



4.2. SUSTAINABILITY ANALYSIS

EESI-DIGI

*Educational Empowerment and Social Inclusion of students
with disabilities through Digital Solutions and Assistive Technologies*

2024 KA220-HED-F06BEA8B

Co-funded by the
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Sustainability analysis of the EESI DIGI project



is a comprehensive evaluation of the social, and economic aspects, to determine its long-term viability and impact on the main target group – Students with Disabilities (Swd) and People with disabilities (PwD).

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EESI DIGI project's intellectual outputs



PR1: Needs analysis. Identification of custom learning needs and individualities of SwD. First and basic step to identify and record the real needs of target group.

PR2: Learning units. Curriculum of the e-learning tool and training courses both for trainers and trainees. Framework for the design of a learning unit and assessment.

PR3: Digital Tools Development - Interactive Web platform, Collaborative platform - Databank and e-modules.

PR4: Sustainability network. Frameworks for the sustainability strategy, launching events, publications, presentations, good practices.

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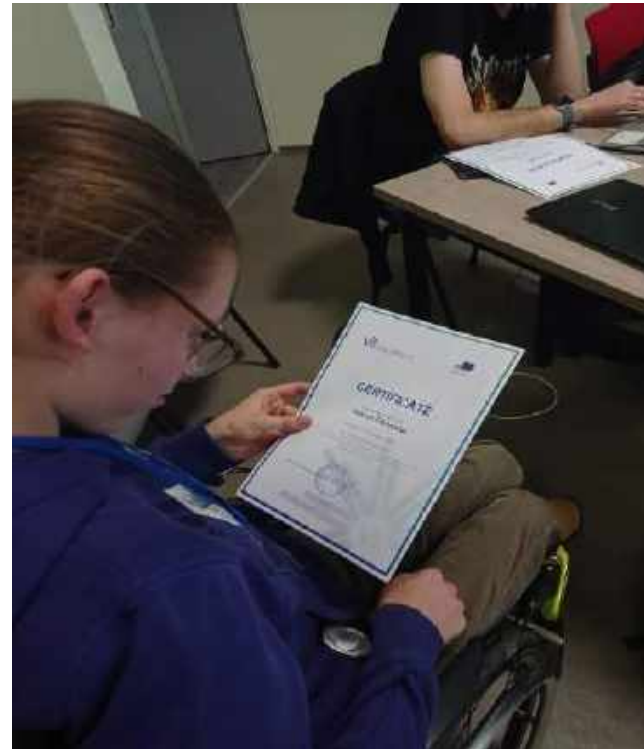
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Our primary target audiences encompass a wide range of stakeholders

- Students with Disabilities
- Educators and Teachers
- Small and Medium Enterprises (SMEs)
- Local and Regional Authorities
- Associations
- Communities of People with Disabilities
- Disability Sector Scientists and Practitioners
- Multipliers (e.g. trainers, educators)
- Policymakers



Key components of sustainability analysis

1) Impact assessment

4) Impact on the Target group

2) Stakeholder Engagement:

5) Dissemination of the results

3) Sustainable Dissemination of the results

6) Usability of the project resources

7) Identification of Sustainability Opportunities





1. Social Impact Assessment

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Social Impact Assessment

Assessing the social impact on people with disabilities is a multifaceted process that involves evaluating various aspects of their lives, including access to different resources, participation in society, education and overall well-being.



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a) Accessibility: Assess whether barriers exist that prevent people with disabilities from fully participating in social, economic, and cultural activities.

b) Employment: employment opportunities available to people with disabilities, the rate of employment, types of jobs, workplace accommodations, and discrimination in hiring practices. Assess the impact of employment on their financial independence, social inclusion, and overall quality of life.

c) Education: Evaluate access to inclusive education, special education services, and accommodations for students with disabilities. Assess the impact of education on their academic achievement, social skills development, and transition to employment or further education.

d) Social Support: Availability of social support networks, peer support groups, community services, and advocacy organizations for people with disabilities. Assess the impact of social support on their sense of belonging, empowerment, and ability to navigate societal barriers.

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Digital Accessibility Tools for the Target group (A support for SwD)

1) Digital Accessibility Tools Educators can take the lead in ensuring digital materials are accessible to all students. Utilizing screen readers, voice recognition software, and accessible learning management systems (LMS), educators can ensure that SwD have equal access to course content. This not only assists SwD but also sets an example for the general public regarding the importance of digital inclusivity.

