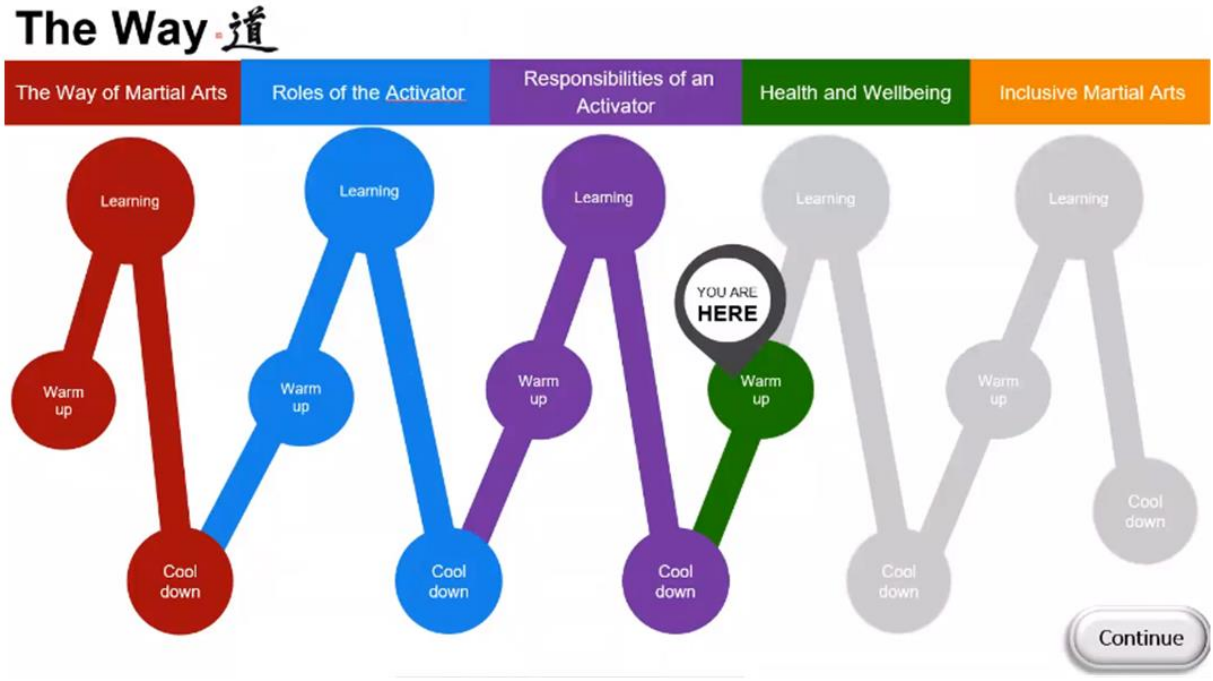
PARTICIPATION AND RECREATION THROUGH INCLUSIVE MARTIAL ARTS EDUCATION AND E-LEARNING

PRIMAE

Best Practice Report on Inclusive E-Learning



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PRIMAE

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A. Project Summary

PRIMAE is an Erasmus+ Innovation project which aims to create accessible e-learning and qualifications for people with and without disabilities to become inclusive martial arts coaches, tutors, assessors, quality assurers and teachers from Level 2 and up.

PRIMAE addresses the Europe 2020 strategy for smart, sustainable, and active inclusive growth, which sets targets to lift at least 20 million people out of poverty and social exclusion and to increase employment of the population aged 20-64 to 75%. The flagship initiatives of the Europe 2020 strategy, including the Platform against Poverty and Social Exclusion and the Agenda for New Skills and Jobs, support efforts to reach these targets.

Poverty and In-Work Poverty: In the EU 28 in 2013, about 19 % of the population aged 16 or more in the EU-28 with an activity limitation was at risk of poverty. The highest values were observed in Portugal (14 %), Greece (21 %) and Romania (22 %). In 2013, 68 % of the EU-28 population aged 16 or more and having some activity limitation would have been at risk of poverty without state support. 12 % of those in employment and having an activity limitation were at risk of poverty.

Social Exclusion: Eurostat AROPE showed that 30% are at risk of poverty or social exclusion, and gender inequality can double the rate of social exclusion amongst people with disabilities.

Unemployment: Less than 50% of people with disabilities with fundamental activity difficulties are employed in the EU.

Education: According to Eurostat, people with disabilities leave education and learning earlier than people without disabilities, with only 25% gaining 1st or 2nd stage of tertiary education. Young people with disabilities are also twice as likely to be NEET.

Additional barriers to social integration for people with a disability include mobility and transport, access to buildings, access to education, access to leisure activities and discrimination.

However, technology enables even people with profound, compound or complex disabilities to communicate unaided, giving them independence and privacy that is not possible when they need to rely on assistance. A significant advantage is that, when communicating online through an e-learning platform, a disability may not be visible, which removes barriers caused by people's reactions or discrimination towards the disabled person.

Meeting EU objectives:

- coaching and coach education will cross borders
- the recognition and validation of KSC, which is required at both national and European levels
- the EU strategy for social inclusion and equal opportunities
- encouraging participation in sport and physical activity (EU Physical Activity Guidelines)
- employment, entrepreneurship and education
- promoting voluntary activities in youth work, social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity
- equal access for all.

PRIMAE curricula will be designed to include coaching theory modules on:

Inclusive Coaching. Coaching Adults and Children. Roles and Responsibilities. Linked and Progressive Sessions. Session Planning. Skill Development. Policies. Procedures. Safeguarding and Protection of Children and Vulnerable Adults. Communication. Coaching Style. Nutrition. Hydration. Equity and Equality. Adaptations and Modifications. Psychology. Physiology and Anatomy. Data Protection. Drugs in Sport. Disability Awareness. Teaching. Learning. Assessment.

Partners involved in the project implementation

- Ikkaido LTD (United Kingdom) - Coordinator
- Areadne OE (Greece)
- Futuro Digitale (Italy)
- Euro-Net (Italy)
- Ikkaido Inclusive Martial Arts (Ireland)
- Stockholm Vastra Idrottsforening for Funktionsnedsatta (Sweden)
- University of Cyprus (Cyprus)
- Aux couleurs du DEBA (France)

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B. What is e-learning?

1. E-learning: Definition

E-learning, which translates into online learning, brings together all the learning methods that allow learning by electronic means.

E-learning is, therefore, the use of information and communication technologies for educational purposes, as underlined by the European Commission, which defined e-learning in 2001 as *"the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchanges and collaboration."*[1]

E-learning is now available in various sectors and various forms: educational software for schools, virtual campuses for universities, applications for the learning of employees in companies or MOOC for self-learning.

E-learning learning can:

- be made in an autonomous way
- be driven by a facilitator
  They then have a significant role in planning activities and facilitating learning activities for participants.

It uses two sets of communication tools:

- asynchronous (time-independent) means: the use of emails, discussion forums, wikis and other shared tools: publishing, blogs, webcasting
- synchronous tools (in real-time): live contact through instant messaging, surveys, interactive whiteboards or screen sharing, application sharing tools, audio and video conferencing live webcasting.

2. Typology of e-learning techniques

The e-learning learning techniques are distinguished according to the physical presence of the tutor and the preferred communication techniques

The communication can be synchronous (direct, via video conferencing in particular) or asynchronous (indirect, by making available a discussion forum, for example).

It is possible to establish a typology of e-learning learning from the following:

- Inclusive e-learning;
- Enhanced face-to-face learning;

[1] https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0172:FIN:EN:PDF

- ❖ Blended learning;
- ❖ E-learning 2.0 also known as social learning.

2.1. Inclusive e-learning

Inclusive e-learning is when the learning is made fully available to learners online. Learners have access to a platform with courses and provide follow-up to meet the objectives.

Inclusive e-learning is an individualised pathway where e-learning is part of the learning logic of self-directed learning accompanied by methodological assistance or the assignment in some cases of a distance tutor.

But for these inclusive e-learning courses to work, it is necessary for the learner to be tutored in the use of the learning platform and to be able to refer to someone who can provide answers if necessary.

Given the learner's autonomy, it is also necessary that the course platform be updated regularly (with course materials, exercises, videos) and has a hotline to solve any technical problems.

2.2. Enriched face-to-face learning

Enhanced face-to-face learning is essentially delivered face-to-face, but the content is enriched with online learning tools.

This model assumes that the tutor integrates phases that involve distance learning at some point in the teaching. Therefore, they can offer learners digital resources or practical exercises in the form of quizzes, questionnaires, or games to be carried out.

This type of learning supports organisations in improving face to face courses by reducing associated costs and improving the quality of learning by reinforcement with other teaching methods, including e-learning.

