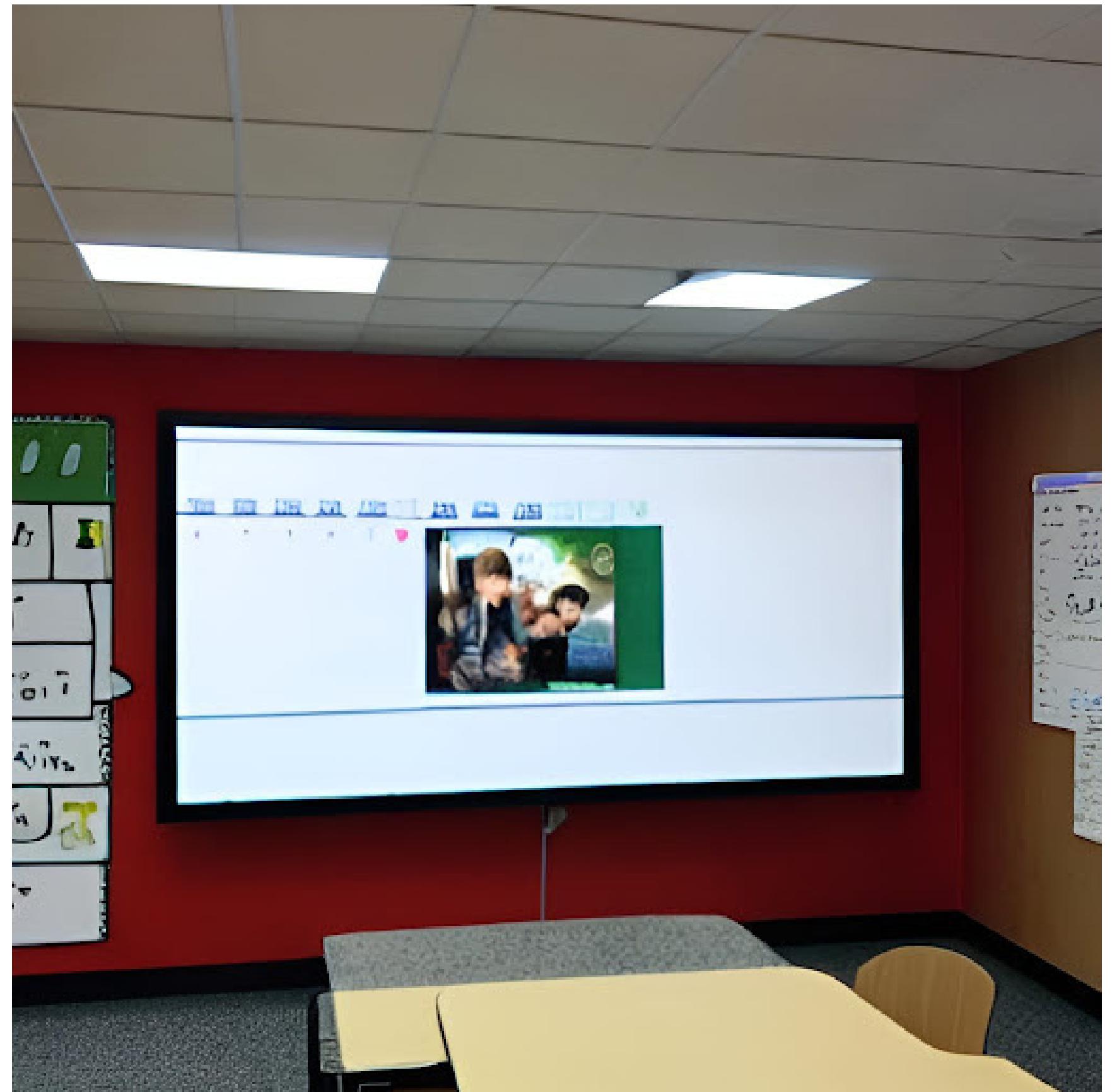
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A real-life example: **The interactive whiteboard!**

The teacher or student with a disability can use their fingers to perform the usual actions that are done on traditional whiteboards: underlining, enlarging and erasing.



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The possibility of self-correction, processing speed, the immediacy of feedback and technically 'clean' correction are factors that facilitate and stimulate learning.

Learning software, speech syntheses (the application that transforms digital text into audio), interactive whiteboards (IWBs), netbooks and tablets create an "integrated network" that allows, thanks to different and multimodal languages, to enhance the self-esteem of individuals with disabilities/difficulties and promote their autonomy. Within the field of ICT aids it is possible to distinguish three categories:

- 1) PC accessibility (input or output devices);
- 2) educational and rehabilitation software;
- 3) sensors.



