

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

---



**HARVESTING (DIGITAL) ALTERNATION IN WAYS THAT KNOCK-DOWN INACCESSIBILITY OF NEW  
GENERATIONS - HAWKING (Project No. 101128741)**

# Roadmap On Inclusive Digital Transition and E-Accessibility

## Deliverable 2.2

Funchal, Madeira

**March 2025**

## Project Information

Project Full Title:	<b>HARVESTING (DIGITAL) ALTERNATION IN WAYS THAT KNOCK-DOWN INACCESSIBILITY OF NEW GENERATIONS - HAWKING</b>	
Project Number:	101128741	
Acronym:	HAWKING	
Website:	<a href="https://www.ucg.ac.me/rektorat/hawking">https://www.ucg.ac.me/rektorat/hawking</a>	
Funding Scheme:	Programme: ERASMUS+ Key Action 2: COOPERATION AMONG ORGANISATIONS AND INSTITUTIONS Action: CAPACITY BUILDING IN HIGHER EDUCATION Call: ERASMUS-EDU-2022-CBHE Topic: ERASMUS-EDU-2022-CBHE-STRAND-2 Type of Action: ERASMUS Lump Sum Grants	
Start Date:	1 December 2023	
Duration:	36 months	
Maximum Budget:	881626.00 EUR	
Total Grant Awarded:	793463.00 EUR	
Coordinator:	UNIVERSITY OF MONTENEGRO	
Other project partners:	UNIVERSITY ADRIATIC, MNE UNIVERSITY OF TUZLA, B&H UNIVERSITY OF BIJEJINA, B&H UNIVERSITY OF EAST SARAJEVO, B&H UNIVERSITY OF VLORË, ALBANIA UNIVERSITY OF KORÇË, ALBANIA NECMETTIN ERBAKAN UNIVERSITY, TURKEY PRESCHOOL TEACHER TRAINING AND BUSINESS INFORMATICS COLLEGE, SERBIA WESTERN BALKANS INSTITUTE, SERBIA THE ORGANISATION OF AMPUTEES, B&H PEDAGOGICAL CENTRE OF MONTENEGRO, MONTENEGRO UNIVERSITY OF NICOSIA, CYPRUS UNIVERSITY OF MARIBOR, SLOVENIA UNIVERSITY OF MADEIRA, PORTUGAL	

## Document Information

Document Title:	Roadmap On Inclusive Digital Transition and E-Accessibility	
Work Package:	WP2	
Deliverable:	2.2	
Authors:	Arnaldo José Dinis Fonseca, PhD - Assistant Professor University of Madeira (UMa)	
History Version:	Date: 26 <sup>th</sup> March	Modified by: Arnaldo Fonseca
Adopted document	-	-
<b>Amendments:</b>	<b>Date:</b>	<b>Description:</b>

## CONTENTS

1) SUMMARY .....	5
2) INTRODUCTION .....	7
3) ROADMAP INTENT .....	8
4) RATIONALE FOR CREATING A ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND ELECTRONIC ACCESSIBILITY .....	11
5) THEORETICAL AND NORMATIVE FRAMEWORK .....	13
5.1. Incheon Declaration for Education 2030 .....	13
5.1.1. Inclusivity and Equity: .....	13
5.1.2. Quality Education: .....	13
5.1.3. Collaboration and Global Partnerships: .....	13
5.2. Digital education action plan (2021-2027) .....	15
5.3. Inclusive digital education report (2024) .....	15
5.4. Compendium on digital inclusion in education (2022) .....	15
5.5. Universal Design for Learning (UDL) .....	16
6) WEB CONTENT ACCESSIBILITY GUIDELINES (2021) .....	18
7) ROADMAP FRAMEWORK .....	20
8) ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND ELECTRONIC ACCESSIBILITY .....	24
8.1. INFRASTRUCTURE .....	24
8.2. ACCESSIBILITY .....	26
8.3. USAGE POLICIES .....	27

8.4.	CYBERSECURITY POLICIES .....	28
8.5.	LITERACY AND DIGITAL SKILLS .....	29
8.6.	INCLUSIVE PEDAGOGIES AND CONTENT .....	31
8.7.	TEACHER TRAINING AND SUPPORT .....	32
8.8.	DIGITAL ACCEPTANCE AND ENGAGEMENT .....	34
8.9.	CONTINUOUS MONITORING AND EVALUATION .....	35
8.10.	STRATEGIC PARTNERSHIPS .....	37
8.11.	SUSTAINABILITY AND EXPANSION .....	38
9)	GENERAL CONCLUSIONS & RECOMMENDATIONS .....	39
10)	REFERENCES .....	43

### 1) SUMMARY

The *Roadmap on Inclusive Digital Transition and E-Accessibility* presents a structured plan to help higher education institutions in the Balkans, particularly in Albania, Montenegro, and Bosnia and Herzegovina to adopt more inclusive and accessible digital practices. It recognizes that students with disabilities often face significant barriers in digital learning environments and aims to provide concrete strategies to bridge these gaps. The document highlights the importance of not only improving technology but also fostering institutional change, ensuring that accessibility becomes a long-term priority rather than an isolated initiative.

A crucial step in this process is the strengthening of digital infrastructure, ensuring that all students and staff have access to reliable, secure, and adaptive technologies. This involves evaluating and upgrading IT resources, improving connectivity, and integrating assistive technologies to support diverse learning needs. Equally important is the adoption of accessibility standards, such as the WCAG 2.2 guidelines, to make sure digital platforms and educational content are truly inclusive. However, technological upgrades alone are not enough—institutions must also establish clear policies on the safe and ethical use of digital tools while implementing strong cybersecurity measures to protect student data. The development of digital skills is another key focus. Providing students and educators with ongoing training is essential to ensure they can navigate digital platforms effectively and make full use of accessibility tools. Teachers, in particular, need continued support through workshops, practical resources, and technical assistance, enabling them to integrate inclusive teaching strategies into their daily practice. The Universal Design for Learning (UDL) framework is central to this, promoting adaptable lesson plans and assessment methods that meet the needs of all learners.

Beyond technical solutions, the Roadmap highlights the importance of fostering digital engagement within academic communities. Building trust in digital tools requires institutions to actively demonstrate their benefits, collect feedback from students and staff, and create a culture where

inclusivity in education is a shared commitment. Regular evaluation and monitoring ensure that progress is sustained, with institutions encouraged to review their strategies, update their approaches, and address emerging challenges.

Finally, collaboration is key. The Roadmap emphasizes the need for partnerships between universities, NGOs, technology providers, and policymakers. Working together allows institutions to access affordable assistive technologies, exchange best practices, and strengthen their capacity to implement inclusive education policies. Ensuring the sustainability of these efforts requires embedding accessibility principles into institutional frameworks, securing long-term funding, and maintaining an ongoing commitment to digital inclusion.

By aligning technology with inclusive education, this Roadmap provides a clear, actionable pathway for higher education institutions to create more accessible learning environments. More than just a strategy, it is a call to action to ensure that digital transformation in education is equitable, meaningful, and sustainable for all students.

### 2) INTRODUCTION

The present Roadmap serves as a strategic guide, designed to help Higher Education Institutions (HEIs) in Albania, Montenegro, and Bosnia and Herzegovina, navigate the path toward an inclusive digital transition while ensuring E-Accessibility for Students with Disabilities (SWDs) and their parents.

Inspired by the principles of the HAWKING Project, this Roadmap offers a practical framework for addressing the digital divide through clear, actionable steps. It focuses on enhancing E-Accessibility, optimizing existing resources, and developing new support structures and services at the university level. By modernizing teaching and learning methods and tools, it seeks to meet the diverse needs of students in digital environments. The Roadmap isn't just a document—it's a step-by-step strategy to tackle the challenges of digital transformation and outlines ways to ensure a smoother transition from secondary to higher education while improving institutional infrastructure, refining teaching methods, and bridging digitalization gaps. Acting as a framework, it's expected to help decision makers to identify obstacles, prioritize resources, and implement meaningful changes that foster inclusion and accessibility.

Finally, what sets this Roadmap apart is its emphasis on collaboration. It recognizes that meaningful change comes from working together—educational managers, teachers, staff, students, and parents all play an active role in shaping and implementing this vision. By bringing these voices together, the Roadmap offers a sustainable and realistic plan to drive long-term digital innovation in education, grounded in equity, inclusion, and shared commitment.

### 3) ROADMAP INTENT

The development of the present *Roadmap on Inclusive Digital Transition and E-Accessibility* is part of the strategic activities outlined within Work Package 2 (WP2) entitled "Improving Digital Transition from Secondary to Higher Education", of the Hawking Project". This initiative primarily aims to establish mechanisms for an inclusive digital transition from secondary education to higher education, emphasizing support for Students with Disabilities (SWDs). In this regard, Task 2.2 specifically focused on the "Development of workshops and a Roadmap on inclusive digital transition and e-accessibility aimed at secondary school management teams, SWDs, and their parents, concerning the digital transition of SWDs from secondary to Higher Education (HE)".

The *Roadmap on Inclusive Digital Transition and E-Accessibility* was developed as a practical contribution in response to this objective. It serves as a strategic and operational document designed to guide seven partner Higher Education Institutions (HEIs) in implementing effective inclusive digital transition services.

The partner HEIs are:

**P1. UoM**- University of Montenegro, MNE

**P2. UA** – University Adriatic, MNE

**P3. UTZ** – University of Tuzla, B&H

**P4. UBN** – University of Bijeljina, B&H

**P5. UES** – University of East Sarajevo, B&H

**P6. UV** – University of Vlorë, Albania

**P7. UK** – University of Korçë, Albania



This initiative is based on the following key pillars:

- **Definition of Implementation Protocols** – The Roadmap establishes a clear set of guidelines and operational protocols that will enable HEIs and secondary schools to structure and integrate digital accessibility services within their academic environments.
- **Support for Institutional Adoption** – Once prepared, the protocols outlined in the Roadmap will be presented to the university councils of the seven partner HEIs, which will be responsible for approving and formally integrating them into their institutional policies. This step is crucial to ensure institutional commitment and the consistent application of the proposed guidelines.
- **Promoting Equity in Higher Education** – The implementation of the Roadmap not only standardizes digital accessibility practices but also creates conditions for students with disabilities to navigate the transition to higher education with greater autonomy and adequate support. This includes the use of assistive technologies and curriculum adaptations based on the principles of Universal Design for Learning (UDL).
- **Sustainability and Replicability** – The Roadmap also plays a fundamental role in establishing a sustainable and scalable model, allowing other institutions and education systems to adopt similar practices in the future.