However, this requires a significant amount of work for the tutor, who must deliver the face-to-face course and create the necessary digital resources while verifying that the learners actually use these resources

2.3. Blended learning

Unlike enriched face-to-face learning, e-learning is mainly used to complement the teaching, whilst blended learning involves combining face-to-face learning with personalised e-learning modules.

Blended learning makes it possible to tailor the teaching to the individual by coupling face-to-face learning with deeper exploration through e-learning

adapted to the learner's needs and chosen in consultation with the tutor. Therefore, the teaching content may be very different depending upon the person being tutored, their prior knowledge, and whether they are physically present or not.

This pedagogical approach is part of the flipped classroom trend by encouraging learners to research, explore and learn how to learn, reversing the way of learning so that it is genuinely learner-led, giving priority to home classes and homework in class.

This type of mixed learning is an innovative, modern trend supported by educational organisations according to the e-learning barometer of the Association des Industriels du Numérique de l'Education et de la Formation (AFINEF)[2].

2.4. E-learning 2.0 or social learning

The notion of e-learning 2.0 refers to the evolution of the web. Unlike the beginnings of e-learning, which is anchored in the transmission of vertical learning-learning knowledge, e-learning 2.0 is a more social and collaborative form of e-learning. This change is linked to the evolution of digital tools and the development of blogs and wikis and social networks and forums of exchanges.

More specifically, e-learning 2.0 is learning through using communication technologies, such as social networks or Moocs.

E-learning 2.0 uses social games, games in networks broadcast on collaborative platforms, and learning through play and gamification.

This type of learning also includes Moocs (Massive Open Online Course), which are online courses open to all. Launched in American universities in 2011, they connect teachers, experts and students who communicate exclusively through the Internet. Learners use resources made by teachers and available with free access and free of rights.

However, according to Moocs, some are more like inclusive e-learning courses (xMOOC), while others focus on the interaction between learners (cMOC), which allow content to be created or developed.

3. The strengths of e-learning

E-learning offers many advantages that traditional learning does not provide. E-learning:

- ❖ can be followed asynchronously or synchronously. Traditionally, e-learning is asynchronous, meaning no predefined time for learners to complete the module. Everyone can follow it at their own pace. The

[2] https://www.afinef.net/barometre-e-learning/

learner can take their time to assimilate the concepts well. However, synchronous e-learning options are now available, such as web conferences and chats. The advantage of e-learning is that you have a choice!

- ❖ has a global reach. By hosting your e-learning modules on the web, people from all over the world can access them. There is no need to anticipate high travel costs or arrange remote meetings across multiple time zones.
- ❖ extends to several types of devices. Online modules can be played on a computer as well as on mobile devices, such as smartphones or tablets. This means that e-learning modules can literally be in the hands of the people who need them at any time.
- ❖ is available when the need arises. Today, authoring tools are so easy to use that it is possible to create, publish and share a module in a matter of hours. So, you can provide your employees with the learning they need when they really need it.
- ❖ is more effective. You can create an e-learning module and easily share it with thousands of learners instead of hosting face-to-face learning sessions whenever a need arises.

4. The benefits of e-learning

Whether the organisation is a university, a school or a company, e-learning is a technique that has many advantages for both tutors and learners.

4.1. The benefits of e-learning for tutors

E-learning makes it possible to disseminate learning to all pupils regardless of geographical barriers and without the problems of learner interface.

The use of digital tools for learning helps limit some of the costs associated with face-to-face learning and is easily adaptable thanks to digital technologies. E-learning tools can be easily adapted by adding documents, videos or deleting parts that have become obsolete.

Online learning tools make it possible to keep a written record of the learning carried out. This is particularly useful for learning carried out in companies because the employer has an obligation to train its employees, and e-learning proves that learning has taken place.

4.2. The benefits for learners

From a learner's perspective, online learning also has numerous benefits.

Firstly, e-learning courses are adaptable to needs. Students who already have basic knowledge of a subject are not forced to review elements they know. They

can participate in more advanced content, while those who are new to a topic can focus on the introduction to the material.

E-learning is also flexible and adaptable. While face-to-face learning is always planned at a fixed date and location, e-learning allows the learner to decide when and where they will be tutored (except for synchronous online learning, where you must be connected at the arranged time for videoconferencing).

5. The limits of e-learning

E-learning also has some drawbacks.

E-learning is designed to be completed independently by the learner. However, on certain technical subjects, this can be difficult. In this context, the presence of a tutored speaker to answer questions may be necessary, which cannot always be the case, particularly for fully online learning.

Furthermore, learning alone is not necessarily motivating. Apart from short videos to introduce a subject, the lack of motivation to train alone is a recurring criticism of digital learning tools. Learning in total autonomy requires a certain degree of self-discipline.

On the other hand, the use of digital tools can be inaccessible to some people. For those who are inexperienced in using basic technology, the obligation to train on a digital platform can be experienced only as a constraint and a source of stress.

E-learning is a powerful learning tool that revolutionises the way we teach and teaching materials and pedagogy. Although this system is not suitable for all types of learning, e-learning has been growing steadily for several years, according to the AFINEF barometer, in educational institutions and businesses.

6. Improve the quality of E-learning

6.1. European recognition criteria and label

The Open Ecbcheck (E-learning programs and institutions in international capacity building) programme of the European Foundation for Quality in E-learning aims to help institutions offering e-learning learning to build their capacity to evaluate their e-learning programmes. This program also encourages continuous improvement of online curricula through peer collaboration and comparison (bench learning), which should help to improve production quality.

For institutions, Open Ecbcheck creates a participatory environment with access to tools and recommendations for their practices. Institutions may also be awarded a quality label based on criteria established by the community.

For example, the "Open Ecbcheck Quality Criteria for Institutions" is a self-check document to help identify strengths and areas for improvement up to the desired level of certification.

The Quality Criteria include:

- **Education and learning**

- For learning/students
- For employees (teachers, tutors, facilitators, assessors, IQA)
- For learning support services
- For learning resources

- **Organisational strategies and innovation**

- How is the quality of online learning integrated into the organisational strategy, and how is innovation stimulated?

- **The organisational processes**

- How are the learning activities documented?
- Equipment and infrastructure
- How are technologies used to support optimal learning, including system reliability and data protection?

6.2. Critical questions for good inclusive e-learning practice

The development and delivery of distance learning are not just about bringing ICT closer to potential learners. There are many questions to consider when identifying good practices.

How do learning providers:

- Develop online content based on sound pedagogical principles rather than the requirements of technology?
- Ensure online content is easy to use and navigate?
- Provide online content that is not just "online text"?
- Develop online content that engages and helps students learn, and that can be assessed using relevant real-life work situations?
- Offer synchronous and asynchronous learning opportunities?
- Identify and use appropriate online learning tools and content development software?
- Establish and maintain relationships with regional communities?
- Adapt resources to regional communities?
- Find and support appropriate tutors?

- Provide appropriate professional development for tutors working remotely?
- Consider cultural considerations in development, delivery and evaluation processes?
- Provide access to appropriate delivery and evaluation opportunities for the practical elements of the course when delivered remotely?
- Identify the best ICT software and options?
- Develop a sense of community and survey students
- Develop and foster relationships between students, tutors and RTO managers/administration?
- Respond quickly and effectively to student questions?
- Provide flexible educational opportunities to meet the needs of students?
- Contextualise the course for the specific needs of the learners?
- Provide language and literacy support?

C. Benchmarking of guides to inclusive e-learning practices

1. The quality approach, according to the European Centre of Excellence for e-Learning (2004)

The European Centre of Excellence for E-learning has published a guide of good practice for e-learning stakeholders[3]. A common framework has been established for both quality concepts (standards and codes of conduct) in relation to resources (teaching materials, teaching staff, etc.) and processes (information, administration, learning design, tutoring, etc.) of e-learning.

Standards that apply to the quality of e-learning resources and processes must be distinguished from those that apply to technologies used in the delivery of e-learning.

To maintain a high level of quality, the learning process must include the 8 phases in their correct order (Client information, Negotiation, Information to the individual, Negotiations on the choice of the individual's course, Initiation, Delivery of e-learning, Quality validation audit, Assessment of "perceived quality"), in which the following elements are present:

- Taking into account the customer's expectations;
- The definition of educational objectives;
- The development of a solution that takes into account the organisational, cognitive and psycho-pedagogical parameters of the student;
- The integration of the most effective assessment procedure for the student to determine the extent to which objectives have been achieved.
- The implementation of e-learning solutions uses a full range of technological tools classified into several categories (enabling technologies, content production, support for learners, resources for applying standards).