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In this field, a new learning object known by the acronym IWB, namely the Interactive Multimedia Whiteboard, has taken on important methodological-didactic importance. It integrates well with the teacher's typical material: PDF files, PowerPoint, Word and science applications such as MatLab and Excel: The teacher or student with a disability can use their fingers to perform the usual actions that are done on traditional whiteboards: underlining, enlarging and erasing.



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The use of the interactive whiteboard enables the following objectives to be pursued:



- 1) to improve didactics in terms of its impact on the learning of students with disabilities and with SLDs;
- 2) to integrate people with special educational needs, who need computerised support for lessons into teaching;
- 3) to facilitate the exchange of materials also between different teachers and students in the case of integrated courses;
- 4) facilitate the study and learning process, in which the interaction between students and the "blackboard" certainly becomes the key element for a good understanding of the concepts covered.



Availability



Without access to the Internet, students do not have the opportunity to engage in the digital world, and the other digital inclusion principles referenced within this manifesto cannot be achieved. Availability needs to arise within two segments of society: public environments and individual households.



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One of the objectives at the national level is to ensure the digital inclusion of all students and teachers by defining the necessary tools and guaranteeing access to all resources.

One of the strategies used is to identify the resources needed to ensure the digital inclusion of all students and teachers and strive to achieve them.

One of the actions is establishing measures to guarantee digital device access for students at risk of social exclusion.



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To respond to the digital transformation of the educational system from the school, the government has provided all teachers with a nominative laptop, as well as 6th-grade students from primary schools, which they can take home in the form of loans and also internet connection if needed (to do homework, follow online classes and more). It is expected to do the same with the upcoming 5th-grade course.



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Escola Teresa Miquel i Pàmies provides laptops or tablets to primary school students in order to improve the digital competence of the education system, which is critical to the progress and advancement of the country and its citizens, as indicated by the guidelines of organisations such as UNESCO, EOCD, and the European Commission.

These devices have been purchased by the school and also with the financial support of the school's parents' association. We have planned a schedule for the use of the devices so that all our students have the possibility to use them.