This document is the result of an extensive collaborative process, incorporating contributions generated through three dedicated workshops led by the University of Madeira (UMa), in collaboration with the University of Nicosia (UNIC). In those workshops, UMa was responsible for exploring the dynamics inherent to the inclusive digital transition process, while UNIC focused on examining the various technical tools supporting this transition. These workshops played a crucial role in shaping the Roadmap by gathering insights, best practices, and expert recommendations from various stakeholders.

The first workshop, held online on November 7–8, 2024, focused on setting the groundwork for inclusive digital transition mechanisms, namely the preconditions for inclusive digital transition, roles and responsibilities of staff at HEIs and secondary schools, the process and steps.

The second workshop, conducted in person in Madeira on November 18–20, 2024, allowed for in-depth discussions and hands-on collaboration to refine the proposed strategies and the development of implementation protocols.

Lastly, the third workshop, held online on January 23, 2025, served as a platform to discuss technical tools and guidelines how to use them and integrate them into implementation protocols, before their adoption by partner HEIs.

By providing a structured set of actions for the seven partner HEIs, this document ensures that inclusive digital transition becomes an institutional priority and a sustainable commitment. The adoption of the Roadmap by university councils marks a milestone in the digital transformation of education, ensuring that accessibility and equity remain core pillars of higher education modernization.

#### **4) RATIONALE FOR CREATING A ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND ELECTRONIC ACCESSIBILITY**

Digital transition has been one of the cornerstones of educational reforms over the past decade, particularly following the acceleration imposed by the COVID-19 pandemic. In the Western Balkans region, in particular, digitalization in the education sector has gained significant relevance but has also exposed deep disparities, commonly referred to as digital divides, which limit equitable access to education and may jeopardize the academic success of many students and their families. For Students with Disabilities (SWDs), these disparities are even more pronounced, presenting additional barriers both in accessing education and in maintaining continuity in their studies. Among the various challenges faced by these students, the most notable include:

- Lack of digital accessibility on educational platforms and content;
- Inefficiency of adapted pedagogical methods to meet their specific needs;
- Inadequate institutional and support infrastructures, which often fail to accommodate these cases.

Moreover, these barriers become particularly evident during the critical transition between secondary education and higher education (HE). At this stage, students require more sophisticated resources and personalized guidance to navigate digitally transformed educational environments. Addressing these challenges is essential to ensure truly inclusive and equitable education in the context of the digital transformation era. Several projects in the Western Balkans (WB) region have received funding aimed at supporting the enrollment and completion of higher education (HEIs) by students with disabilities (SWD). However, the impact achieved has been relatively limited. Digitalization initiatives have focused on improving teachers' skills and developing platforms such as Moodle and MOOCs.

Nevertheless, the connection between these efforts has remained largely neglected, leaving considerable room for significant advancements.

It is within this context that the development of a *Roadmap for Inclusive Digital Transition and E-Accessibility* becomes meaningful, seeking to establish an organized framework of procedures and requirements that promote the integration of digital technology and EdTech solutions as tools to strengthen inclusive higher education (HE).

## **5) THEORETICAL AND NORMATIVE FRAMEWORK**

### **5.1. Incheon Declaration for Education 2030**

This Declaration represents a global commitment made by the international community in 2015, setting forth a transformative vision for education over the following 15 years. It serves as a cornerstone of the United Nations Sustainable Development Goals (SDGs), with a particular focus on **SDG 4**, which aspires to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' by 2030. Key Highlights of the Incheon Declaration:

#### **5.1.1. Inclusivity and Equity:**

The declaration underscores the importance of inclusive education, ensuring that every individual has access to learning opportunities. Special attention is given to marginalized groups, including persons with disabilities, those living in poverty, girls, and other vulnerable populations.

#### **5.1.2. Quality Education:**

Beyond ensuring access, the declaration emphasizes the importance of providing high-quality education. It aims to equip learners with essential knowledge, skills, and competencies that are relevant and empowering for personal and societal development.

#### **5.1.3. Collaboration and Global Partnerships:**

The Incheon Declaration calls for robust collaboration among governments, civil society, and international organizations. It highlights the need for collective efforts and partnerships to achieve shared education goals and foster global progress in learning and inclusion.

The Incheon Declaration paved the way for the creation of the Education 2030 Framework for Action, which offers comprehensive guidance on implementing the global education agenda outlined in SDG

4. Widely regarded as a roadmap, it outlines strategies to transform education systems globally, ensuring that every individual has access to quality education by 2030.

## **5.2. Digital education action plan (2021-2027)**

This strategic plan advocates for inclusive and accessible digital education throughout Europe. It prioritizes enhancing digital skills for both teachers and students, while ensuring that digital tools and platforms are universally accessible, particularly for students with special needs. Additionally, the plan underscores the critical role of connectivity and the provision of tailored digital equipment to support these students effectively.

## **5.3. Inclusive digital education report (2024)**

The European Agency for Special Needs and Inclusive Education is dedicated to fostering the development of inclusive policies and providing detailed guidance for the implementation of inclusive education systems. One of its recent reports, Inclusive Digital Education, addresses the challenges posed by digital transformation and emphasizes the critical need to ensure that students with special educational needs are not left behind in the digitalization process. The report highlights the importance of guaranteeing their full inclusion in both traditional face-to-face education and hybrid learning environments.

## **5.4. Compendium on digital inclusion in education (2022)**

Published in 2022, this document provides an in-depth analysis of current practices and initiatives at local, regional, and national levels in selected EU Member States. It aims to guide policymakers and practitioners across the EU in improving the quality and inclusiveness of education and training systems by effectively leveraging digital tools. The document presents eight case studies conducted as part of the study 'Enhancing Learning through Digital Tools and Practices: How Digital Technology in Compulsory Education Can Help Promote Inclusion', carried out between September 2020 and August 2021. It explores how digital technology can promote inclusion in schools, highlighting practices that support the integration of students with special needs by using digital tools to enhance access and equity in the school environment.

### **5.5. Universal Design for Learning (UDL)**

**Universal Design for Learning (UDL)** is a pedagogical model aimed at ensuring inclusion and accessibility in education, recognizing student diversity and promoting multiple forms of engagement, representation, and expression. Based on Cognitive Neuroscience, UDL proposes flexible teaching practices that address the needs of students with special educational needs (SEN), providing equitable opportunities for all learners (CAST, 2018). The concept of Universal Design originates from architecture and inclusive design in learning environments and it has been applied to education to ensure that teaching is accessible from the initial planning stages. Unlike one-time adaptations, UDL anticipates and removes barriers, ensuring that the learning environment accommodates diversity from the outset.

Its principles are structured into three main guidelines, as developed by the Center for Applied Special Technology (CAST):

#### **Provide multiple means of representation**

- Recognizes that students perceive and understand information in different ways.

#### **Provide multiple means of action and expression**

- Allows students to demonstrate their knowledge in different ways.

#### **Provide multiple means of engagement**

- Takes into account students' motivation and interest in learning.

In the case of application of UDL for students with disabilities (SWDs) , these students face barriers ranging from mobility challenges to learning disorders, such as dyslexia, ADHD, and autism. By



strategically integrating UDL, it becomes possible to promote flexible and adaptable strategies, benefiting students in terms of curricular accessibility through:

- Use of adaptable materials that meet student's specific needs;
- Autonomy and empowerment, allowing students to choose the best way to learn and demonstrate knowledge;
- Inclusion and equity, preventing segregation, as the methodology serves all students without the need for late-stage adjustments.

## **6) WEB CONTENT ACCESSIBILITY GUIDELINES (2021)**

The Web Content Accessibility Guidelines (WCAG) 2.2 include various recommendations aimed at making web content more accessible. Following these guidelines ensures that web content is accessible to a broader range of individuals with disabilities, including accommodations for blindness and low vision, deafness and hearing loss, limited mobility, speech disabilities, photosensitivity, and combinations of these characteristics. It also provides some support for individuals with learning disabilities and cognitive limitations, though it may not address all the needs of users with these disabilities. These guidelines cover the accessibility of web content on desktops, laptops, tablets, and mobile devices. By adhering to these guidelines, your web content will also become more accessible to users in general.

The WCAG 2.2 success criteria are written as testable statements that do not rely on specific technologies. Guidance on meeting these success criteria with specific technologies, along with general information on interpreting the criteria, is available in separate documents. For an introduction and links to technical and educational materials related to the WCAG, refer to the Overview of Web Content Accessibility Guidelines.