The National Learning Network recommends the development of small units or "learning objects". Each small unit is designed to achieve an educational goal in 10 to 30 minutes, with about 20 minutes being optimal.

The guide to good practice in practice e-learning has been created to promote the development of quality e-learning. This guide covers all approaches to quality control in education in general and especially in e-learning.

[3] https://conseil-recherche-innovation.net/download/EEE/Guide%20de%20bonnes%20pratiques%20%C3%A0%20l'usage%20des%20acteurs%20du%20e-learning.pdf

2. The quality approach, according to Ulf-Daniel EHLERS (2003)

Ulf-Daniel EHLERS[4] demonstrated the different meanings of the word "quality" and the different levels of quality (quality of context, structure, process, performance, and impact). Each e-learning participant perceives quality in their own way.

Ehlers classifies quality into seven different categories:

- tutoring,
- collaboration,
- technology,
- costs / benefits,
- transparency of information,
- the structure of the learning,
- didactics.

Each of these aspects must be considered when properly addressing the issue of quality in the e-learning sector.

The statistical analysis method by grouping allowed him to classify learners according to 4 types of profiles:

- **Individualists** are content-oriented. They appreciate high-quality learning materials and prefer to learn alone based on individualised learning scenarios. This type of student does not need to contact a tutor or go through interaction and support.
- **Results-oriented students** place a high priority on learning for work and practice. They do not need to be in direct contact with a tutor, nor do they need to go through interaction and support.
- **Pragmatic students** focus on meeting their personal needs and prefer to gather information and advice from their instructor.
- **The avant-gardes** are essentially oriented towards interaction, discussion and communication. They like to vary the means of communication, work in virtual learning groups, and use new technologies. Such individuals also prefer to receive individualised support, information and advice from a tutor.

To conclude, we can say that a high-quality e-learning service must be a tailor-made and flexible solution adapted to the specific needs of the learners.

It emerges from the study that a subjective quality concept for online learning must take account of more and broader influencing factors than didactic or technological aspects alone.

4

Learners want to be supported in their self-directed learning process by a network of accompanying actions that can be described as learning services. It also seems that the quality requirements of the learners relate to the entire continuing learning process and not only to the learning process itself. Therefore, the prerequisites for learning (quality of the structures) and the results (quality of the product) are also crucial for the learners.

Guaranteeing the quality of e-learning, therefore, means ensuring the competence to be learned. Learners are thus able to organise high-quality learning processes and make the most of the possibilities of the learning system.

3. The quality approach, according to Badrul Khan (2004)

He proposed an 8-track framework: Institution, Pedagogy, Technology, Interface Design, Evaluation, Management, Coaching, and Ethics.

1. **The institutional dimension concerns**:
   - ❖ The administrative matters (e.g. assessment of needs, student motivation, organisation and changes, financing and return on investment, partnerships with other institutes, marketing and recruitment, admissions, financial support, registration and payments, cycle and level change, relations with former students),
   - ❖ Academic issues (e.g. validation, quality of instruction, staff and faculty monitoring, workload, class size, intellectual property rights, etc.)
   - ❖ Services for students (e.g. pre-registration, orientation, advice and assistance, learning capacity development, support for students with disabilities, library, tutoring services, mediation in case of litigation, social services, newsletter, etc.).
2. **The pedagogical dimension of e-learning includes teaching and learning.**
   - ❖ Analysis of content, target audience, objectives and means,
   - ❖ Conceptual approach, organisation, methods and pedagogical strategies.

   Here are some of the methods and strategies of e-learning: presentation, demonstration, exercises and practices, tutorials, games, simulations, role-playing, discussions, interaction, model building, group animation, collaborations, debates, study trips, apprenticeships, case studies and motivation.
3. **The technological dimension** examines technical infrastructure issues in the e-learning environment, including infrastructure planning (e.g. technology plans, standards, metadata, educational objects, hardware and software (e.g. LMS, LCMS, etc.).

4. **The interface design** refers to the presentation and atmosphere of e-learning programmes in general. This dimension includes the design of pages and sites with content, navigation, functionality and accessibility tests.
5. **Assessment** includes student assessment but also evaluation of the quality of pedagogical coaching and learning.
6. **E-learning management** concerns the maintenance of the learning environment and the distribution of information.
7. **Accompaniment** includes online assistance (e.g. counselling/educational assistance, technical assistance, career counselling and other online services) and resources (online or live) necessary to optimise the learning environment.
8. **The ethical considerations** of e-learning relate to social and political influence, cultural diversity, current trends, diversity of students and their geographical situation, accessibility of information, etiquette and legal issues (e.g. policy and guidelines, privacy, plagiarism, copyright, etc.).

4. The quality approach according to EIFEL

(European Institute for E-Learning) and LIFIA (Forum for Learning Innovations) developed the "Guide to Open Standards eQuality for Learning" (Open eQLs) or (Open eQuality Learning Standards)[5] for all e-learning stakeholders.

These standards take into account user expectations and are based on a consensus with suppliers. A new framework has been proposed for ensuring quality in technology-based learning. **It contains 12 points:**

- strategic planning,
- framework/programme,
- cooperation,
- development of learning,
- marketing,
- introduction of teaching activities,
- introduction (information and learning),
- realisation,
- assistance for pupils,
- assistance for teachers,
- centralised data bank,
- assessment.

20l'usage%20des%20acteurs%20du%20e-learning.pdf" https://conseil-recherche-innovation.net/download/EEE/Guide%20de%20bonnes%20pratiques%20%C3%A0%20l

The framework focuses primarily on the analysis of the development process:

- Institutional support,
- Development of learning
- Teaching/learning,
- Structure of the learning,
- Assistance offered to the student,
- Assistance provided for teachers,
- Assessment.

According to the **European Centre of Excellence**, e-learning must promote the social integration of people with disabilities and not produce even more discrimination through technology. E-learning must adhere to the principles developed in the European Charter for Digital and Social Inclusion developed by a group of experts in the framework of the "e-learning for e-inclusion"[6] project supported by the EU's e-learning initiative.

Technology experts and learning developers are asked to comply with the guidelines and standards to optimise the functionality and accessibility of the equipment. Potential users may include people with physical or mental disabilities, those with visual or auditory impairments, and multiple disabilities.

5. The Centre for University Education's Quality Approach, University of Ottawa, Canada

Inclusive teaching practices[7] aim to minimise the impact of functional boundaries and remove barriers to learning experienced by students with disabilities. Inclusion is about creating an accessible learning environment by accommodating various learning needs rather than responding to a few expressed needs.

Students from all walks of life, particularly students with disabilities, may face barriers to learning.

Students with invisible disabilities, such as a learning disability, attention deficit disorder, mental health problem, etc., are at risk of facing various barriers: stress associated with time management, difficulty concentrating on the task at hand, difficulty with interactions with others, difficulty with the adaptation to changes, lower energy levels, difficulty addressing a figure of authority, information processing, reading, stress management, etc.

'usage%20des%20acteurs%20du%20e-learning.pdf
ation.net/projets/elearning-einclusion" https://conseil-recherche-innovation.net/projets/elearning-einclusion
[7] https://www.uottawa.ca/respect/sites/www.uottawa.ca.respect/files/accessibilite-guide-inclusion-fr-2013-10-30.pdf

What can educators do to remove barriers to learning? How can courses be adapted?

- Strategy 1: Reflect on goals, learning needs and teaching methods
- Strategy 2: Foster dynamic learning and multiple teaching methods
- Strategy 3: Offer students various options to demonstrate their understanding of the content (evaluation)
- Strategy 4: Provide accessible material, written or online, in PDF, MS Word, Powerpoint or Excel format.

To place the student at the heart of their teaching and respect the variability of learning styles, educators must first reflect on their practices and acknowledge their own values and expectations to create and maintain a harmonious and welcoming learning environment. The use of various methods to be as inclusive as possible, the interaction with students, the teaching of the subject and the evaluation of learning are all important variables.

6. The quality approach, according to the University of Laval, Canada

The inclusive pedagogical approach[8] makes it possible to respond to the increase in student diversity. The inclusive pedagogical approach pursues the following goals:

- Promote student motivation to ensure school perseverance;
- Promote the inclusion of all students by meeting their diverse needs;
- Reduce stigmatisation of students with disabilities.

In addition to benefiting students with disabilities, the inclusive pedagogical approach is also beneficial for all students.

Professors at Laval University, who participated in a program to support the development of an inclusive pedagogical approach, found that this approach fostered student engagement and motivation without lowering university requirements. The inclusive approach makes it possible to adjust the pedagogical strategies to bring each person's skills to the same level.