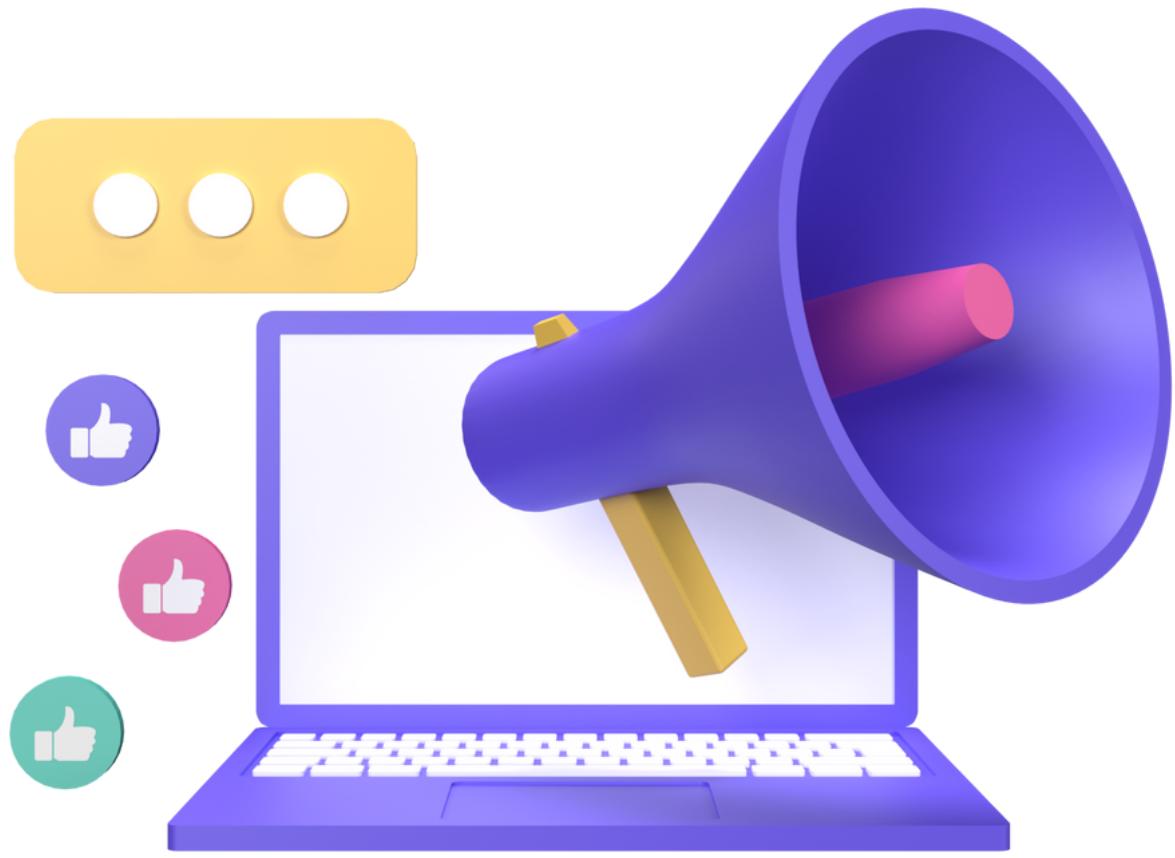


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Digital Literacy



It relates to a spectrum of technological skills - the ability to find, evaluate, and use the information to achieve goals is a necessary pathway to digital inclusion. These skills may be imparted through professionally-administered classes, dialogues with public access lab instructors, or just informal conversations with a friend, family member, or neighbour. All of these interactions are important to move individuals along the spectrum of digital literacy and ensure that they attain the level of skills necessary to fully participate in the digital world.



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The concept of digital literacy has been defined in numerous ways over the last two decades to incorporate rapid technological changes, its versatility, and to bridge the global digital divide. In the sociology of childhood and youth, students have been conceptualized as passive subjects on hold, still in the process of becoming—rather than in an effective state of being. Luckily, the latest thinking in the field has started to define and understand children and young people as heterogeneous, nonpassive, autonomous, diverse, and versatile agents actively appropriating the Internet in meaningful contexts of their everyday lives. Digital literacy includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy. Since all of them can facilitate individualized and cooperative learning, they can be used to promote inclusion.





The implementation of an inclusive manner of teaching, especially the transfer of information literacy can be challenging for teachers. There are multiple hurdles in every stage of digital literacy implementation. The lack of solutions such as local language digital interfaces, locally relevant content, digital literacy training, and the use of icons and audio excludes a large fraction of illiterate people. The universities and school practice work together to enable schools of different types to combine theoretical knowledge about an inclusive use of digital media with practical experience in class.

However, it becomes apparent that many teachers lack knowledge regarding individualized support and the transfer of information literacy. In addition, they do not see the potential of digital media, especially for the improvement of learning opportunities for individuals with diverse learning requirements and they are not able to apply digital media appropriately in their lessons.



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On the positive side, our school has the majority of teachers who are digitally competent and several classrooms have been equipped with computers, which enables the students to have access to technology for at least two lessons during the day. Working together, representing educational subjects, as well as confidence in the competent use of devices, the teachers are trying to create settings for inclusive education by participating in international projects.

Of course, digital equipment and examples of good practice alone do not solve the problems of a lacking digital competence among students and teachers. This shows us that we need to upgrade our skills constantly, be up-to-date with the latest trends in technology designs, and stay motivated to raise and educate digitally literate students.



National e-library “Digitization of students’ books for 4th grade students.



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Relevance



Some students may perceive Internet access to be a luxury that they don't need or isn't worth the cost, as opposed to a crucial utility to meet daily living needs in our increasingly digital world. Such attitudes stem from a lack of exposure to the Internet due to issues of affordability, access, or otherwise. These issues create the perception that the Internet is irrelevant to the lives of some of our students – a perception which has real economic and social costs for non-users. And unfortunately, as attitudes become ingrained, this perception could prevent some non-users from trying to participate in increased digital inclusion services.



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Open Europe strives to prevent kids and teenagers from becoming even more vulnerable as a result of their lack of understanding of new technologies or of their lack of readiness for the demands of the new digital society. This is the digital divide, and education is critical to bridging it. Because of this, it is important to emphasise the value of Internet technologies to all pupils and help them understand how our modern society is impacted by things like self-driving cars, robots that can operate organs or care for the needs of the dependent, and systems that can predict environmental pollution using algorithms. Our way of life and society have transformed at an extraordinary speed thanks to new technologies. And it will continue to do so, so children must be prepared for it.



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At all times we must be aware that Internet technologies stimulate the development of certain intellectual skills, such as reasoning, problem-solving, creativity, autonomy and the ability to learn. It is important to make students aware of this before class. Teachers can use active methodologies that focus on the student, making them an active part of the learning process, while connecting them with their immediate reality. In this approach, students are encouraged to study, get more engaged in their academic and personal growth processes, and enhance their motivation.

Mobile learning is a different approach to try (the use of mobile technologies as educational tools). This is a fantastic tool for democratising learning since it offers quick, low-cost access to educational resources and text, video, and audio content that can be accessed anywhere and at any time. These techniques encourage student participation, help them grasp how concepts relate to their surroundings, and help them develop their talents and abilities uniquely and independently.