The development of a **Roadmap on Inclusive Digital Transition and E-Accessibility for Secondary Schools' Management, SWDs, and Their Parents** builds upon the principles and objectives outlined in the Web Content Accessibility Guidelines (WCAG) 2.2. By incorporating these guidelines, the roadmap aims to ensure that digital tools, platforms, and web content used in secondary education are accessible and inclusive for students with disabilities (SWDs). This approach not only accommodates a wide range of disabilities, such as visual, auditory, motor, and cognitive impairments, but also provides critical support for parents and school administrators in fostering an inclusive educational environment. Furthermore, the roadmap will integrate best practices and technical recommendations

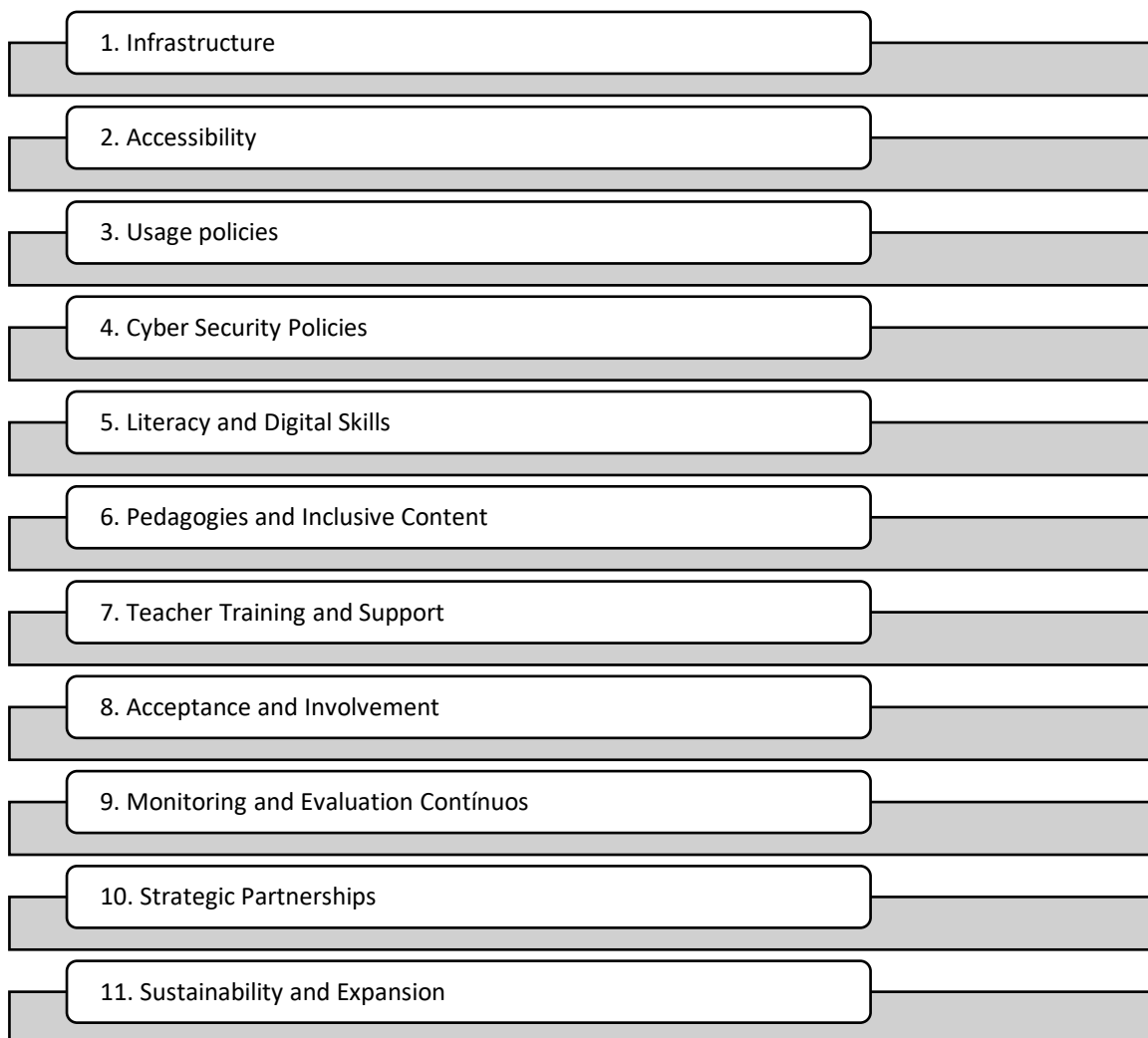
to guide schools in implementing accessibility standards effectively, ensuring that the digital transition in education is equitable, user-friendly, and aligned with the diverse needs of all stakeholders.

### **7) ROADMAP FRAMEWORK**

The present Roadmap identifies eleven focus areas that, functioning as pillars, can be considered fundamental to the success of an inclusive digital transition and electronic accessibility process. Each of these areas plays a crucial role in building a digital ecosystem that fosters the integration of digital technology and EdTech solutions as tools to strengthen Inclusive Higher Education (IHE).

Furthermore, these focus areas highlight that digital transition, in this context, is more than just a technological transformation; it becomes a holistic process that may also involve structural, organizational, and pedagogical changes aimed at creating a truly inclusive environment. This process requires the reconfiguration of practices, policies, and infrastructures to ensure accessibility and equity.

The focus areas are as follows:



To analyze and effectively implement the identified focus areas, we use a framework based on seven key parameters: *Objectives, Actions, Expected Outcomes, Success Indicators, Required Resources, Responsibilities, and Risks & Challenges.*

This structure enables a systematic and coherent approach, ensuring that each initiative is carefully planned, executed, and evaluated.

- **Objectives**

The **Objectives** define the **core purpose** of each focus area, aligning the initiatives with the global goals of digital inclusion and electronic accessibility. They establish the strategic direction, ensuring that all actions contribute to fostering an inclusive digital ecosystem.

- **Actions**

The **Actions** outline the **specific activities** needed to achieve the defined objectives, establishing a step-by-step strategy that facilitates the practical implementation of the initiatives.

- **Expected Outcomes**

The **Expected Outcomes** represent the **anticipated changes or benefits** resulting from the implemented actions. They provide a clear vision of the desired impact, allowing for an assessment of whether the initiatives are leading to the intended positive effects.

- **Success Indicators**

As **quantifiable metrics**, the **Success Indicators** enable **progress monitoring** and **effectiveness** evaluation of the actions implemented within the Roadmap. In this context, they are essential for stakeholders to make informed decisions and adjust strategies as needed throughout the process.

- **Required Resources**

This aspect is fundamental, as identifying the **Required Resources** ensures that initiatives are **feasible and sustainable**. A careful analysis of the necessary materials and resources helps

prevent delays and optimize their efficient use, ensuring that objectives are achieved within available capacities.

- **Responsibilities**

Assigning **Responsibilities** clarifies **who is accountable** for each action or focus area, promoting efficiency and accountability in the execution of initiatives. It identifies leaders, teams, or departments responsible for coordinating activities, thereby facilitating communication and collaboration among different stakeholders.

- **Risks and Challenges**

Considering **Risks and Challenges** is crucial for the success of the Roadmap. By **anticipating potential obstacles**, it is possible to develop mitigation strategies and contingency plans, increasing the resilience of the initiatives and ensuring a proactive approach to maintaining the effectiveness and continuity of the inclusive digital transition process.

## 8) ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND ELECTRONIC ACCESSIBILITY

### 8.1. INFRASTRUCTURE

**OBJECTIVE: ENSURE THAT THE SCHOOL'S TECHNOLOGICAL INFRASTRUCTURE IS ROBUST, ACCESSIBLE AND SECURE.**

The objective of ensuring a robust, accessible and secure infrastructure recognizes the interdependence between quality technology and digital inclusion. Without an adequate technological foundation, efforts to promote accessibility and inclusion risk being ineffective or unsustainable. This objective thus reflects a commitment not only to technical quality, but also to equity in access to digital tools.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<b>Complete auditing of IT devices and networks.</b>  <b>Implementation of improvements in connectivity and equipment.</b>  <b>Adopt assistive technologies for special needs.</b>	Adequate and secure infrastructure, with devices and network accessible to all students and staff.	- Number of fully functional devices/tools/applications  - Average network response time  - Increased usage of assistive technologies by students with disabilities.	Budget for equipment and software,  -Skilled IT personnel for implementation and maintenance.  -Accessibility consultants to	IT Staff/Department  Administration Staff	Budget limitations for new devices and infrastructure  Potential delays in infrastructure upgrades.  Keeping pace with rapidly evolving



## Roadmap on Inclusive Digital Transition and E-Accessibility

		-Fewer incidents of network downtime or cybersecurity breaches.	advice on best practices for accommodating students with disabilities.	technology and cybersecurity threats.
--	--	---	--	---------------------------------------

### 8.2. ACCESSIBILITY

**OBJECTIVE: TO ENSURE THAT ALL DIGITAL PLATFORMS AND CONTENT ARE ACCESSIBLE TO STUDENTS AND TEAMS WITH DIFFERENT NEEDS**

The objective of ensuring that all digital platforms and content are accessible is aligned with the principles of equity and equal opportunities, and is fundamental for building an inclusive digital ecosystem. This area not only reflects an ethical and social commitment, but also ensures that digital education is truly inclusive, eliminating barriers that may prevent the full participation of students and teams with different needs.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<p><b>Ensure that digital services are centralized and available to all students of the university.</b></p> <p><b>Application of WCAG 2.2 accessibility guidelines on digital platforms.</b></p>	<p>Accessible digital content and platforms, allowing the full inclusion of all users, without exceptions</p>	<p>Number of accessible digital resources across all courses</p> <ul style="list-style-type: none"> <li>- Use of digital platforms/services</li> <li>- Positive feedback from students with special needs</li> </ul>	<p>Budget for software and content adaptation</p>	<p>IT Staff</p>	<p>Teachers' resistance to adapting content</p> <p>Keeping up with rapidly changing accessibility standards</p>

### 8.3. USAGE POLICIES

**OBJECTIVE: DEVELOP AND IMPLEMENT POLICIES THAT ENSURE THE SAFE AND INCLUSIVE USE OF TECHNOLOGY.**

ICT usage policies, in some situations, are already subject to a normative/legal framework in many countries, in order to ensure that technology is used safely, inclusively and responsibly. The establishment of this objective aims to reinforce the need to develop and implement clear policies reflects the importance of creating a digital environment that guarantees protection, equity and respect for the rights of all users, particularly important in an educational context where data and accessibility are sensitive and critical elements, and regulated regulatory framework necessary to ensure that technology is used safely, inclusive and responsible.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<p><b>Establish policies for the responsible and safe use of ICT.</b></p> <p><b>Organize information sessions about safe and inclusive use of technology.</b></p> <p><b>Implement rules on digital accessibility and user data privacy.</b></p>	<p>Safe and regulated digital environment, with clear policies on accessibility, security and privacy</p>	<p>- Number of security incidents reduced</p> <p>-Positive feedback in post-session evaluations, with attendees reporting improved understanding.</p> <p>- Compliance with privacy policies</p>	<p>Legal advice</p> <p>Training and/or Training team</p> <p>Budget for organizing and promoting the sessions (if in-person) or for platform licenses (if virtual).</p>	<p>Administration Staff</p> <p>IT Staff</p>	<p>Difficulty in ensuring adherence to usage policies</p> <p>Financial constraints</p> <p>Regulatory challenges policy/data might be incomplete</p>

## 8.4. CYBERSECURITY POLICIES

**OBJECTIVE: PROTECT DATA AND PRIVACY, AS WELL AS MONITOR CYBERSECURITY ON AN ONGOING BASIS.**

As educational institutions become more connected, their vulnerability to cyberattacks increases, requiring not only isolated actions but also consistent and proactive strategies. The goal of protecting data and continuously monitoring cybersecurity acknowledges the dynamic and unpredictable nature of digital threats, becoming especially critical in the context of students with disabilities (SWDS).