The guide put in place by Laval University offers teachers different modules[9]:

- **Module 1**: Exploring the Inclusive Approach

This first module will explore the theoretical concepts necessary for adopting inclusive pedagogy through the universal conception of learning (CUA).

- **Module 2**: Mapping the course to be modified with final objectives:

[8] https://www.enseigner.ulaval.ca/sites/default/files/guide_app_inclusive.pdf
[9] It should be noted in passing the quality of the Design of this support, which is very enriched by questionnaires and evaluation tables to be kept throughout the development of these 5 modules.

1. Identify factors of variability among course students;
2. Describe the course you wish to modify.

- **Module 3**: Identify solutions for inclusion in learning barriers with the aim of:

1. Identifying potential barriers to learning in your course;
2. Identifying changes to your course materials, teaching methods and evaluation activities.

- **Module 4**: Experimenting with inclusive teaching practices with the goal of:

1. Planning the implementation of any identified or necessary changes;
2. Implementing these changes.

- **Module 5**: Reflecting on Inclusive Teaching Practices

1. Conduct a reflective analysis of your inclusive learning experience;
2. Make adjustments as required.

This accompanying book is complemented by two annexes that give a lot of additional resources:

- Resources to create accessible materials and inclusive teaching methods and evaluation activities.
- Resources to plan the implementation of changes.

7. The quality approach, according to Eleonora Guglielman

Guglielman raised the issue of the accessibility of e-learning[10] and addressed the problem from two different perspectives:

- technical accessibility (access to the online learning platform);
- educational accessibility.

A systemic design of accessible online courses should result from a participatory design involving experts in the field, educators, technical experts, disability experts, support workers and end-users.

A reference model must be adaptable to the different types of disability, centred on the learner and based on individualised teaching; the whole process can be summarised in a framework with three main stages: design, pedagogical design and technological design.

[10] https://www.researchgate.net/publication/221549754_E-learning_and_Disability_Accessibility_as_a_Contribute_to_Inclusion

In pre-design, Eleonora Guglielman refers to theories and learning paradigms to give a theoretical structure to the pedagogical model and the design of the learning environment. She pays addresses the following topics:

- Constraints: human/economic resources, implementation time, number of users
- Objectives: curricula and knowledge of the field to be developed.
- Users
- the types of disability and their specific educational needs.

A general classification of disabilities can be broken down as follows: sensory impairment; special learning difficulties (reading and writing); attention deficit disorder; mental and intellectual disabilities; multiple disabilities.

The author also invites the reader to use the International Classification of Functioning, Disability and Health (ICF), established by the WHO.

The pre-design phase is carried out by the needs, analysis and definition of learner requirements.

The pedagogical design includes the choice of didactic methods and strategies following the pedagogical model; the organisation and implementation of didactic contents and resources that must be planned, the selection of communication and the tools of interaction; the planning and organisation of educational support by teachers, tutors and specialist support staff.

Technology design is the phase in which the virtual learning environment is designed and planned, describing communication, architecture and interface; technical accessibility standards must be met.

The elements of innovation in research:

The research aims to explore accessibility and make recommendations to those involved in designing e-learning for students with disabilities. In an international context, some authors are beginning to be concerned about the accessibility of learning; they show that there is a lack of knowledge of specific accessibility tools, methods and approaches from a didactic perspective. The studies and research cited above on this subject propose general frameworks and models but do not explain how learning activities should be designed and planned.

There is still no research on the design of accessible e-learning that considers both technological and pedagogical dimensions in Italy. It is not adapted to the needs of students with disabilities, and there is no awareness of user-centred approaches, such as participatory design and universal design.

The use of e-learning in Italian universities is a relatively recent phenomenon: there are no guidelines for designing an accessible course that guarantees equal

learning opportunities for all. Currently, e-tutors who deliver online courses do not have the necessary skills on accessibility and special needs, so they cannot effectively support students with disabilities in accessing the learning.

This research aims to contribute to the debate on accessibility:

- ❖ addressing the problem in all its educational dimensions,
- ❖ integrating existing technical rules and guidelines with a new perspective on access to all learning activities taking place in a virtual environment.

8. Quality approach according to the Istituto Tecnologie Didattiche, Italy

In the field of education, e-learning software is evolving rapidly. Although it is becoming more efficient, sophisticated and attractive to most students, the ability of particular learners to use them effectively becomes more critical.

The quality approach questions how teachers feel about their ability or readiness to accomplish the mission of building a truly "inclusive" classroom by fully exploiting the possibilities offered by technology.

The Istituto has chosen two software for its study[11] (Essediquadro and Aessedi).

Essediquadro offers a clear overview of the products available and other information (summary of the content, domain, subject, target users, educational strategy, prerequisites, etc.). It provides support and guidance for integrating software and multimedia into the teaching and learning process by providing subject matter surveys, classroom reports and more.

Aessedi: This software provides access to pilot experiments and best practices in the field of e-Inclusion. Aessedi presents two different environments: the first is designed to support the design and development of an educational plan; the other is used for viewing, reviewing and commenting on existing education programs.

Teaching plans (also teaching/learning units) can be designed by some teachers/authors, then adapted and reused by other teachers in different educational settings.

As a result, the system offers teachers/authors the opportunity to produce structured pedagogical plans, reflecting at the same time on the activities to be carried out and on their educational value. It provides teachers/readers with examples and hints on how to conduct educational activities.

[11] http://www.ictliteracy.info/rf.pdf/e-learningpapers_ICT.pdf

D. Selection of good practices in inclusive e-learning

1. Cyprus

1.1 The Living Book: Augmenting reading for life

Location: Nicosia, Cyprus - European University Cyprus

Contact person: Prof. Katerina Mavrou: k.mavrou@euc.ac.cy

Project website: https://thelivingbook.eu/

Facebook page: https://www.facebook.com/TheLivingBookProject

Program overview:

- Addressing the under-achievement of students (9-15) with disabilities by improving reading skills and increasing motivation through an innovative approach to reading and a corpus of resources (lesson plans, teaching materials and learning materials for educators and parent-educators).
- Enabling students (ages 9-15) to develop their reading skills & other key and transferrable competencies (e.g. digital skills, learning to learn, critical thinking, collaborative skills).
- Giving priority to pupils from disadvantaged backgrounds, including pupils with disabilities.
- Empowering teachers to adopt innovative practices and deal with diversified groups of learners.
- Involving parents in home reading activities.

Learner profile: Student (ages 9-15 yrs.'), including students with disabilities.

ICT used: Designed Digital Assistive Technologies. Virtual Reality within Education.

Methods: The Project aimed to design and implement an educators' and professionals' development program grounded in various interrelated bodies of research, including inclusive education and digital inclusion. The programme was pilot tested during Spring-Autumn 2018 with a series of hands-on professional development seminars.

Evaluation: The evaluation of the main insights gained from the pilot testing of the

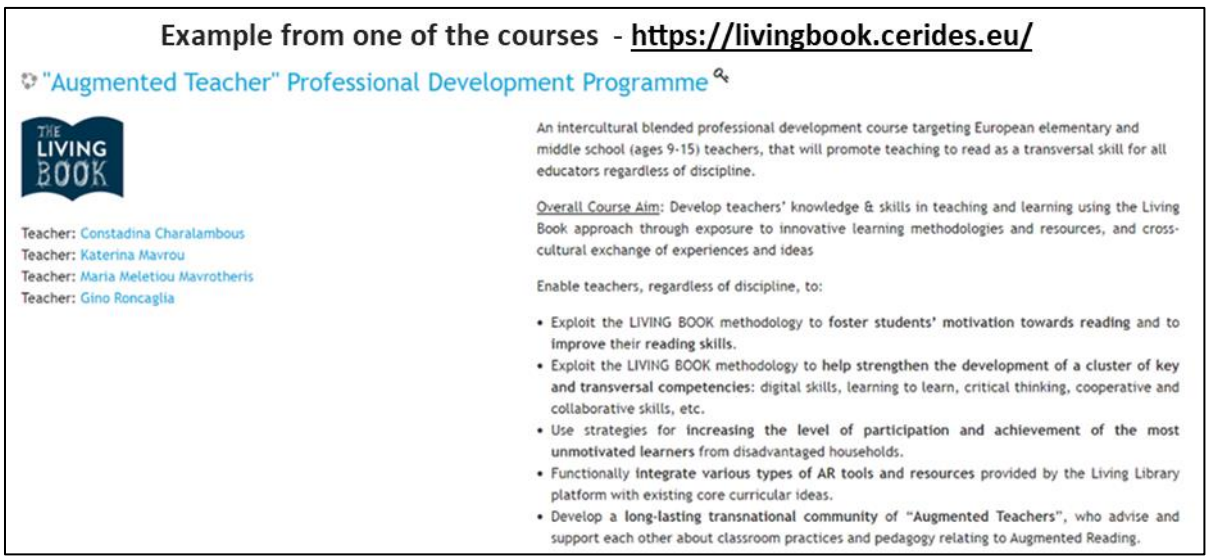
Virtual Teacher and Virtual Parent-Tutor courses, and the follow-up classroom experimentation in the project partner countries, using the following process;

Pilot Testing of Virtual Teacher and Virtual Parent-Tutor Courses (Face-to-face professional development seminars, virtual teachers as action researchers, Hands-on activities with tools).