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Safety



Students need accurate, unbiased information on how to safely navigate the digital world and take advantage of the opportunities presented by the Internet. The vast amount of information available online can be confusing for new users, who may be unsure which sites to trust as accurate or legitimate and which to avoid. It is necessary to address consumer safety so that students may access the Internet with the knowledge and understanding necessary to protect their personal information.



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Young people often are unsuspecting of different dangers on the internet, for example, obscenity, such as pornography or obscene language; malware and phishing; cyberbullying or cyberharassment from others online; revealing personal and sensitive information on the internet. Educators have the opportunity to teach digital responsibility and safety on the internet to their students. Being aware of online actions and understanding the risks helps students to be safe on the internet themselves and stimulate the creation of safe spaces for others online as well.



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When students research facts about cyber safety issues, they build their critical thinking and media literacy skills and gain a clearer understanding of what cyber safety is and what affects it, both in terms of outside influences and their behaviour. Encourage students to check privacy settings on different social media accounts and investigate who can see the posts with permission and without, what third-party applications can use the social media profile and other personal information shared with people who can use the app.



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Make use of compelling cybersafety narratives with an element of suspense to gain students' attention and get them thinking critically, and propose ideas for their narratives. As part of the assignment, have students look at legislation related to cyber safety and the legal ramifications of poor behaviour.



Initiative "My safety online!" workshop for young students
at Saulkrastu regional library, Latvia



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A series of educational short films for children in Latvia about Internet safety - "WiFi Internet Alphabet"

The learning is profound when cybersafety is contextualized and personalized while also provides students with an opportunity to create and apply the information in their subject. Additionally, with a cross-curricular approach, students become more empowered digital citizens who want to share their stories, research the facts, and inform their peers.



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Response



Identifying and prioritising against wider outcomes, agreeing with common measures, evaluating and testing what works, as well as iterating and making things better, are critical to realising the benefits of going digital and achieving maximum impact for minimum resources. Understanding ongoing user-confidence, types of devices owned and services being used, as well as the reasons for being online and offline, allows to iterate and make changes to educators' approaches when delivering training, support and developing new lessons.