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<b>Implementation of security systems for data protection.</b>  <b>Monitoring and updating cybersecurity protocols.</b>  <b>Conduct regular information and training sessions about cyber security policies.</b>  <b>Team building on cybersecurity.</b>  <b>Regular system safety tests .</b>	Effective protection against cyber threats, ensuring data integrity and user privacy	- Reduction of security incidents  -Number of students and staff regularly participating in information and training sessions about cyber security.  - Protocol compliance rate	Security Software,  Skilled cybersecurity professionals for policy development and monitoring.  Budget for implementing the foreseen activities  Budget allocation for acquiring and maintaining security technologies.	Cybersecurity Team  IT Staff  Data protection officer	Evolving cybersecurity threats  Potential resistance to cybersecurity practices and budget limitations.  Ensuring compliance with varying legal and regulatory standards.

## 8.5. LITERACY AND DIGITAL SKILLS

**OBJECTIVE: TO ENSURE DIGITAL SKILLS IN STUDENTS AND TEACHERS FOR SAFE AND EFFICIENT NAVIGATION IN THE DIGITAL ENVIRONMENT.**

Digital literacy and skills represent a fundamental pillar within the roadmap on inclusive digital transition and electronic accessibility, as they ensure that students and teachers are prepared to use technologies in a safe, efficient and inclusive way. The goal of ensuring digital skills in students and teachers reflects the need to transform technology into an accessible and understandable tool for all. This approach goes beyond simply using devices; it involves critical training to deal with the challenges of the digital environment, such as cybersecurity, accessibility, and efficient navigation on educational platforms. An effective digital transition thus requires not only infrastructure, but also the training of users so that they can use it autonomously and responsibly.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<ul style="list-style-type: none"> <li>- Digital literacy programs/ Introduction of a digital literacy curriculum.</li> <li>- Implementation of regular training and Workshops for students and teachers on digital literacy and accessibility features.</li> <li>- "DIGITAL MENTOR" program: assign experienced teachers as mentors to assist colleagues and students in developing digital skills.</li> </ul>	<p>Increase in the digital skills of students and teachers, promoting inclusion and participation in the digital environment.</p>	<ul style="list-style-type: none"> <li>- Positive evaluation of students and teachers.</li> <li>- Active participation in the training modules.</li> <li>- Percentage of teachers and students reporting improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Training material</li> <li>- Qualified trainers</li> </ul>	<p>Pedagogical Coordination</p> <p>ICT teachers</p>	<p>Resistance of students and teachers to participate in the training and mentorship programs.</p>

in their digital  
skills after  
mentorship.

### 8.6. INCLUSIVE PEDAGOGIES AND CONTENT

**OBJECTIVE: ADAPT THE CURRICULUM AND DIGITAL CONTENT TO ENSURE THE INCLUSION OF ALL STUDENTS.**

The goal of adapting the curriculum and digital content to ensure the inclusion of all students reflects a commitment to the principle of equity in education, recognizing that different students learn in different ways and that the use of technologies can serve as a facilitator of teaching-learning. For the digital transition to be truly inclusive, it is necessary that content and activities are planned considering the heterogeneity of students, namely students with disabilities (SWDs).

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<p><b>Teacher training on inclusive teaching methods, the use of accessible technologies, and tools for adapting lessons.</b></p> <p><b>Plan inclusive activities based on taxonomies of digital activities.</b></p> <p><b>Create teaching materials that follow the principles of UNIVERSAL DESIGN FOR LEARNING (UDL).</b></p> <p><b>Adapt content to include subtitles, audio description, and other accessibility features.</b></p> <p><b>Implement digital tools to support different evaluation formats, such as interactive questionnaires, videos, collaborative projects.</b></p>	<p>Development of inclusive digital activities and content, adapted to the diversity of skills and learning styles</p> <p>Use of adapted digital tools for the assessment of students with SEN</p> <p>Digital materials will be accessible to students with disabilities.</p>	<p>- Adapted curriculum implemented.</p> <p>-Digital content that supports the diversity of skills and learning styles.</p> <p>-Digital Tools support Assessment Activities adapted to students with SEN</p>	<p>Editing Software</p> <p>Inclusive pedagogical guidelines.</p> <p>Technical equipment: computers, tablets, projectors, internet network.</p> <p>Assistive devices: technologies that support students with disabilities.</p>	<p>Teachers</p> <p>Pedagogical Coordination approve and oversee the implementation of curriculum adjustments and resource allocation.</p>	<p>Lack of time to adapt the contents.</p> <p>Teachers or students may be resistant to new teaching methods or the use of digital tools.</p>

## 8.7. TEACHER TRAINING AND SUPPORT

### OBJECTIVE: TO TRAIN TEACHERS TO USE AND ADAPT ACCESSIBLE TECHNOLOGIES IN THEIR PEDAGOGICAL PRACTICES

The aim of empowering teachers to use and adapt accessible technologies reflects the need to go beyond the basic use of digital tools, promoting an innovative but also equitable pedagogical approach in order to help the development of skills in students with disabilities (SWDs). Digital accessibility cannot be an isolated concern of technology specialists, but must be integrated into the school routine, becoming part of the pedagogical practices of all teachers.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<b>Workshops and trainings on inclusive design.</b>  <b>Introduce accessible pedagogical practices and assistive technologies.</b>  <b>Create resources (Guides and Manuals ) with detailed instructions and tips for using accessible tools in teaching.</b>  <b>Technical support for teachers using assistive technologies.</b>	Educators are equipped with the knowledge, skills, and resources to effectively implement inclusive and accessible teaching practices, ensuring a more equitable learning environment for all students, including those with disabilities.	- Number of trained teachers.  -Number of course materials meeting accessibility standards.  - Positive feedback from teachers	Trainers in Digital accessibility theme  Training materials  Financial support for organizing training, purchasing equipment, and maintaining support programs.	Management/Administration Team  Pedagogical Coordination  ICT Staff	Resistance to change and adoption of new practices.  Lack of time to participate in training due to other responsibilities.



		-Percentage of technical support requests successfully resolved within a set timeframe
--	--	---

## 8.8. DIGITAL ACCEPTANCE AND ENGAGEMENT

### OBJECTIVE: TO INCREASE TRUST AND ACCEPTANCE OF DIGITAL TECHNOLOGIES AMONG STUDENTS AND TEACHERS

The goal of increasing trust and acceptance of digital technologies among students and teachers recognizes that resistance to the use of technology can be a significant obstacle to educational innovation. Many users, especially those less familiar with the digital environment, may show insecurity or fear about new platforms and teaching methods. In addition, issues such as privacy, security, and information overload can generate distrust and hinder the full adoption of digital tools.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<p>Conduct workshops and training on benefits of digital tools for teaching &amp; learning.</p> <p>Showcase successful examples of digital inclusion.</p> <p>Establish open forums and surveys for sharing experiences and feedback on digital technologies.</p> <p>Establishment of feedback channels.</p>	Students and teachers confident and aware of the responsible use of digital technologies.	<p>- Number of participants in forums and completion rate of feedback surveys.</p> <p>Percentage increase in self-reported confidence levels in post-training surveys and workshops.</p>	<p>Training materials</p> <p>Software</p> <p>Hardware</p> <p>Venues for workshops</p> <p>Survey tools and communication platforms</p>	<p>Pedagogical Coordination</p> <p>IT Staff</p> <p>Student support services</p>	<p>Participants' lack of interest in the campaigns.</p> <p>Potential reluctance toward new technologies and privacy concerns regarding user tracking</p>

## 8.9. CONTINUOUS MONITORING AND EVALUATION

**OBJECTIVE: TO ASSESS THE PROGRESS OF DIGITAL INCLUSION AND ADJUST STRATEGIES TO ENSURE EFFECTIVE ACCESSIBILITY.**

The aim of assessing the progress of digital inclusion and adjusting strategies to ensure effective accessibility reflects the need for a dynamic approach, where the implementation of new technologies and inclusive pedagogical practices is continuously monitored and adjusted. Progress in digital accessibility cannot be treated as an isolated event, but rather as a process of constant evolution, which requires periodic reviews and adaptations as challenges and opportunities arise.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<p>-Develop a monitoring framework with clear metrics, Key Performance Indicators (KPIs), and defined application schedule (quarterly, bi-annually, or annually) according the Success Indicators of each Roadmap dimensions</p> <p>-Implement annual audits and feedback collection based in surveys, focus groups, and one-on-one interviews with students, teachers, and support staff</p> <p>-Conduct data analysis and reporting by evaluating collected audit and feedback data to produce comprehensive reports summarizing audit findings, survey results, identified challenges, and actionable recommendations.</p>	<p>Establishment of a transparent and responsive monitoring and evaluation system, directly linked to strategic planning and continuous improvement.</p> <p>Enhanced accountability and informed decision-making based on solid evidence.</p> <p>Continuous cycle of evaluation and adjustments to ensure</p>	<p>- Completed audit reports and feedback.</p> <p>Stakeholder satisfaction rate (students, teachers, support staff) with the responsiveness and effectiveness of improvement measures..</p>	<p>Survey software</p> <p>Focus group facilitators</p> <p>Accessibility assessment tools</p> <p>Qualified evaluation and accessibility audit teams or external consultants.</p>	<p>Management/Administration Team</p> <p>IT Staff</p> <p>Pedagogical Coordination</p>	<p>Lack of resources for continuous auditing.</p> <p>Data collection resistance</p> <p>Low return response rate</p>