- Follow-Up Classroom Experimentation (Student Post survey, Short-Term Exchanges of Students).

Course model: Several models are available: **https://livingbook.cerides.eu/**

- Virtual Teacher" Professional Development Programme
- Virtual Parent-Tutor" Learning Programme
- AR tools
- Virtual Reality STEM Teachers: Professional Development Programme



Communication with learners: Interaction through the Moodle platform.

Support of learners: The use of assistive technology in education can go beyond physical access and accessibility. In a digital era, assistive technology is a means to modify and redefine the learning environment for creating digital inclusion opportunities and cultures in schools by recognising the added value of

technology integration in disabled learners' engagement and acknowledging the multi-faced interaction between person, technology and environment.

Cultural considerations:

- The Living Book Guidelines: methodological guidelines for teachers to implement The Living Book approach.
- The Living Library and toolkits: OER Multilingual platform offers teachers and students online tools (books, toolkits, social community) & Multilingual sets of practical lesson plans.
- Blended professional development course for "Virtual teachers", Blended professional development course for teachers and other educators involved in parent learning activities.

1.2 Stroke rehabilitation

Location: Limassol, Cyprus – Cyprus Stroke Association (CSA)

Contact person: Marina Charalambous: marina.charalambous@cut.ac.cy

Website: https://stroke.org.cy/

Facebook page: https://www.facebook.com/strokecyprus/

Program overview:

Targets adults with disabilities (25-65) that have survived a stroke. The program's main aim is to develop reading and speaking skills and mobility skills via digital practice.

Some important points to note about the programme:

- It empowers researchers to adopt innovative practices and to deal with diversified groups of learners.
- It gets family members involved at home.

Speaker explaining how to identify a stroke

https://stroke.org.cy/

- The results have been positive, but of course, it does not substitute live practice.
- The main objective is increasing self-esteem and self-acceptance.

Learners profile: Adults with disabilities (ages 25 - 65 yrs.)

ICT used: Zoom, Skype, Kahoot, PowerPoint, Wordwall

Methods: The program was adapted to digital contexts due to the COVID-19 pandemic and is usually conducted live through hands-on seminars.

The therapy consists of 4 exercises; Repetition, Naming Task, Matching and the Imperative exercise "Do it". In the first one, patients must repeat whatever the therapist says, typically words that are used daily.

The second exercise involves showing a picture, and patients must pronounce what they see. The last one involves "commanding" the participant to do something like "raise your right hand", and the patient must follow the "order".

The goal is to use phrases, pronounce them fluently, and recognise and perform movements they may have forgotten.

Evaluation: Yet to be completed. It is based on the experience of the therapists.

Course model: The lesson model is divided into different phases. There isn't any timetable since there is more of a focus on quality than timescales.

Support of learners: Before the Covid-19 pandemic, sessions were offered every week free of charge. Now some of these sessions are being offered online.

1.3 Music Therapy

Location: Limassol, Cyprus

Contact person: Panagiota Kapnisi: panagiota.kapnisi@gmail.com

Facebook page: Music Therapist- Panagiota Kapnisi | Facebook

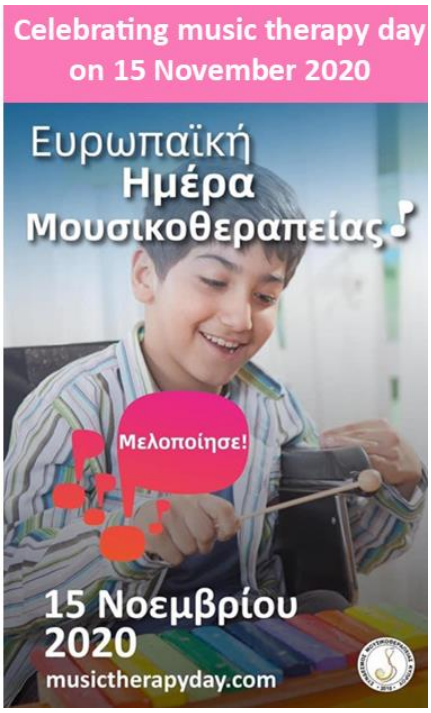
Program overview:

- Music Therapy for adults with aphasia in the rehabilitation clinic of CSA (Cyprus University of Technology) in Limassol.
- Music Therapy for adults with multiple disabilities (learning disabilities, movement disabilities) in Theotokos Foundation.
- Music Therapy for children and adolescents with learning disabilities (autism, Down Syndrome, Alstrom Syndrome etc.) and with other developmental delays (privately and in the therapeutic centre of the Red Cross).
- Music Therapy for children and adolescents with apraxia and epilepsy (therapeutic centre of the Red Cross).

- Music Therapy for adults after experiencing anoxia or severe brain damage (private hospital).

Learner profile: Children (3 - 10); Teenagers (12 - 16); Adults (29 - 75+)

ICT used: Zoom



Methods: In each case, an evaluation is needed to determine what the patient needs. Clear therapeutic goals need to be defined, and specific techniques applied to meet the predefined goal and help the patient. The primary method of music therapy is clinical music improvisation – music is created according to the mood, state and sounds of the patient. Hence, music is created by the patient, which makes them feel that what they play is being listened to. Communication, therefore, happens through the music creation (rather than the speech) process.

The music therapist matches the music he/she creates with the patients' created music or sounds or state. Many other techniques can be applied, such as: playing/singing a song that the patient knows (to trigger a memory - and help the patient to remember things (Alzheimer, aphasia, brain damage patients). Songwriting is another technique that can be applied.

Evaluation: The results are better if the sessions are happening more times per week.

Course model: The lesson starts with a greeting, "hello song".

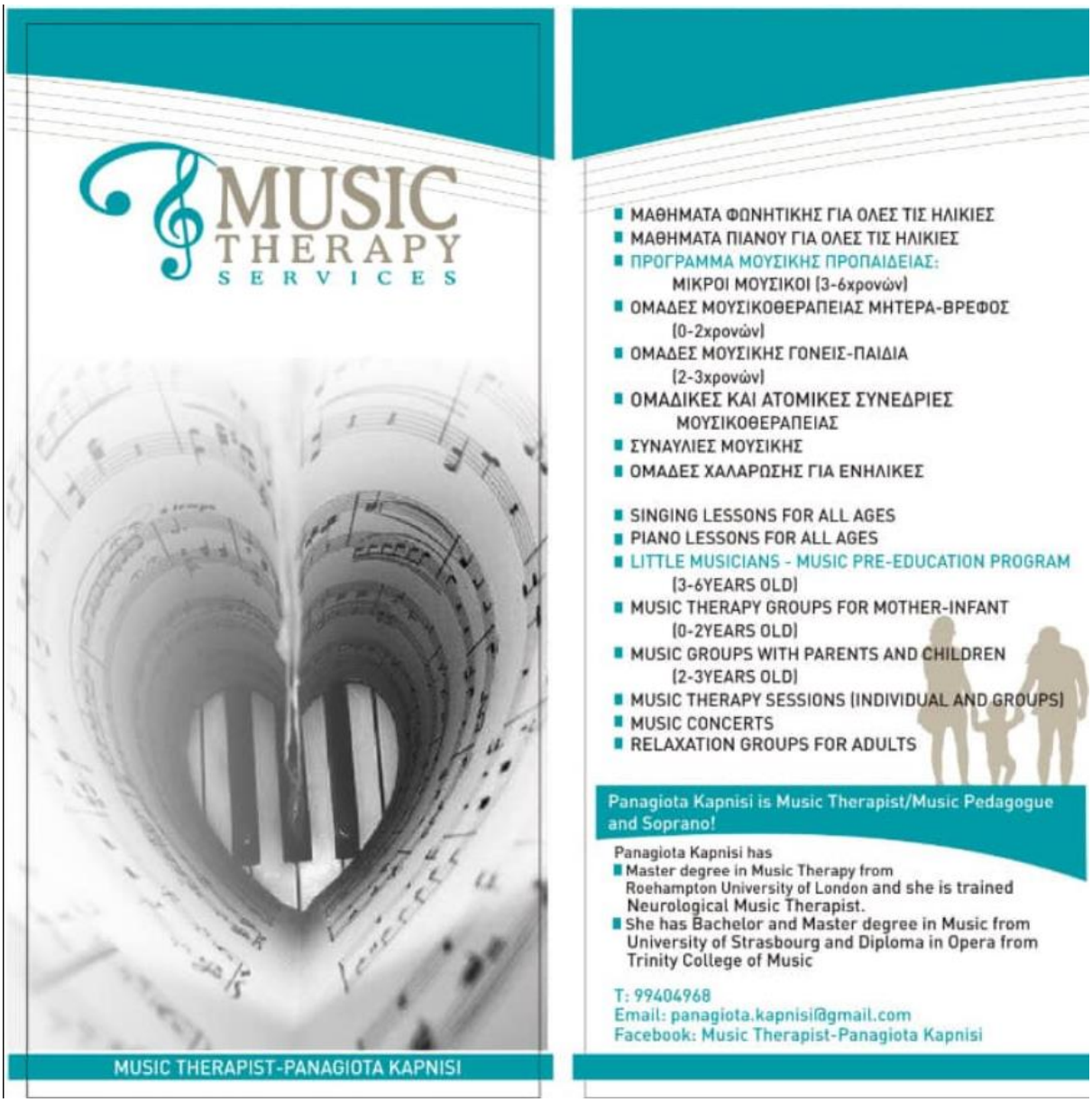
Team Aphasia: a game is played with their names. Patients are asked to pronounce their names rhythmically or melodically. In live sessions, the music therapist calls the patients and throws them a small ball, and they play together so that each one can remember his/her name.

