

## Digital inclusion in school education



### MAIN INFO

<b>SALTO E&amp;T link:</b>	<a href="https://salto-et.net/events/show/MT01_0456_THO_2022">https://salto-et.net/events/show/MT01_0456_THO_2022</a>		
<b>Sector:</b>	<b>SE</b>	<b>Priority:</b>	Digital transformation (2021-27)
<b>Scope:</b>	Transnational		
<b>Type of presence:</b>	Face-to-Face	<b>Venue country:</b>	Malta
<b>Venue city:</b>	Other	<b>Working language:</b>	English
<b>Key Action:</b>	KA2	<b>TCA documents:</b>	draft programme digital inclusion.pdf
<b>Postponed:</b>	No	<b>E+ Academy:</b>	No
<b>Start date:</b>	25.10.2023	<b>End date:</b>	27.10.2023
<b>Subtopic:</b>	<span>networking</span> <span>ICT</span> <span>21st century</span> <span>equal opportunities</span>		

### TCA DESCRIPTION

<b>Themes and goals:</b>	The objectives of TCA are:Familiarise participants with possible impacts of virtual / digital implementation on inclusion project outputsFamiliarise participants with the results of our one-year Digitalisation LTA Research so that they can use them during the implementation of their own projectsProvide participants with perspective by introducing successful virtual implementation practices in the field of inclusion
<b>Expected results:</b>	In order to become more able to involve people with fewer opportunities, best practices shall be shared with the participants that support inclusion with digital / virtual tools and methodology (also, sociodrama as an impact measure on social inclusion with people living in vulnerable situations will be introduced and used).
<b>Additional information:</b>	This TCA has been postponed from 12-14 October 2022Original event was HU01-0375-THO-2022

### PARTNERS AND PARTICIPANTS

<b>Organiser NA:</b>	MT01 - European union Programmes Agency
<b>Number of participants:</b>	30

**Target group:**
**Erasmus+ Programme experience level:**

**Profile of participants:** SE KA2 projects holders willing to contribute to the dissolving of the digital divide: more precisely - social inclusion project owners in school education with experience in virtual implementation within projects

**Participants per country:**
**Sending partner(s) - Booked places:**

AT01 - -	CZ01 - -	DE03 - -	ES01 - -	FI01 - -	HU01 - 4	LV01 - -
MT01 - -	NL01 - -	PL01 - -	SI01 - -	SK01 - -	BE03 - -	PT01 - -
SE01 - -	RS01 - -					

**Pending Sending partner application(s) - Booked places:**

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**Accepted Sending partner(s) - Accepted places:**

AT01 - 2	CZ01 - 2	DE03 - 2	ES01 - 2	FI01 - 2	HU01 - 4	LV01 - 2
MT01 - 4	NL01 - 2	PL01 - 2	SI01 - 2	SK01 - 2	BE03 - 2	PT01 - 2
SE01 - 2	RS01 - 2					

**Pending booked places:** 0

**Accepted places:** 36

## TCA PARTICIPANT APPLICATION

**Start date of TCA Participant Application:** 13.02.2023      **Application deadline:** 26.05.2023

**Confirmation deadline for Sending NAs:** 02.06.2023      **Confirmation deadline for Organiser NAs:** 30.06.2023

## LONG-TERM ACTIVITY INFO

**Title:** Digitalisation in School Education- LTA

**Coordinator:** HU01 - Tempus Public Foundation      **Priority:** Digital transformation (2021-27)

**Subtopic:** teaching research century      **Sector:** SE

**Country:** Czech Republic Estonia Hungary Luxembourg Malta      **Working language:** English

Netherlands  
 Slovakia

**Start date:** 01.2021 **End date:** 06.2024

**Rationale and background:**

Due to rapid technological development and a growing need for sustainability, digital teaching and learning in education had already been in focus for a while prior to the pandemic – a paradigm shift towards digitisation in education was already underway. Current events have accelerated the paradigm, making way for a new normal. The Covid-19 pandemic and the physical distancing that followed have affected all walks of society, also education. In order to keep education running, educational institutions have had to quickly adapt to the situation. This has resulted in an unprecedented push to digital teaching and learning.