<p><b>- Adjustments based on results and feedback.</b></p>	<p>progressive digital inclusion.</p> <p>- Resolution/improvement rate of documented issues found in audits</p>
--	---

## 8.10. STRATEGIC PARTNERSHIPS

**OBJECTIVE: TO ESTABLISH COLLABORATIONS TO EXPAND ACCESS TO ACCESSIBLE DEVICES AND SOFTWARE.**

The goal of establishing collaborations to expand access to accessible devices and software reflects the need to join efforts between different sectors to enable an inclusive digital infrastructure in the school. Digital accessibility cannot depend solely on the school's internal resources, and it is essential to mobilize partnerships that can provide technical support, equipment, funding, and expertise to ensure that all students have equal opportunities in the digital environment.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<ul style="list-style-type: none"> <li>- Identify potential partners (NGOs, tech companies, national and international organizations)</li> <li>- Develop collaboration agreements with previous identified partners to get affordable devices.</li> <li>- Share best practices</li> <li>-Organize joint events and workshops</li> </ul>	Expansion of digital resources and support network through strategic partnerships.	<ul style="list-style-type: none"> <li>- Number of partnerships established</li> <li>-Amount of funding/support obtained</li> <li>- Additional resources obtained.</li> </ul>	Network	School Administration	<ul style="list-style-type: none"> <li>Difficulty in finding interested partners</li> <li>Difficulty securing partnerships</li> <li>Bureaucratic hurdles</li> </ul>

## 8.11. SUSTAINABILITY AND EXPANSION

**OBJECTIVE: TO ENSURE THE CONTINUITY AND EXPANSION OF DIGITAL ACCESSIBILITY PRACTICES TO OTHER CONTEXTS.**

The objective of ensuring the continuity and expansion of digital accessibility practices reflects the need to ensure that the advances made are not interrupted by financial limitations, institutional changes or lack of involvement. Creating a sustainable ecosystem means establishing a culture of digital accessibility within the school and expanding it to other educational institutions and networks, strengthening the positive impact of digital inclusion.

ACTIONS	EXPECTED RESULTS	SUCCESS INDICATORS	REQUIRED RESOURCES	RESPONSIBLE	RISKS AND CHALLENGES
<ul style="list-style-type: none"> <li>- Develop a long-term sustainability plan including funding strategies</li> <li>- Document and share lessons learned with other universities and educational networks.</li> <li>- Advocate for policy changes to enhance digital accessibility</li> </ul>	Sustainability of the initiatives with expansion of the program to new educational contexts.	<ul style="list-style-type: none"> <li>-Documentation of the long-term plan.</li> <li>- Positive impact reports.</li> <li>-Successful replication of projects in other contexts</li> </ul>	Financial Resources to Support Project Continuity and Expansion	<ul style="list-style-type: none"> <li>School Administration</li> <li>Pedagogical Coordination</li> </ul>	Lack of resources and involvement for expansion.

## **9) GENERAL CONCLUSIONS & RECOMMENDATIONS**

The Roadmap on Inclusive Digital Transition and E-Accessibility stands as a fundamental strategic tool for guiding public policies and concrete actions aimed at digital inclusion and electronic accessibility in Higher Education. As a strategic guide, this document outlines a coherent set of guidelines and measures to help Higher Education Institutions (HEIs) navigate the digital transition in an inclusive way, ensuring that students with disabilities have full access to educational technologies and virtual learning environments. As a theoretical reference, this Roadmap is a structured action plan that transforms concepts into practical steps. It focuses on enhancing E-Accessibility, optimizing existing resources, and creating new support structures and services at universities, modernizing teaching methods and tools to meet the diverse needs of students. In other words is not just a declaration of intent; it is a structured strategy to help decision-makers identify obstacles, prioritize resources, and implement meaningful changes that foster digital inclusion and accessibility in education.

In the Western Balkans, the increasing digitalization of education has revealed deep disparities—so-called “digital divides”—that limit equitable access to education and may jeopardize students’ academic success, with an even more pronounced impact on students with disabilities. The Roadmap is specific to mitigate these systemic barriers. It proposes direct solutions to critical issues such as the lack of digital accessibility in educational platforms and content, the inefficiency of pedagogical methods in addressing the specific needs of students with disabilities, and the inadequacy of institutional support structures. By addressing these challenges, the document serves as a tool to foster equity and expand educational opportunities, ensuring that digital transformation does not exclude those with special needs but rather serves all students fairly. As such, the Roadmap plays a central role in reduce barriers faced by students with disabilities, leveling the educational playing field, and promoting full academic participation.

Another key contribution of the Roadmap is its emphasis on cross-sector collaboration as a cornerstone for effective implementation. The document recognizes that digital accessibility cannot depend solely on the internal resources of each institution; instead, it is crucial to mobilize strategic partnerships among HEIs, civil society organizations, the technology sector, and other stakeholders to create an inclusive ecosystem. By forging partnerships between different sectors—including NGOs, disability advocacy groups, technology companies, and governmental agencies—the Roadmap ensures access to the technical support, equipment, funding, and expertise necessary for all students to have equal digital learning opportunities . Through collaborative agreements, the sharing of best practice initiatives, the Roadmap secures a broad support network to sustain its proposed actions. This cooperative approach not only maximizes the impact of accessibility efforts but also strengthens knowledge exchange and fosters innovation, increasing the likelihood of success in creating more accessible educational environments. In essence, the collaboration between universities, civil society, and the technology sector—promoted by the Roadmap—is the driving force behind sustainable change, ensuring that digital inclusion is pursued collectively and in a coordinated manner.

With its practical application, the Roadmap is expected to drive a significant modernization of Higher Education in the Balkans, particularly in Albania, Montenegro, and Bosnia and Herzegovina -countries that share common challenges in this domain-, by facilitating the inclusion and academic success of students with disabilities transitioning to Higher Education through improved accessibility, tailored support structures, and the integration of assistive technologies. These nations have faced obstacles such as limited digital infrastructure, a shortage of adapted resources, and fragmented inclusion initiatives.

Previous projects aimed at improving inclusive education in the region—such as teacher training in ICT and the development of e-learning platforms—have yielded modest results, largely due



to a lack of systemic integration between various initiatives . This is where the Roadmap becomes a catalyst for change: it fills the gaps structured framework of procedures and requirements that promote the integration of digital technology and EdTech solutions as tools for strengthening Inclusive Higher Education (IHE) . Rather than isolated interventions, the document guides a cohesive reform, aligning with international best practices in digital accessibility. By adopting the Roadmap's recommendations, universities in Albania, Montenegro, and Bosnia and Herzegovina will be better equipped to modernize their educational systems—integrating accessible technologies, improving the digital skills of both teachers and students, and creating learning environments adapted to all. Thus, the consistent implementation of the Roadmap is expected to propel the modernization of Higher Education in these countries, closing existing digital gaps and aligning them with European standards for inclusive and high-quality education.

Ultimately, the long-term success of the Roadmap's proposed actions will depend on continuous and sustainable commitment from governments and academic institutions in the region. It is essential that the introduced changes endure beyond the timeframe of specific projects, ensuring the establishment of a lasting culture of digital accessibility within Higher Education systems. The Roadmap itself emphasizes the need for continuity and expansion of digital accessibility practices, ensuring that progress is not disrupted by financial constraints, institutional shifts, or lack of stakeholder engagement . Achieving this sustainability requires robust public policies, adequate investment, and strong political will to integrate accessibility guidelines into permanent educational structures. The governments of Albania, Montenegro, and Bosnia and Herzegovina, in particular, play a crucial role in adopting and supporting this Roadmap as an official guide, aligning it with national digital education plans and encouraging HEIs to implement its strategies. Universities, in turn, must embed these practices into their governance and long-term strategic planning, ensuring ongoing training, technological updates,

and regular monitoring of progress. Only through such sustained commitment—a long-term alliance between policymakers and the academic community—can digital accessibility initiatives thrive and continuously evolve, becoming an intrinsic and permanent part of the educational landscape.

Ultimately, the Roadmap on Inclusive Digital Transition and E-Accessibility can represent a truly transformative instrument for the Balkan region. By translating aspirations into concrete actions and fostering a shared vision of inclusion, it paves the way for the development of a genuinely inclusive educational environment, where all students, regardless of their abilities, can fully benefit from the opportunities of the digital era. The importance of this guiding document lies precisely in its integrative and innovative approach: it unites principles of equity, collaboration, and sustainability, offering nations like Albania, Montenegro, and Bosnia and Herzegovina a realistic and actionable plan to advance towards a modern and fair Higher Education system. Looking ahead, the expected legacy of this Roadmap is the consolidation of a culture of digital inclusion in Balkan higher education—one that can endure and adapt to future challenges, ensuring that digital transition in education occurs in a truly inclusive manner and benefits everyone, without exception.