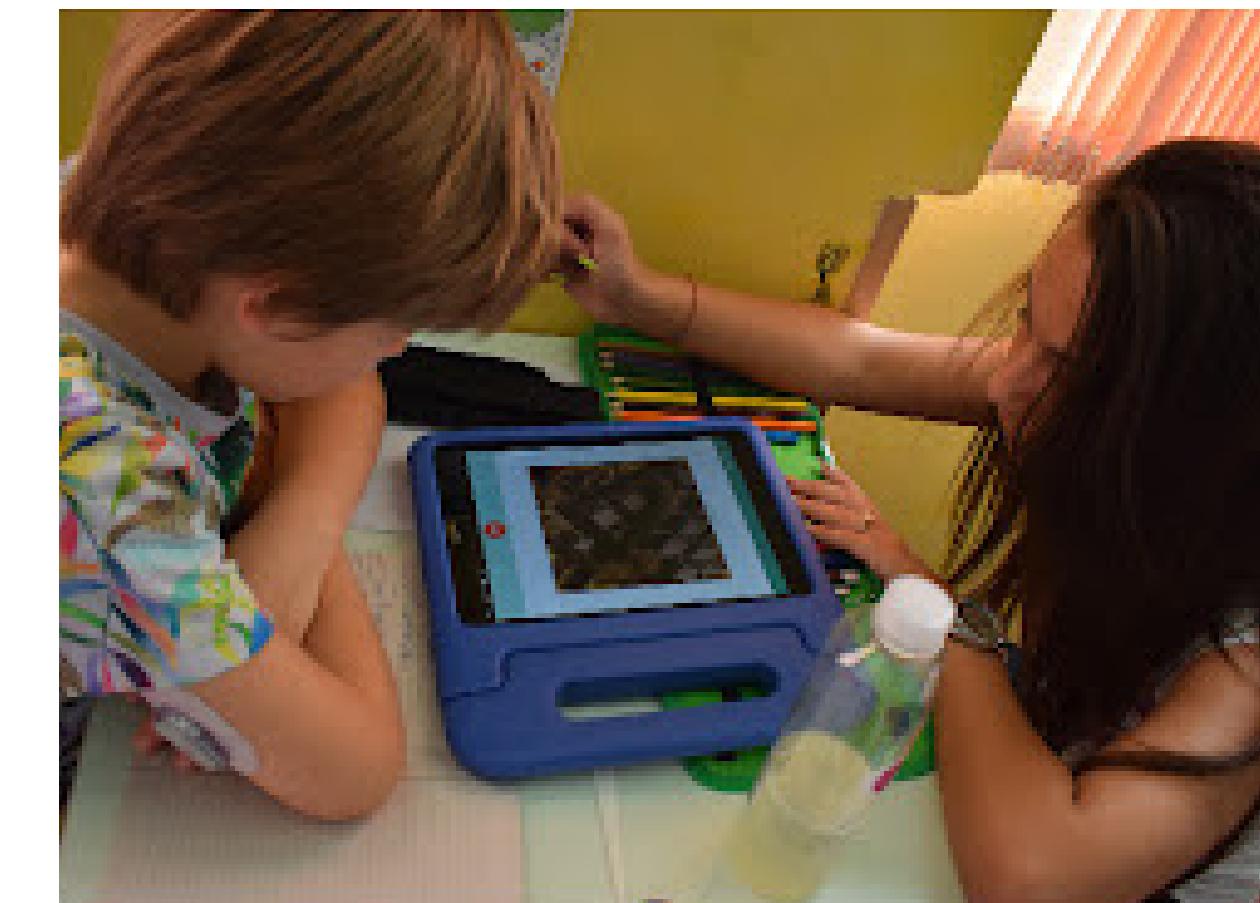


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In addition to facilitating mobility and comfort, digitization is essential to fostering young people's technical knowledge. First Private School Leonardo da Vinci believes this is the crucial first step in helping any organisation reduce its carbon footprint. It is linked to children's ecological education and conscious responsibility for our planet's future.



Every student at First Private School Leonardo da Vinci school has their own laptop, and the school is gradually eliminating paper notebooks and textbooks. Today, working all day with laptops, cloud computing, and using online learning tools is a reality. This is their response to the Digital Inclusion Initiative.



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The introduction of laptops/Chromebooks into the learning process made the school much more efficient and more adequate to modern reality, and completely changed the way of teaching. Make it more interactive, interesting and much more effective, teachers and students agree.

Working with digital "textbooks" entirely in a digital environment, and getting used to online teamwork, students are imperceptibly preparing for the future. The "cloud" already keeps everything - all generated data is stored there and nothing is saved locally on the device.



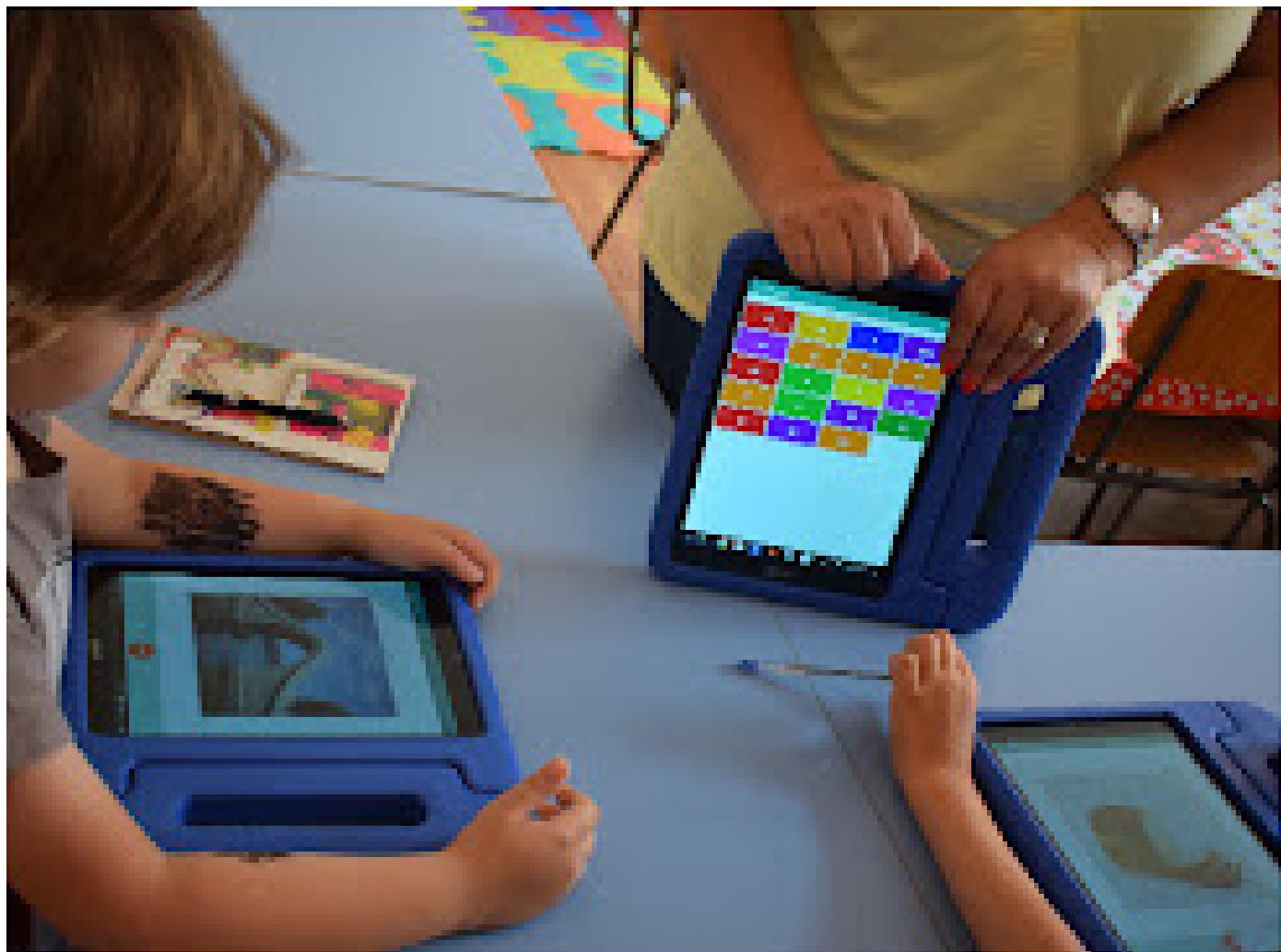
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One of the big changes that have come with the introduction of laptops/Chromebooks in the learning process is saving children from carrying heavy textbook backpacks. Using PBO, work in front of a screen alternates with practical tasks, physical activity and art classes.