**Challenges:**

Digitalisation offers many opportunities, but also presents many challenges. Reinvention is not always a choice. The coronavirus is permanently reshaping the way we live, teach and learn. Some of the behaviours developed in crisis — including wide-scale digital adoption — will outlast the pandemic, well after restrictions on activity are lifted. Digital transformation in education is more necessary during this crisis, not less. Resources — both in terms of talent and money — will likely be constrained. Digital initiatives may need to be reprioritised based on relevance in the current environment. New problems and opportunities may come to light with greater urgency. Digital transformation roadmaps are needed. It is key to continue to experiment and innovate with digital solutions. It is vital to train target groups to use existing digital methods more effectively and create new ones as well.

**Planned Activities:**

The overall aim of this long-term activity is to encourage educational institutions across Europe to use lessons learnt during the Covid-19 pandemic, and create state-of-the-art and update existing methodologies for digital learning at individual, community and institutional level; and to use them strategically in the future. thereby influencing Erasmus+ Programme and policy objectives at national and EU level We are planning to proceed the topic during the available time frame through seminars and research activities on three levels: Seminars: 1st (individual) level: key actors, teachers, school staff, etc. – aiming to improve digital awareness, skills and competences, to enrich methodology, and to facilitate digital content creation as well as to encourage the use of existing platforms such as e-Twinning, etc. 2nd (community) level: networking among teachers in the online space – aiming to facilitate communication and collaboration to be channelled into classroom teaching by learning from one another as well as emphasising the use of existing platforms such as e-Twinning, etc. 3rd (institutional) level: school leaders, decision makers – aiming to upscale and support digital transformation into institutional level. Research: Through activities of the LTA 2021-2024, participants are supposed to learn about existing and tested practices that can be incorporated into their own strategies as well as identify possible gaps leading to further and better Erasmus+ projects and encourage the development of state-of-the-art solutions. LTA continues to welcome any NAs wishing to adopt Digital wellbeing programme realized by HU01 to implement in 2022/23 budget year as organizers wishing to examine any other aspect of digitization in schools as an organizer, or co-organizer/co-financing partner in any other activity implemented by other national agencies, or of course as sending participants to any LTA-supported event.

**Expected results:** The expected impact of the LTA in ascending order of policy effect: Coordinating LTA in Digitalisation with research, events, study visit for quality projects in E+ Supporting Erasmus+ programme with high quality Digitalisation project Exploiting E+ project results in the development of SE actors, institutions in the field of digitalisation Upscaling project results to policy level for improving E&T sector

## SINGLE ACTIVITIES CONNECTED TO THIS LONG-TERM ACTIVITY

<b>HU01_0279_THO_2021</b>	DIGITAL WELLBEING FOR EDUCATORS
<b>CZ01_0336_THO_2021</b>	Media literacy as a key skill for modern life
<b>HU01_0375_THO_2022</b>	Digital inclusion in school education
<b>LU01_0340_THO_2022</b>	Creative use of learning applications in school education
<b>SK01_0373_THO_2022</b>	Blended mobilities as a means of improving study programmes
<b>DE03_0335_TSS_2022</b>	Erasmus+ Online Contact Seminar (TCA) - Media Literacy and Disinformation
<b>IE01_0402_TSS_2021</b>	The Digital Classroom
<b>EE01_0357_TSS_2021</b>	Contact Seminar "Enhancing Digital Competences in Education and Training"
<b>MT01_0456_THO_2022</b>	Digital inclusion in school education
<b>EE01_0502_TSS_2022</b>	Contact Seminar "Enhancing Digital Competences in Education and Training"
<b>NL01_0531_THO_2024</b>	Digital EDvolution: Empowering School Educators in the Digital Age

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