## **10) REFERENCES**

CAST. (2018). *Universal design for learning guidelines*. Retrieved from [www.cast.org](http://www.cast.org)

European Agency for Special Needs and Inclusive Education. (2024). *Inclusive digital education*. European Agency for Special Needs and Inclusive Education. Retrieved from <https://www.european-agency.org/resources/publications/inclusive-digital-education>

Publications Office of the European Union. (2021). *Digital education action plan 2021-2027*. Publications Office of the EU. Retrieved from <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

Publications Office of the European Union. (2022). *Compendium on digital inclusion in education*. Publications Office of the EU. Retrieved from <https://op.europa.eu/en/publication-detail/-/publication/08f98a36-c054-11ec-b6f4-01aa75ed71a1>

UNESCO. (2015). *Education 2030: Incheon declaration and framework for action for the implementation of sustainable development goal 4*. United Nations Educational, Scientific and Cultural Organization. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000245656>

World Wide Web Consortium (W3C). (2021). *Web content accessibility guidelines (WCAG) 2.2*. Retrieved from <https://www.w3.org/TR/WCAG22/>

**Funchal, February 28th, 2025**

**Person Responsible for the Preparation of the Deliverable:**

**Arnaldo José Dinis Fonseca, PhD**

*Assistant Professor*

University of Madeira (UMa)

Faculty of Social Sciences – Department of Educational Sciences



Co-funded by  
the European Union



**HAWKING**  
Harvesting (digital) Alternation in Ways that  
Knock-down Inaccessibility of New Generations

## Internal verification report for result

Following the PQA methodology and two-segment quality assurance procedure<sup>1</sup> for the results and deliverables, the Project Steering Committee of the HAWKING project No. 101128741 on 31 March 2025 carried out internal verification of the result:

### **D2.2: ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY**

Following the procedure, the Steering Committee decided to unanimously internally verify the deliverable D2.2



---

<sup>1</sup> Two-segment quality assurance procedure for the result refers to an internal quality assurance procedure undertaken by the project consortium to make sure that project results and deliverables are credibly assessed and approved by the project consortium and authorized persons representing project partners, prior to sending the results and deliverables for approval to project officer representing the Contracting Authority. The first segment in the procedure refers to two-folded evaluation of the quality of result, carried out by project staff and project main evaluator. The result quality evaluation report, together with deliverable in question, serves as a foundation for project Steering Committee to make decision on internal verification of the deliverable in question. By internally verifying the deliverable, the authorized representatives of project partners in the project Steering Committee are expressing their persuasion of the sufficiently good quality of presented deliverable.



Co-funded by  
the European Union



**HAWKING**  
Harvesting (digital) Alternation in Ways that  
Knock-down Inaccessibility of New Generations

#	SC member	Institution	Vote	#	SC member	Institution	Vote
1.	Tatjana Novović	UoM		9.	Dejan Savičević	PTTBIC	
2.	Irena Petrušić	UA		10.	Jelena Nastić Stojanović	WEBIN	
3.	Aljo Mujčić	UTZ		11.	Gordana Šekarić	UDAS	
4.	Boro Krstić	UBN		12.	Biljana Maslovarić	PCMNE	
5.	Jelena Krunić	UES		13.	Eleni Trichina	UNIC	
6.	Bledar Toska	UV		14.	Maja Hmelak	UM	
7.	Erinda Papa	UK		15.	Liliana Rodrigues	UMa	
8.	Seyma Akin	NEU					



Co-funded by  
the European Union



HARVESTING (DIGITAL) ALTERNATION IN WAYS THAT KNOCK-DOWN INACCESSIBILITY OF  
NEW GENERATIONS - HAWKING (Project No. 101128741)

## **REPEATED RESULT EVALUATION REPORT**

Result:

**D2.2 ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY**

Belgrade

**March 2025.**

## Document Information

Document Title: Result Evaluation Report

Work Package: WP2

Deliverable: D2.2

Authors: Marko Stojanović

<b>History Version:</b>	<b>Date:</b>	<b>Modified by:</b>
V1.0	1.3.2025.	
V2.0	6.3.2025.	
V3.0	26.3.2025.	Prof. Arnaldo José Dinis Fonseca
Adopted document	-	-
<b>Amendments:</b>	<b>Date:</b>	<b>Description:</b>
	-	-



## Contents

Introduction .....	4
Facts and Findings .....	5
1.Short description of the produced/achieved result .....	5
2. Fulfilment of the result-related indicator(s), .....	6
3.Sources of verification .....	7
4. Strong aspects of the result .....	7
5.Weak aspects of the result .....	8
Conclusions and recommendations.....	9

## Introduction

The subject of this repeated evaluation report is the project deliverable D2.2 produced within the **HAWKING** project. The project result was produced within the WP2 and it is named *ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY*.

This Roadmap serves as a strategic framework to guide Higher Education Institutions (HEIs) through the process of an inclusive digital transition, ensuring e-accessibility for Students with Disabilities (SWDs) and their families. Drawing inspiration from the principles of the HAWKING project, it offers a practical, actionable approach to addressing the digital divide. The focus is on enhancing e-accessibility, optimising existing resources, and creating new support systems and services at the university level. By modernising teaching and learning methods and tools, it aims to meet the diverse needs of students in digital environments.

Furthermore, the Roadmap is not merely a document but a step-by-step strategy for tackling the challenges of digital transformation. It outlines clear pathways to ensure a smoother transition from secondary to higher education, while simultaneously improving institutional infrastructure, refining teaching practices, and bridging digitalisation gaps. Acting as a guiding framework, it will assist decision-makers in identifying challenges, prioritising resources, and implementing meaningful changes that foster inclusion and accessibility.

What distinguishes this Roadmap is its emphasis on collaboration. It recognises that real change is driven by collective effort—educational managers, teachers, staff, students, and parents all play an active role in shaping and implementing this vision. By uniting these diverse voices, the Roadmap provides a sustainable, realistic plan for driving long-term digital innovation in education, grounded in equity, inclusion, and shared commitment.

After the review, the document is 44 pages long. Since there were no restrictions or requirements regarding the page count, one can assert that in that regard the document corresponds with the requirements of the proposal. Upon completing the process of evaluation of the final version in English, partners will translate the document into partner languages, namely into Albanian, Bosnian, Montenegrin, Serbian and/or Croatian.

The repeated evaluation was carried by the main evaluator on March 27<sup>th</sup> using the evaluation form #2 to review the improved quality of the results D2.2. The first evaluation was carried out in the period between March 6<sup>th</sup> and March 14<sup>th</sup>, 2025. using the evaluation forms #1 & #2 for the assessment of the quality of the result. The purpose of this repeated procedure is to state the improvements to the quality of the D2.2 project result in comparison to the initial evaluation report. This evaluation combines fact-finding and descriptive assessment approaches.

The instrument #1 was completed by the representatives of 12 out of 15 partners organisations, accounting for 80% of respondents.

## Facts and Findings

### 1.Short description of the produced/achieved result

The project result D2.2 named *ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY* represents a strategic guide, designed to help Higher Education Institutions (HEIs) navigate the path toward an inclusive digital transition while ensuring e-accessibility for Students with Disabilities (SWDs) and their parents. The document has 42 pages broken into 9 major sections:

1. Contents
2. Summary
3. Introduction
4. Roadmap intent
5. Rationale for creating a roadmap on inclusive digital transition and electronic accessibility
6. Theoretical and normative framework
7. Web content accessibility guidelines (2021)
8. Roadmap framework
9. Roadmap on inclusive digital transition and electronic accessibility
10. General conclusions and recommendations

The **Summary** section has been introduced after the initial evaluation process at the recommendation of the consortium. **Introduction** presents the Roadmap as a strategic guide to support Higher Education Institutions (HEIs) in achieving an inclusive digital transition, focusing on e-accessibility for Students with Disabilities (SWDs) and their parents. It outlines a practical framework for bridging the digital divide, optimizing resources, and enhancing support structures at universities, aiming to improve teaching methods and infrastructure. The Roadmap emphasises collaboration among all stakeholders—educational managers, teachers, staff, students, and parents—to create a sustainable, inclusive digital transformation in education. **Roadmap Intent** outlines the purpose and content of the Roadmap on Inclusive Digital Transition and E-Accessibility, which was developed to guide seven partner higher education institutions (HEIs) in implementing effective digital transition services. The chapter describes the key pillars of the roadmap, including protocols for digital accessibility, institutional adoption, equity promotion for students with disabilities, and ensuring sustainability and replicability. It also highlights the collaborative process behind the roadmap's development, including workshops that gathered input from various stakeholders. **Rationale for creating a roadmap on inclusive digital transition and electronic accessibility** discusses the challenges and disparities in digital access to education, particularly for Students with Disabilities (SWDs) in the Western Balkans. It highlights how digitalisation has become central to educational reform but has also exposed significant gaps in accessibility, teaching methods, and support infrastructures. The chapter emphasizes the need for a roadmap to address these issues and promote inclusive digital education in the context of higher education. The section termed **Theoretical and normative framework** explores global frameworks and strategic plans that guide inclusive, equitable, and quality education. It highlights key international documents and initiatives, such as the Incheon Declaration, the Digital Education Action Plan, the Inclusive Digital Education Report, and Universal Design for Learning (UDL), all aimed at enhancing education systems' accessibility, inclusion, and quality, particularly for students with special needs and diverse learning requirements. **Web content accessibility guidelines (2021)** focuses on the Web Content Accessibility Guidelines (WCAG) 2.2, which provide recommendations for making web content accessible to individuals with various disabilities. It discusses the guidelines'

applicability across different devices and the development of a roadmap for ensuring digital accessibility in secondary education, specifically for students with disabilities, school administrators, and parents. The chapter highlights the importance of inclusive digital tools and platforms to foster an equitable educational environment. The **Roadmap framework** chapter outlines eleven key focus areas that serve as the foundation for an inclusive digital transition and electronic accessibility in higher education. It emphasizes that digital transformation involves more than just technology; it requires comprehensive changes in practices, policies, and infrastructures to ensure inclusivity and equity in education. The chapter **Roadmap on inclusive digital transition and electronic accessibility** outlines strategies and actions for ensuring that digital transformation processes are accessible to all, including individuals with disabilities and marginalised groups. It provides a framework for implementing inclusive digital policies and practices, focusing on enhancing electronic accessibility, addressing digital divides, and fostering equal opportunities for all users in the digital landscape. The chapter presents steps towards creating a more inclusive and accessible digital environment through both technological advancements and policy reforms. Finally, the chapter **General conclusions and recommendations** focuses on the strategic significance of the Roadmap on Inclusive Digital Transition and E-Accessibility in guiding public policies and actions for digital inclusion in higher education. It outlines the document's role in addressing systemic barriers to digital accessibility, promoting equity for students with disabilities, and fostering collaboration between Higher Education Institutions (HEIs), civil society, and the technology sector. The chapter also emphasizes the importance of sustainable commitment and continuous implementation to ensure lasting change and alignment with international best practices.