Knowing that they can communicate in a secure digital environment, teachers and parents feel free to let students work together on assignments and projects. This encourages cooperation between them. The habit of working together, tolerance and mutual assistance is cultivated. Communication and collaboration is a valuable skill that is increasingly sought after by employers when hiring professionals from all fields.



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DIGITAL FOOTPRINT

A digital footprint is the record or trail left by the activities you do online, such as your social media interactions, the information on your personal website, your browsing history, your online subscriptions, any photo galleries and videos you've uploaded – essentially, anything online that can be traced back to you both online and offline.



In next section you can find some useful tips and food for thought that will help you reflect on DIGITAL FOOTPRINT implications and take action to become a responsible digital citizen.



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Digital footprint examples

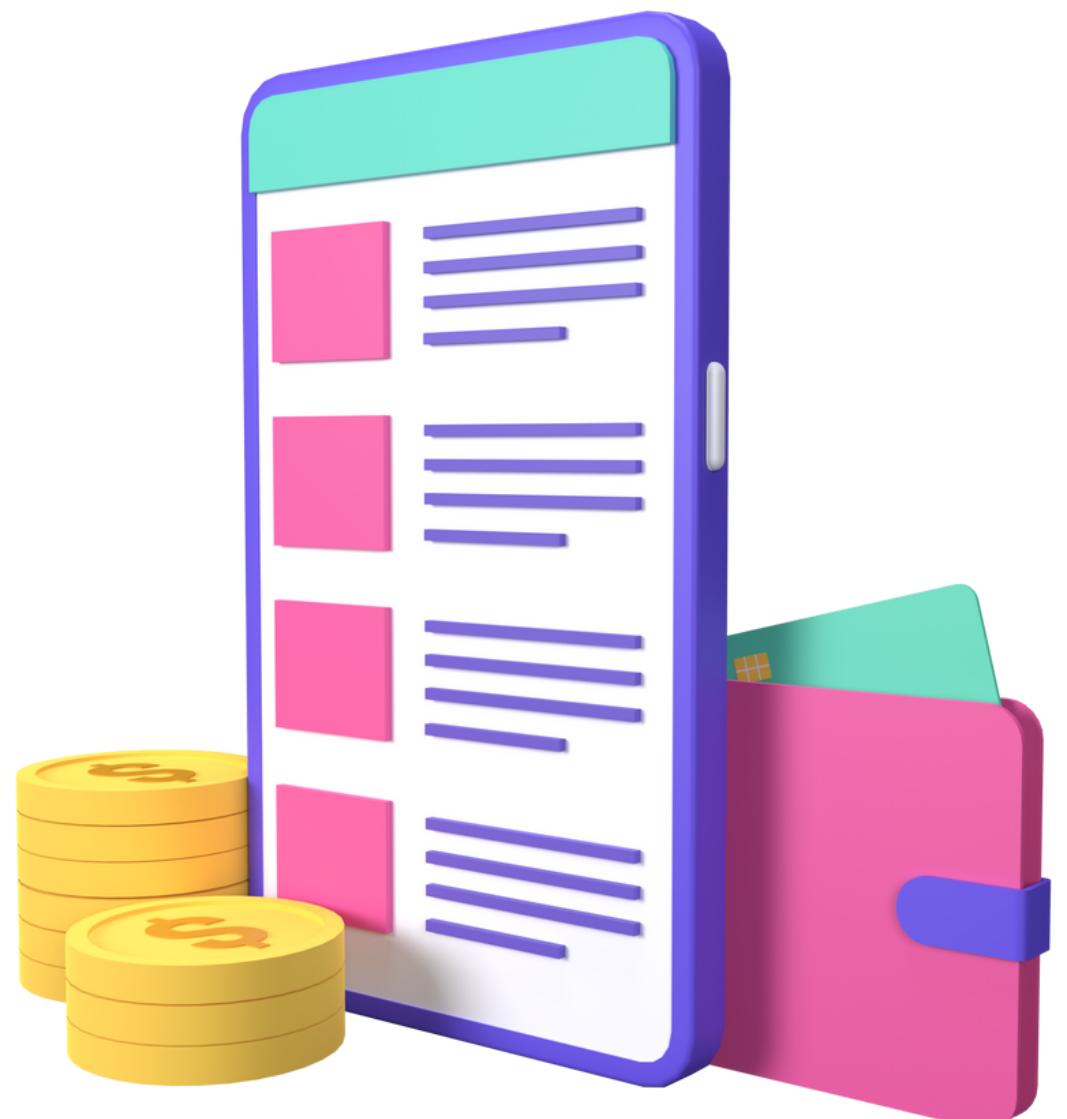
An internet user could have hundreds of items form part of their digital footprint. Some of how users add to their digital footprint include:

Online shopping

- Making purchases from e-commerce websites
- Signing up for coupons or creating an account
- Downloading and using shopping apps

Social media

- Using social media on your computer or devices
- Logging into other websites using your social media credentials
- Connecting with friends and contacts
- Sharing information, data, and photos with your connections



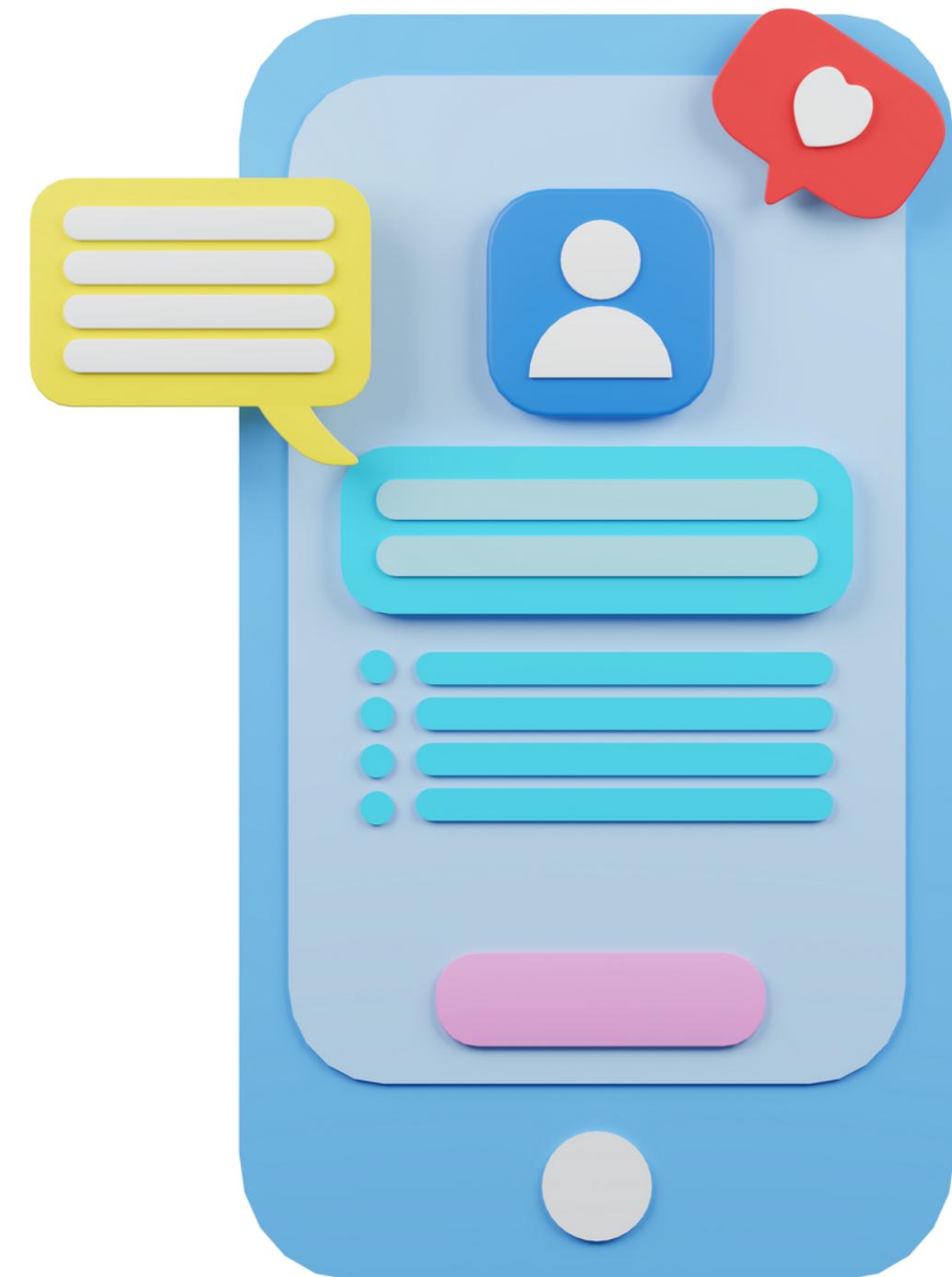
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Reading the news