After that, the music therapist calls them to pick up their musical instruments, and everyone plays whatever they want, but, in this case, initially, the music therapist leads them by rhythm. They use their hands to create rhythm alongside the therapist.

They also make sounds with their voices, singing songs that they know. This method promotes creativity and the ability of functionality. Or they were making sounds of nature. Anyone can express his/her reflection on how they felt or how he/she was before the stroke. The therapy ends with techniques for relaxation.

- Children: 1 – 2 times/week for 40 min
- Teenagers: 40 min / week
- Adults: 45min / week
- Case with brain damage (aphasia): 2 – 3 times/week for 45 min

Cultural considerations: The group of people also includes foreigners that live in Cyprus.



2. France

2.1 European School of Entrepreneurship

Location: Pertuis, France - Comité de Bassin d'Emploi Sud Luberon

Contact person: Alain, BERNADOY**:** bernadoy@sfr.fr and contact@ese-project.eu

Website: European School of Entrepreneurship (ese-project.com)

Facebook page: https://www.facebook.com/ESEproject.eu/

Program overview: The E-learning Platform provides free access to different courses. With this learning, students will learn how to bring their business ideas into reality. The e-learning platform is the perfect method of acquiring the knowledge needed to start a company or run a business. It provides an extensive catalogue of courses made up of PDF files and videos.

The students can also chat together, which is an excellent way to exchange tips and discuss the learning. Moreover, a personal evaluation with statistics gives the students an overview of their progress. Plus, they can also test their knowledge or understanding through different quizzes.

The most significant advantage of the e-learning platform is autonomy. Students can learn by themselves, which means that they can manage their own work time and study the courses that interest them most. This provides a very personalised learning experience for every student.

The first steps to starting a start-up

The global objective of this set of topics is to give entrepreneurs essential tools for the first steps of starting a business. The goal is that students have a sound basis for the business idea development stage.

- **Corporate Social Responsibility**

The objective aims to train professionals to implement a Corporate Social Responsibility approach (CSR), from identifying issues to developing an action plan to writing a CSR report.

- **Entrepreneurial ecosystems**

Objectives of the learning

- Raise awareness of the socio-economic role of entrepreneurship in their territory, as this is the key to the dynamism of a region
- Understand the systems of interaction between the different actors in an entrepreneurial environment
- Identify the links that a company or an entrepreneur will develop with various stakeholders and networks

- How to promote the emergence of an entrepreneurial system and how a company can use it
- Understand the relationships between entrepreneurial systems and allied concepts such as industrial districts, clusters, and innovation systems.

- **Entrepreneurship, brands and branding process**

The main objective of this course is to give entrepreneurs essential tools in the first steps of searching for business ideas, evaluating ideas and starting a business. Further on, students will learn about branding, which is one of the most important entrepreneurial skills.

- **EU funding opportunities for enterprises**

The global objective of this set of topics is to give entrepreneurs knowledge of the EU institutional system and its decision-making process. The goal is to provide students with the main tools about European institutional and financial frameworks and EU funding. The students will acquire the competencies and skills to write and manage a European Project, such as responding to a call for a proposal, editing the project structure, building a partnership, and creating a budget plan.

- **Social entrepreneurship opportunities for enterprises**

The global objective of this set of topics is to give entrepreneurs some knowledge about Social entrepreneurship as a concept that has recently gained popularity due to its innovative ways of doing business. Students will gain an understanding of Social Entrepreneurship, the economic Model of Social Entrepreneurship and forms of running social enterprises. Students will acquire competencies and skills to describe social enterprises in Europe and compare the model with SE European Countries and China. Students will learn about the Triple Bottom Line – special accounting framework.

Learner profile: This platform was intended for people remote from employment and those most vulnerable in the labour market: young people, women, seniors. However, due to the health crisis linked to COVID, the target audiences have been widened.

ICT used: E-learning platform

Methods: The program is designed as an asynchronous learning format.
Anyone interested in attending this program should register on the online platform
ESE Project - European School of Entrepreneurship - My campus (ese-project.eu)

Evaluation:

- *Corporate Social Responsibility:* Continuous knowledge assessment with summary notes and course questions.
- *Entrepreneurial ecosystems:* Presentation of a current business case study and/or a personal business creation project. The students will present their Project of creation or takeover of a company. This Project will be presented orally (using computer support) and in writing.
- *Entrepreneurship, brands and branding process:* Active participation in lectures and seminars. Presentation of a Business model.
- *EU funding opportunities for enterprises:* Open questions and multiple-choice questionnaires.
- *Social entrepreneurship opportunities for enterprises:* Knowledge assessment by course questions and appropriation by learners of identified knowledge.
- *The first steps to starting a start-up:* Continuous knowledge assessment with questions. Examination. PowerPoint presentation. Oral presentation. Homework.

Communication with learners: Learners communicate with the tutor through the platform in writing.

Support of learners: On top of tutor support, there is IT support and videos and other resources answering frequently asked questions.

3. Greece

3.1 Vocational education learning

Location: Kalamata, Greece, Areadne LLC

Contact person: Yanis Papadopoulos, papadopoulos@areadne.gr

Website: https://www.areadne.eu/

Program overview: Basic principles of adult education

A distance learning program for teachers and tutors preparing for the Adult Educators Greek state certification and a stand-alone qualification in adult education and learning in Greece.
Upon completion of the course, the trainee is awarded:
Certificate of successful attendance.
Bilingual Euro pass Certificate Supplement with transferable ECVET Units for use at home or abroad.

ICT used: E-learning platform

Methods: The program is designed with an asynchronous learning format.
Anyone interested in attending this program should register on the online platform http://www.areadne-elearning.gr/.

Evaluation: Each module ends with a short writing task, which is the evaluation of the program. The tutor corrects the task and responds through the platform to the learner with comments about the task and provides a grade. If the work does not meet the criteria, the trainee should follow the feedback comments and guidelines to make the necessary corrections and resubmit the assignment for evaluation.
The trainee needs to complete all the tasks.

Course model: This course consists of 10 learning units, plus a final project. All units are practical in nature and are based on case studies.
Each unit is accompanied by self-evaluation and a tutor-evaluated writing task.
The final project is chosen by the trainee and is practical, although academic assignments may also be accepted if the tutor agrees.
Each unit is assigned a proposed length (e.g., 40 hours) according to national legislation.

Communication with learners: Learners communicate with the tutor through the platform in writing. Phone communication is also possible should the learner ask for it.

Support of learners: On top of tutor support, there is IT support over the phone during working times and videos and other resources answering frequently asked questions.

Cultural considerations: This program is mainly attended by people who teach, wish to teach or assume positions of responsibility in lifelong learning structures. However, it is also open to educators who want to learn more about adult education and anyone interested.

4. Ireland and UK

4.1 Participation, Recreation and Inclusion through Martial Arts Education (PRIME)

Location: Germany, Berlin, ICSSPE e.V.