The result D2.2 looks complete, concise, and relevant as a project resource and has good quality from the point of view of internal evaluation.

## 2. Fulfilment of the result-related indicator(s),

When it comes to the fulfilment of the result-related indicators, one can assert that the indicators have been fulfilled, bearing in mind that the D2.2 report complies with the description of the deliverable stating the following: a document presenting the HEIs strategy towards making an inclusive digital transition and e-accessibility available to SWDs and their parents. Upon obtaining the approval of the consortium as to the final English version of the document, which also implies potential corrections and improvements, the document will be translated into all languages of project partners coming from the Western Balkans (Albanian, Bosnian, Croatian, Serbian, Montenegrin).

Domain (insert)	M/E subject (insert)	Indicator number and title (insert)	Target value (insert)	Current value (insert)
WP2	D2.2 – Roadmap on Inclusive Digital Transition and e-accessibility	An e-report in English.	1	1

The result D2.2 is fully compliant with the visibility rules of the EU. It contains the Erasmus+ co-funding logo applied in appropriate way, and the appropriate disclaimer.

Once the final version of the document is approved by the Steering Committee the document will be translated into all partner languages in the region of the Western Balkans as per proposal and added to the original document in the form of Annexes to be uploaded to the SYGMA platform.

### 3. Sources of verification

The document in a .pdf form has been uploaded to [the project drive](#) where all partners had the opportunity to become introduced with its content and form. The document is written in English, it is 44 pages long, and it complies with all presented indicators.

### 4. Strong aspects of the result

When asked if the result had relevant quality and was likely to meet the needs of specific target groups, 83,3% (10) of respondents strongly agreed with the assertion, while 16,7% (2) of respondents agree with it.

1. The result has relevant quality and is likely to meet the needs of specific target groups.

12 responses

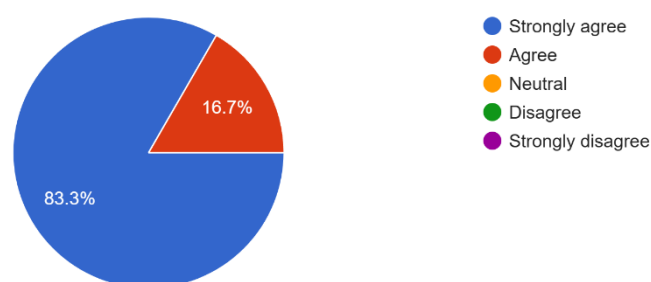


Figure 1. Attitudes of respondents with regards to the relevance and quality of the presented result

According to the respondents

*The document is well organised, providing implementation steps and recommendations.*

*It stands as a comprehensive and strategic document that not only addresses the immediate needs of students with disabilities but also sets a foundation for an inclusive educational future.*

*The roadmap identifies barriers faced by students with disabilities and offers concrete actions for improving digital infrastructure, accessibility, policies, and pedagogical practices. The emphasis on institutional adoption, sustainability, and collaboration makes it relevant to students, teaching staff and university admin.*

When asked about the strong points of the presented result, the partners provided the following answers:

*The deliverable is a result of co-creation efforts of all partners, especially those who are also future beneficiaries. It has been done thoroughly and professionally. Great work!*

*A useful guide that can help higher education institutions (HEIs) navigate the path towards an inclusive digital transition, while ensuring e-accessibility for students with disabilities (SWD) and their parents.*

*This roadmap is an excellent guide designed to help higher education institutions (HEIs) in Albania, Montenegro, and Bosnia and Herzegovina navigate the path towards an inclusive digital transition, while ensuring e-accessibility for students with disabilities (SWD) and their parents.*

*Orientation toward solutions*

*Document provides clear roadmap framework, in addition to having strong theoretical grounds. It is focused on implementation providing realistic steps and key indicators.*

*The report provides a clear overview and guide for the roadmap on inclusive transition and E-accessibility.*

*A special value is reflected in the strengthening of inclusion in society.*

*It has relevance to the WB HEIs since it targets them. It is clearly organised with objectives, actions, expected outcomes, and success indicators. It identifies challenges/obstacles and highlights the importance of the collaborative approach and the good partnerships among universities, NGOs, technology providers, and policymakers. It recommends the integration of Universal Design for Learning (UDL) and Web Content Accessibility Guidelines (WCAG) 2.2. It emphasises enhancement of digital skills for both students and teachers.*

*It is a document that manages to reflect diverse needs and at the same time a strategy for implementing digital processes in education.*

*Well-developed and informative.*

*Comprehensive framework; alignment with international guidelines; focus on sustainability; stakeholder collaboration; practical recommendations*

## **5.Weak aspects of the result**

When asked about the weak aspects of the result, the partners provided the following answers:

*We suggest to check the formatting of the document (e.g. it would be good for the Project Information, Contents, Summary, etc. to start on a new page). It would be also good to mention a few words about the work package under which the roadmap falls under as to be placed in a specific context. Check also the way that you use some words for consistency purposes (e.g. in some cases we write Higher Education Institutions, while in some others we write higher education institutions). We also suggest to include the University of Nicosia's involvement.*

*The roadmap mentions continuous monitoring, but it could explain better how progress will be tracked and improved over time.*

## Conclusions and recommendations

By presenting a useful guide that can help higher education institutions (HEIs) navigate the path towards an inclusive digital transition, while ensuring e-accessibility for students with disabilities (SWD) and their parents., one can assert that this result has fulfilled the set requirements.

In the process of internal evaluation of the deliverable *D2.2 ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY*, the members of the consortium, as well as the main evaluator, had several suggestions for changes and/or additions to the content:

- **To check the formatting of the document (e.g. it would be good for the Project Information, Contents, Summary, etc. to start on a new page); Concerning formatting issues, the titles in the document's structure now start on a new page, and an effort has been made to harmonise the consistency of certain definitions in terms of capitalisation**
- **To mention a few words about the work package (WP2) under which the roadmap falls under as to be placed in a specific context; The section "3) Roadmap Intent" now includes, from the very beginning, a clear and objective contextualisation of the Roadmap's development within Work Package 2**
- **To check the way that some words have been used for consistency purposes (e.g. in some cases we write Higher Education Institutions, while in some others we write higher education institutions).; Concerning formatting issues, the titles in the document's structure now start on a new page, and an effort has been made to harmonise the consistency of certain definitions in terms of capitalisation**
- **To include the University of Nicosia's involvement; The involvement of the University of Nicosia has been clearly referenced (see p.9 of the main document).**
- **To explain better how progress will be tracked and improved over time. A thorough review of section 8.9, CONTINUOUS MONITORING AND EVALUATION, has been undertaken to develop a framework that better illustrates the monitoring and evaluation process. In this section, items regarding Actions, Expected Results, Success Indicators, Required Resources, and Responsible Parties have been restructured and expanded, aiming at creating a more objective and practical action plan within the monitoring and evaluation processes.**

By examining the improved version of the D2.2 after the first phase of evaluation, the main evaluator confirms that **all recommendations from the previous iterations were followed and implemented.**



Co-funded by  
the European Union



HARVESTING (DIGITAL) ALTERNATION IN WAYS THAT KNOCK-DOWN INACCESSIBILITY OF  
NEW GENERATIONS - HAWKING (Project No. 101128741)

## **RESULT EVALUATION REPORT**

Result:

**D2.2 ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY**

Belgrade

**March 2025.**



## Document Information

Document Title: Result Evaluation Report

Work Package: WP2

Deliverable: D2.2

Authors: Marko Stojanović

---

History Version:	Date:	Modified by:
------------------	-------	--------------

V1.0	1.3.2025.	
------	-----------	--

V2.0	6.3.2025.	
------	-----------	--

V...		
------	--	--

Adopted document	-	-
------------------	---	---

---

Amendments:	Date:	Description:
-------------	-------	--------------

-	-	-
---	---	---

## Contents

Introduction .....	4
Facts and Findings .....	5
1.Short description of the produced/achieved result .....	5
2. Fulfilment of the result-related indicator(s), .....	6
3.Sources of verification .....	6
4. Strong aspects of the result .....	7
5.Weak aspects of the result .....	8
Conclusions and recommendations.....	9

## Introduction

The subject of this evaluation report is the project deliverable D2.2 produced within the **HAWKING** project. The project result was produced within the WP2 and it is named *ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY*.

This Roadmap serves as a strategic framework to guide Higher Education Institutions (HEIs) through the process of an inclusive digital transition, ensuring e-accessibility for Students with Disabilities (SWDs) and their families. Drawing inspiration from the principles of the HAWKING project, it offers a practical, actionable approach to addressing the digital divide. The focus is on enhancing e-accessibility, optimising existing resources, and creating new support systems and services at the university level. By modernising teaching and learning methods and tools, it aims to meet the diverse needs of students in digital environments.

Furthermore, the Roadmap is not merely a document but a step-by-step strategy for tackling the challenges of digital transformation. It outlines clear pathways to ensure a smoother transition from secondary to higher education, while simultaneously improving institutional infrastructure, refining teaching practices, and bridging digitalisation gaps. Acting as a guiding framework, it will assist decision-makers in identifying challenges, prioritising resources, and implementing meaningful changes that foster inclusion and accessibility.

What distinguishes this Roadmap is its emphasis on collaboration. It recognises that real change is driven by collective effort—educational managers, teachers, staff, students, and parents all play an active role in shaping and implementing this vision. By uniting these diverse voices, the Roadmap provides a sustainable, realistic plan for driving long-term digital innovation in education, grounded in equity, inclusion, and shared commitment.

The document is 42 pages long. Since there were no restrictions or requirements regarding the page count, one can assert that in that regard the document corresponds with the requirements of the proposal. Upon completing the process of evaluation of the final version in English, partners will translate the document into partner languages, namely into Albanian, Bosnian, Montenegrin, Serbian and/or Croatian.