- Subscribing to an online news source
- Viewing articles on a news app
- Signing up for a publication's newsletter
- Reposting articles and information you read



Be careful:

- when you search and interact online
- before posting online

Take caution:

- when opening emails from strangers
- accessing unsafe websites (doesn't have a lock icon before the url address)



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Don't give your personal information on the internet, it can be:

- shared with strangers without your permission
- used for phishing
- damage your reputation

Be a responsible digital citizen:

- and report malicious behaviour
- ask before tagging someone in photos
- create strong passwords and use a password manager



Be aware of cyberbullying and cyberharassment:

- cyberbullies may be the same age as the victims, or they may be older
- if the perpetrator is an adult, it is generally called cyberstalking or cyberharassment
- it can be just as hurtful as other types of bullying, and in some ways, it can actually be worse
- cyberbullying is not limited to the playground, it can occur anytime children are online
- the bully can sometimes remain anonymous, which can make the bullying more difficult to stop



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Examples of cyberbullying

Cyberbullying can take many forms. Below are some examples of things that can be considered cyberbullying:

- Writing hurtful things through instant messaging, text messaging, or online games
- Posting derogatory messages on social networking sites
- Posting or sharing embarrassing photos or videos
- Creating a fake profile to humiliate someone



Responding to cyber bullying

It's important to teach your kids how to respond to cyberbullying. You can tell your kids to use the following guidelines if they're being bullied.



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- Don't reply to the bully. Bullies often want to get a reaction from their victims. If you ignore them, they may lose interest.
- If possible, block messages from the bully. If the bullying is happening in chat, email, or on a social networking site, you can usually block all messages from the bully.
- Keep all emails and other messages that the bully sends. You may need to use these as evidence at some point.
- Report the bullying to a parent or trusted adult. If the bullying continues, tell a parent or trusted adult (such as a teacher) so they can help you deal with the problem.



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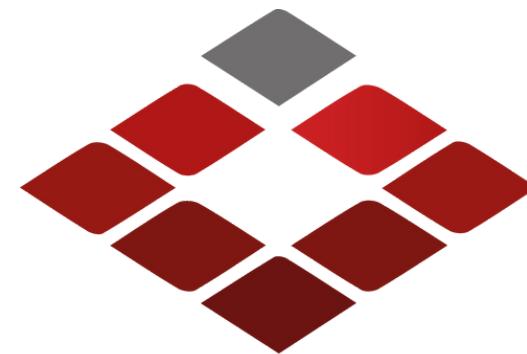


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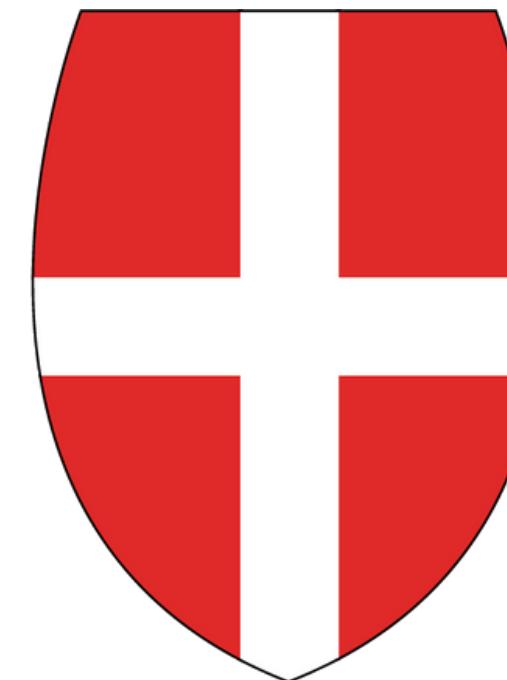


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