Contact person: Ray Sweeney: ceo@ikkaido.eu

Web Site: https://www.ikkaido.eu

What is PRIME?

PRIME – Participation, Recreation and Inclusion through Martial Arts Education – is a unique venture co-funded by the ERASMUS+ Programme of the European Union. Its function is to develop a high-quality coaching framework to support the promotion of healthy martial arts participation among people with disabilities in Europe. This framework is the first of its kind and is written within the context of the European Qualifications Framework (EQF) and similar international standards like the European Sport Coaching Framework.

The martial arts are an unusually diverse and adaptable form of sport, offering popular contexts for engaging and supporting the healthy development of people with disabilities. In addition, martial arts can introduce through this framework a range of self-defence learning experiences and – since people with disabilities in Europe are often targets for violent crimes including domestic violence, homicide, assault, rape, and robbery – these experiences will also make significant contributions to participants' confidence, safety and well-being.

So, **the objectives** of PRIME and this coaching framework are:

• to promote inclusion and easier access to martial arts for people with disabilities;

• to increase confidence, physical competence and physical activity levels among people with disabilities in Europe by fostering high-quality coach education in the martial arts;

• to bring martial arts coaching accreditation in line with international best practice standards.

The motivation behind the objectives is:

• to support the dissemination and application of the Charter of Fundamental Rights of the EU, the Treaty on the Functioning of the EU and the United Nations Convention on the Rights of Persons with Disabilities, which are all concerned

with developing policies and events to support the participation of people with disabilities in sport and physical activity;

• to develop the basis for the first comparable EQF-compatible framework for martial arts coaching education and accreditation;

• to offer a popular context for engaging and supporting the healthy development of people with disabilities;

• to increase access to self-defence for people with disabilities by learning in martial arts to react to violent crimes, including domestic violence, homicide, assault, rape, and robbery;

• to support the following Sustainable Development Goals:

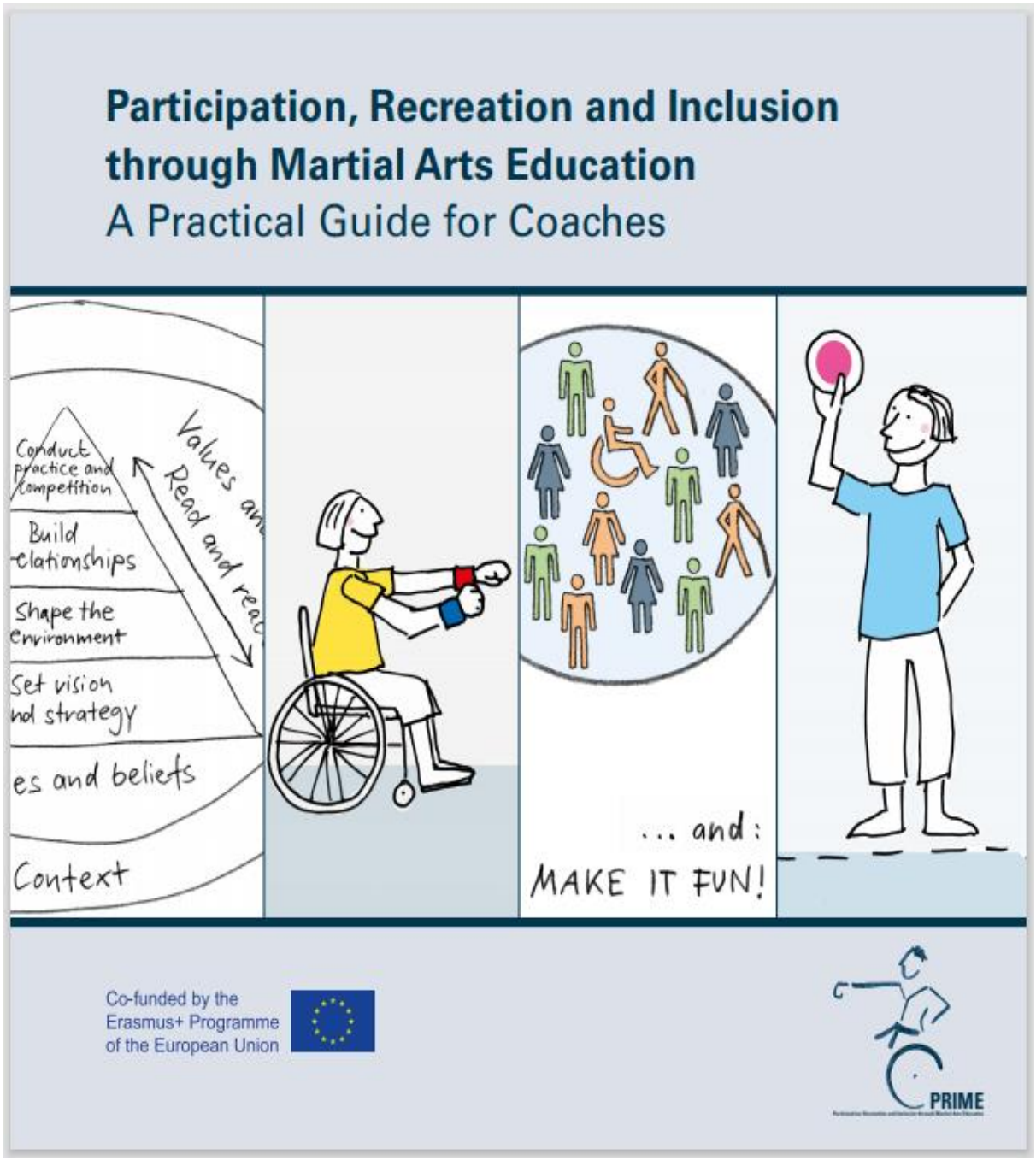
The content for the framework was developed through:

• qualitative data gathering and analysis, desk reviews and examination of existing learning material; identification of motivations and opportunities for participation and barriers to it; consolidation of existing evidence, qualifications and coaching education frameworks; production of good practice reports; framework development;

• piloting with national and international martial arts organisations and coaches;

• developing resources for coaches and others on a designated website

The PRIME partnership brought together a unique consortium of organisations from the different EU Member States. In addition to Ikkaido, the leading organisation in inclusive martial arts coach education. The partnership included the International Council for Coaching Excellence; the UNESCO Chair in Transforming the Lives of People with Disabilities, their Families and Communities, through Physical Education, Sport, Recreation and Fitness at Tralee Institute of Technology, Ireland; The Association For International Sport for All; and, as project manager, the International Council of Sport Science and Physical Education. The partners collaborated and supported Ikkaido and ICSSPE to pull together this unique framework. The project was strongly supported by Ken Black, The Inclusion Club and the Lydia Zijdel Foundation. Three other martial arts organisations took part; the Association of Wado Karate-Do Kai Shin Gi Tai Italy, the International Taekwondo Federation and Hayashi Karatecenter e.V.


Participation, Recreation and Inclusion through Martial Arts Education
A Practical Guide for Coaches
Conduct practice and competition
Build relationships
Shape the environment
Set vision and strategy
es and beliefs
Context
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Read and reac
... and:
MAKE IT FUN!
Co-funded by the Erasmus+ Programme of the European Union
PRIME


SOUND
POWER

5. Italy

5.1 Inclusive learning for Martial Arts

Location: Italy - Potenza - EURO-NET

Contact person: Antonino Imbesi: primae.euronetpz@gmail.com

Website: https://accademiadelleartimarziali.org/

Facebook: https://www.facebook.com/accademiadelleartimarzialipotenza/

Instagram: https://www.instagram.com/accademiadelleartimarziali

Learning program/program overview:

The inclusive learning program aims at the participation of children with attention deficit disorder and autism spectrum disorders in the learning group with other children.

The first objective to be achieved is the acquisition and the respect of martial arts rules (related to the rules of being together, respect, friendship, fair play).

Then follows the objective of enhancing the individual, increasing their self-esteem and perception and acceptance of themselves, and their diversity as wealth for the whole group.

The concept of self-defence is implicitly learned in the study of martial arts that is another valuable objective to achieve in children with and without disabilities.

Last but not least, learning the execution of martial arts techniques helps the development of physical skills. Everyone can learn, but each in their own time. All goals must be carried out in the name of fun.

Learners' profile: Children from 6 to 12 years old with Dsa, Bes, Adhd

ICT used: Handheld devices, computers, networked computers and the Internet to produce and enjoy video and audio.

Methods: The learning is always proposed in a playful form. Everything, even the technical part, is taught as a game.

The game allows children to accept failures more easily. They are not discouraged from trying again and committing themselves to improve and exceed their limits.

The game is dynamic because it continuously interfaces with the teacher.