The evaluation was carried out in the period between March 6<sup>th</sup> and March 14<sup>th</sup>, 2025. using the evaluation forms #1 & #2 for the assessment of the quality of the result. The purpose of this procedure is to examine the quality, relevance and level of completion of the project result. This evaluation combines fact-finding and descriptive assessment approaches.

The instrument #1 was completed by the representatives of 12 out of 15 partners organisations, accounting for 80% of respondents.

## Facts and Findings

### 1.Short description of the produced/achieved result

The project result D2.2 named *ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY* represents a strategic guide, designed to help Higher Education Institutions (HEIs) navigate the path toward an inclusive digital transition while ensuring e-accessibility for Students with Disabilities (SWDs) and their parents. The document has 42 pages broken into 9 major sections:

1. Contents
2. Introduction
3. Roadmap intent
4. Rationale for creating a roadmap on inclusive digital transition and electronic accessibility
5. Theoretical and normative framework
6. Web content accessibility guidelines (2021)
7. Roadmap framework
8. Roadmap on inclusive digital transition and electronic accessibility
9. General conclusions and recommendations

**Introduction** presents the Roadmap as a strategic guide to support Higher Education Institutions (HEIs) in achieving an inclusive digital transition, focusing on e-accessibility for Students with Disabilities (SWDs) and their parents. It outlines a practical framework for bridging the digital divide, optimizing resources, and enhancing support structures at universities, aiming to improve teaching methods and infrastructure. The Roadmap emphasises collaboration among all stakeholders—educational managers, teachers, staff, students, and parents—to create a sustainable, inclusive digital transformation in education. **Roadmap Intent** outlines the purpose and content of the Roadmap on Inclusive Digital Transition and E-Accessibility, which was developed to guide seven partner higher education institutions (HEIs) in implementing effective digital transition services. The chapter describes the key pillars of the roadmap, including protocols for digital accessibility, institutional adoption, equity promotion for students with disabilities, and ensuring sustainability and replicability. It also highlights the collaborative process behind the roadmap's development, including workshops that gathered input from various stakeholders. **Rationale for creating a roadmap on inclusive digital transition and electronic accessibility** discusses the challenges and disparities in digital access to education, particularly for Students with Disabilities (SWDs) in the Western Balkans. It highlights how digitalisation has become central to educational reform but has also exposed significant gaps in accessibility, teaching methods, and support infrastructures. The chapter emphasizes the need for a roadmap to address these issues and promote inclusive digital education in the context of higher education. The section termed **Theoretical and normative framework** explores global frameworks and strategic plans that guide inclusive, equitable, and quality education. It highlights key international documents and initiatives, such as the Incheon Declaration, the Digital Education Action Plan, the Inclusive Digital Education Report, and Universal Design for Learning (UDL), all aimed at enhancing education systems' accessibility, inclusion, and quality, particularly for students with special needs and diverse learning requirements. **Web content accessibility guidelines (2021)** focuses on the Web Content Accessibility Guidelines (WCAG) 2.2, which provide recommendations for making web content accessible to individuals with various disabilities. It discusses the guidelines' applicability across different devices and the development of a roadmap for ensuring digital accessibility in secondary education, specifically for students with disabilities, school administrators, and parents. The chapter highlights the importance of inclusive digital tools and platforms to foster an equitable

educational environment. The **Roadmap framework** chapter outlines eleven key focus areas that serve as the foundation for an inclusive digital transition and electronic accessibility in higher education. It emphasizes that digital transformation involves more than just technology; it requires comprehensive changes in practices, policies, and infrastructures to ensure inclusivity and equity in education. The chapter **Roadmap on inclusive digital transition and electronic accessibility** outlines strategies and actions for ensuring that digital transformation processes are accessible to all, including individuals with disabilities and marginalised groups. It provides a framework for implementing inclusive digital policies and practices, focusing on enhancing electronic accessibility, addressing digital divides, and fostering equal opportunities for all users in the digital landscape. The chapter presents steps towards creating a more inclusive and accessible digital environment through both technological advancements and policy reforms. Finally, the chapter **General conclusions and recommendations** focuses on the strategic significance of the Roadmap on Inclusive Digital Transition and E-Accessibility in guiding public policies and actions for digital inclusion in higher education. It outlines the document's role in addressing systemic barriers to digital accessibility, promoting equity for students with disabilities, and fostering collaboration between Higher Education Institutions (HEIs), civil society, and the technology sector. The chapter also emphasizes the importance of sustainable commitment and continuous implementation to ensure lasting change and alignment with international best practices.

The result D2.2 looks complete, concise, and relevant as a project resource and has good quality from the point of view of internal evaluation.

## 2. Fulfilment of the result-related indicator(s),

When it comes to the fulfilment of the result-related indicators, one can assert that the indicators have been fulfilled, bearing in mind that the D2.2 report complies with the description of the deliverable stating the following: a document presenting the HEIs strategy towards making an inclusive digital transition and e-accessibility available to SWDs and their parents. Upon obtaining the approval of the consortium as to the final English version of the document, which also implies potential corrections and improvements, the document will be translated into all languages of project partners coming from the Western Balkans (Albanian, Bosnian, Croatian, Serbian, Montenegrin).

Domain (insert)	M/E subject (insert)	Indicator number and title (insert)	Target value (insert)	Current value (insert)
WP2	D2.2 – Roadmap on Inclusive Digital Transition and e-accessibility	An e-report in English.	1	1

## 3.Sources of verification

The document in a .pdf form has been uploaded to [the project drive](#) where all partners had the opportunity to become introduced with its content and form. The document is written in English, it is 42 pages long, and it complies with all presented indicators.

#### 4. Strong aspects of the result

When asked if the result had relevant quality and was likely to meet the needs of specific target groups, 83,3% (10) of respondents strongly agreed with the assertion, while 16,7% (2) of respondents agree with it.

1. The result has relevant quality and is likely to meet the needs of specific target groups.  
12 responses

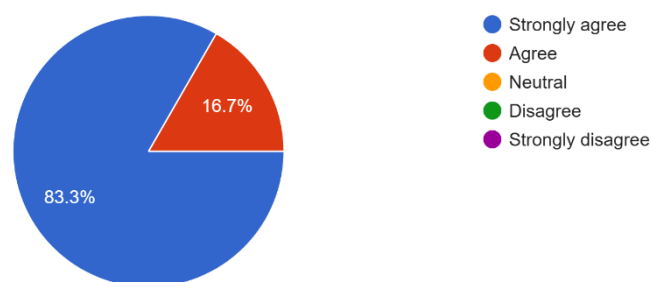


Figure 1. Attitudes of respondents with regards to the relevance and quality of the presented result

According to the respondents

*The document is well organised, providing implementation steps and recommendations.*

*It stands as a comprehensive and strategic document that not only addresses the immediate needs of students with disabilities but also sets a foundation for an inclusive educational future.*

*The roadmap identifies barriers faced by students with disabilities and offers concrete actions for improving digital infrastructure, accessibility, policies, and pedagogical practices. The emphasis on institutional adoption, sustainability, and collaboration makes it relevant to students, teaching staff and university admin.*

When asked about the strong points of the presented result, the partners provided the following answers:

*The deliverable is a result of co-creation efforts of all partners, especially those who are also future beneficiaries. It has been done thoroughly and professionally. Great work!*

*A useful guide that can help higher education institutions (HEIs) navigate the path towards an inclusive digital transition, while ensuring e-accessibility for students with disabilities (SWD) and their parents.*

*This roadmap is an excellent guide designed to help higher education institutions (HEIs) in Albania, Montenegro, and Bosnia and Herzegovina navigate the path towards an inclusive digital transition, while ensuring e-accessibility for students with disabilities (SWD) and their parents.*

*Orientation toward solutions*

*Document provides clear roadmap framework, in addition to having strong theoretical grounds. It is focused on implementation providing realistic steps and key indicators.*

*The report provides a clear overview and guide for the roadmap on inclusive transition and E-accessibility.*

*A special value is reflected in the strengthening of inclusion in society.*

*It has relevance to the WB HEIs since it targets them. It is clearly organised with objectives, actions, expected outcomes, and success indicators. It identifies challenges/obstacles and highlights the importance of the collaborative approach and the good partnerships among universities, NGOs, technology providers, and policymakers. It recommends the integration of Universal Design for Learning (UDL) and Web Content Accessibility Guidelines (WCAG) 2.2. It emphasises enhancement of digital skills for both students and teachers.*

*It is a document that manages to reflect diverse needs and at the same time a strategy for implementing digital processes in education.*

*Well-developed and informative.*

*Comprehensive framework; alignment with international guidelines; focus on sustainability; stakeholder collaboration; practical recommendations*

## **5. Weak aspects of the result**

When asked about the weak aspects of the result, the partners provided the following answers:

*We suggest to check the formatting of the document (e.g. it would be good for the Project Information, Contents, Summary, etc. to start on a new page). It would be also good to mention a few words about the work package under which the roadmap falls under as to be placed in a specific context. Check also the way that you use some words for consistency purposes (e.g. in some cases we write Higher Education Institutions, while in some others we write higher education institutions). We also suggest to include the University of Nicosia's involvement.*

*The roadmap mentions continuous monitoring, but it could explain better how progress will be tracked and improved over time.*

## Conclusions and recommendations

By presenting a useful guide that can help higher education institutions (HEIs) navigate the path towards an inclusive digital transition, while ensuring e-accessibility for students with disabilities (SWD) and their parents., one can assert that this result has fulfilled the set requirements.

In the process of internal evaluation of the deliverable *D2.2 ROADMAP ON INCLUSIVE DIGITAL TRANSITION AND E-ACCESSIBILITY*, the members of the consortium, as well as the main evaluator, had several suggestions for changes and/or additions to the content:

- To check the formatting of the document (e.g. it would be good for the Project Information, Contents, Summary, etc. to start on a new page);
- To mention a few words about the work package (WP2) under which the roadmap falls under as to be placed in a specific context;
- To check the way that some words have been used for consistency purposes (e.g. in some cases we write Higher Education Institutions, while in some others we write higher education institutions).;
- To include the University of Nicosia's involvement;
- To explain better how progress will be tracked and improved over time.