It's a game:

- **physical:** the child is asked to do a specific exercise and, for example, to count how many times he can do it in a timeframe. The next time you can ask him/her to do it at least once more.
- **creative**: the child is asked to invent something on the weekly topic. He/she can help the teacher decide the new levels of difficulty to apply to the games.
- **resolution**: the child is asked to make the right transition from a specific position.
- **participation**: even if children interact with each other through the online platform – they are in rank and belt order – playing games, sharing a message, counting up to 10.

Evaluation: Belt promotion determines the assessment of progress in martial arts. The requirements for earning a new belt must not be merely technical in an inclusive martial arts concept.

The evaluation will consider other important parameters: the ability to acquire a rule, to respect other children and the teacher, to participate in the activities and in most cases, to improve one's starting condition.

Course model: The course is divided into three weekly lessons: two gym-frontal lessons (from 60 minutes) and one online (from 45 minutes); children are separated by age (4-6; 7-9; 10-12).
Children can take part in the online lesson or download the session.

The lesson model: Each lesson is divided into different phases marked by a symbol that identifies them. The lesson timetable is displayed in the gym (on a coloured poster) and is always visible on the screen to identify each learning phase.

The lesson:

- **start with the greeting**, an important moment of respect for the teacher, the classmates and the place of learning.

In the gym, the children are placed in line in front of the teacher in belt order. In online lessons, they are positioned in front of the screen, in front of the teacher, marking the beginning of the session and concentration.

- **the warm-up phase** (duration: 20 min): is often performed through playful group activities in which children take turns performing tasks and playing roles. In online lessons, the children perform individually (jumping and passing under a chair a given number of times; looking for the colour asked by the teacher in the shortest possible time, etc.).

Then we do some stretching exercises involving the children (. while they are in a stretching position, they count up to ten one at a time, or they answer funny questions).

- **technical phase** (duration: 15 min): the teacher shows the techniques to be reproduced. In the gym, the children are arranged in pairs, changing partners after a short time so that every person can work with everyone else: this helps to improve levels of focus, inclusion and socialisation of all children. In the online lesson, the techniques are reproduced in shadow combat.

The concentration is highest in this phase.

- **combat simulation phase** (gym lesson) (duration: 15 min): helps the children compare themselves and personal growth.

The teacher determines the pairs, and to promote inclusiveness, the children are invited and encouraged to confront children of lower and higher grades than them.

- **Both the learning end with a fun phase** (duration: 10 min). This final moment includes free body exercises with music. Then the teacher proposes a game that recalls one of the fundamental rules of martial arts that is repeated for the whole week (in online courses can make a drawing).

Communication with learners: Communication with the learners takes place in different ways: by instant messaging app, by the web site for information on schedules, courses etc. and by the blog section to communicate news about the activities and the online platform to disseminate lessons.

Support of learners: All the ICT used, all the devices that allow the carrying out of activities.

Cultural considerations: More and more scientific research done by psychologists and paediatricians

confirms the sound effects that Martial Arts have on children and growing young people, especially in cases of learning disorders, hyperactivity and attention deficit. Some studies show increasing use of martial arts to involve and include people with disabilities in different social environments.

Children with attention deficit disorder and autism spectrum disorders who come and work in learning groups find an accessible and inclusive environment in which they can integrate and achieve excellent results, thanks to the teachings and values of martial arts. Through the physical and mental commitment and the relationship with other children (boys and girls), it is possible to include all cultural aspects that prevent them from expressing themselves.

What is the lesson we could learn from this Best practice?

It is more important that learning is linked to traditional models (frontal lesson) can develop transversal skills such as problem-solving, critical thinking, cooperation, creativity, computational thinking, and self-regulation.

There is evidence that martial arts practice at school age helps develop and/or improve these transversal skills.

These key competencies are more important than ever in our rapidly changing society.

The e-learning and web tools are strategic resources to overcome the obstacles related to traditional activities and respond effectively to the educational needs of students with disabilities.

It's important to create accessible paths from a technological perspective and from a methodological-didactic one to guarantee inclusive and high-quality learning experiences for all learners, regardless of their disability.

5.2 Inclusive sport learning to support victims of violence

Location: Italy - Potenza - EURO-NET

Contact person: Antonino Imbesi: primae.euronetpz@gmail.com

Website: https://accademiadelleartimarziali.org/

Facebook: https://www.facebook.com/accademiadelleartimarzialipotenza/

Instagram: https://www.instagram.com/accademiadelleartimarziali

Learning program/program overview:

The inclusive learning programme aims to involve women victims of violence (and girls with intellectual disabilities) in mixed learning classes.

The first purpose is to develop the woman as an individual by increasing self-esteem and perception, and acceptance to recognise and use strengths to face any situation.

To achieve this, it is a priority to involve and raise awareness amongst students of gender-based violence issues.

In the teaching and studying of martial arts techniques, there is the concept of self-defence and the acquisition of greater self-confidence in one's own abilities. One of the fundamentals of martial arts is that the mind guides everything: the body can acquire specific skills and abilities only by exercising the mind with dedication.

Finally, learning the execution of martial arts techniques helps the development of physical abilities.

Everyone can learn, but at their own pace.

Learner profile: men and women over 15, women who are victims of violence over 15.

ICT used: Handheld devices, computers, and the Internet to produce and enjoy video and audio.

Methods: The teacher pays specific attention to the use of language, no one should feel insulted, and everyone should understand the explanation.

Basic techniques are taught and are easy to explain and quick to learn; they are effective techniques that allow speed, levers and weight to your advantage. The students are arranged in pairs along two lines, one in front of the other (they change learning partners at the teacher's command).

A part of the technique is where one person is standing while the other is on the ground. This is where most aggressions probably end.

The inclusive course allows everyone to interact and draws in the listeners and observers.

Evaluation: The belt colour determines the evaluation of progress in martial arts. The requirements for earning a new belt must not merely be technical.
The evaluation will consider other important parameters: the ability to acquire self-confidence, to overcome limits, to respect and help classmates, to participate in activities and to improve oneself since participating in the course.

Course model: The course consists of classroom lessons (twice a week) and online group support (sharing personal experiences and recognising aggression; evaluating, knowing how to act, getting out of violence or mistreatment; overcoming the situation of discomfort). The group also includes the participation of a psychologist.
Classroom lessons last 60 minutes and involve students of both sexes over 15 years old.
The lesson structure: lessons always begin with a greeting, an important moment of respect for the teacher, for the classmates and the place of learning. Students stand in line in front of the teacher in belt order.

- **warm-up phase** (duration: 10 min): cardiovascular and stretching exercises (variable) to prepare and warm up the body for learning.
- **technical phase** (duration: 30 min). The teacher demonstrates the techniques to be copied. The students arrange themselves in a circle and observe and listen to the explanation. Then they work in pairs to replicate and try the techniques.

- **simulation phase** (duration: 15 min): working in pairs to simulate a fight or aggression. The teacher almost always establishes the pairs to promote inclusiveness and take care of everyone's physical safety.
- **the workout ends with cool-down** (duration: 5 min): stretching and breathing exercises.

The techniques are filmed to give the chance to see them again and to repeat them mentally. The video is sent to all participants.

The listening group meets once a week.
The group proposes activities aimed at involving participants in the theme of gender-based violence, on the role of men and women in society, on strengthening the person through the acquisition of tools to combat discrimination and raise their level of awareness. There are moments of interaction and sharing.
The group pays particular attention to the physical and psychological aggression cases that can occur daily; to prevent dangerous situations, allow victims to escape aggression, and deter violence before police action.

Communication with learners: Communication with learners takes place in different ways:
-Social media messaging groups direct communication and for sharing the videos
-web site for information on schedules, courses etc. and a blog section to communicate news about the activities.
-online platform (listening group)

Support of learners: All types of ICT were used, all the devices that allow the carrying out of activities

Cultural considerations: Martial arts for a long time was a male-dominated sport. Women still represent only a small percentage of learners in these disciplines.

Mixed courses represent an inclusive aspect. It is critical from an ethical perspective that women can also access martial arts learning and self-defence, as they are more likely to experience violence.

What is the lesson we could learn from this Best practice?

Martial arts are confirmed as an important instrument of inclusion and support due to their fundamental principles and values.

Practising martial arts contributes to the development of a culture of respect which is a fundamental concept of coexistence.

Martial arts provide practical actions (techniques) and resources for the prevention of all forms of violence, physical or psychological, on women and in any context.

PRIMAE

PARTICIPATION AND RECREATION THROUGH INCLUSIVE MARTIAL ARTS EDUCATION AND E-LEARNING

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Erasmus+

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