2) Assistive Technology Integration Educators should familiarize themselves with a variety of assistive technologies, such as text-to-speech software, speech recognition software, and note-taking apps. By incorporating these into their teaching strategies, educators can provide tailored support to SwD. These tools assist with tasks such as reading, writing, communication, and mobility. Examples include screen readers, speech to-text software, and communication devices with built-in augmentative and alternative communication (AAC) features.

3) Universal Design for Learning (UDL)
Adopting the principles of UDL means creating content and curriculum that are accessible to everyone from the outset. Educators can use multimedia, digital textbooks, and interactive online platforms to cater to diverse learning styles and abilities. This not only benefits SwD but also raises awareness about the benefits of adaptable educational materials.

4) Accessibility Features Many mainstream devices and operating systems now include built-in accessibility features. These features make it easier for SwD to access and interact with digital content. For instance, smartphones and computers offer screen magnification, voice commands, and customizable font sizes, enhancing the user experience for SwD.





2. Economic viability analysis

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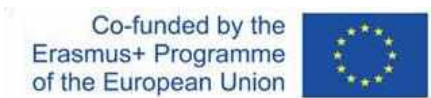




Partnerships:

Project partners considered potential partnerships with other organizations that align with the project's objectives and can provide financial support or resources.

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Risk Assessment

Steps used by project partners for handling possible risks:

- Reviewed accessibility guidelines for digital platforms, and communication materials.
- Provided alternative communication methods, such as braille materials, sign language interpreters and assistive technologies.
- Offered disability awareness training to project staff to prevent discrimination and promote inclusivity.
- The project was regularly monitored.
- Partners reviewed and updated risk assessment processes and mitigation strategies based on feedback, experience, and changes in regulations or best practices.

Risks

- Risks associated with communication challenges, including inaccessible information formats or lack of sign language interpreters
- Risks related to inaccessible technology or equipment
- The potential impact of each risk on individuals with disabilities

Social Impact Analysis

- Social and economic impact of the project on people with disabilities, their families, and the community.
- Non-financial benefits such as improved quality of life, increased accessibility, empowerment, and social inclusion.





Sustainability plan

prepared by the project partner I.E.R.F.O.P (Italy) is outlining how the project will maintain its operations and impact over the long term.

Next steps for monitoring and evaluation (M&E)



a) Set up systems to regularly collect relevant data on project activities and outcomes. Using surveys, interviews, focus groups, and other methods to gather information from project participants, staff, and stakeholders.



b) Share M&E findings with project stakeholders, including partner organizations, government agencies, and the wider community. This helps to promote transparency and accountability and allows others to learn from the project's experiences.



c) Planning for sustainability beyond the project's lifespan: identifying opportunities for scaling up successful interventions or advocating for policy changes to support the rights and inclusion of people with disabilities in the long term.



Following these steps is ensuring the project is financially sustainable while delivering meaningful benefits to its target audience.





3. Stakeholder Engagement

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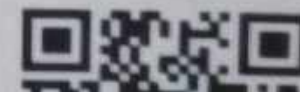
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Stakeholder engagement in the project focused on people with disabilities ensuring that their needs, concerns, and perspectives were adequately addressed.

Erasmus project: „Educational Empowerment and Social Inclusion of Students with Disabilities through Digital Solutions and Assistive Technologies“. The aim – is to enable students with disabilities to complete their studies and get trained especially on digital skills, that will equip them with those qualifications to overcome existing skilling gaps.



Effective stakeholder engagement

- Identified stakeholders who are affected by or have an interest in the project. This included individuals with disabilities, their families, caregivers, disability advocacy groups, relevant government agencies, healthcare providers, accessibility experts, and community organizations.
- Checked the needs and perspectives of stakeholders. People with disabilities have varying abilities, preferences, and requirements, so it was essential to engage with them directly to gain insights into their specific challenges and priorities.
- Created accessible communication channels to ensure that all stakeholders can participate effectively. This involves accessible online platform.
- Actively involved people with disabilities in all stages of the project, including planning, implementation, participation in the project Trainings in ELTE University Budapest, Hungary and in Vilniaus kolegija (VIKO), Vilnius, Lithuania and evaluation of the project's results.



Stakeholder engagement

- Prioritized accessibility in all project activities to ensure that people with disabilities can fully participate. This included accessible physical spaces, Swd were provided with assistive technologies, offering alternative formats for information, and accommodating different communication needs.
- Provided training and support to project staff and stakeholders on disability awareness, accessibility principles, and inclusive practices. Training for the partner staff were held in University of Patras, Patras, Greece. This helped to ensure that everyone involved understands their roles and responsibilities in promoting inclusivity.
- Established mechanisms for gathering feedback from stakeholders on an ongoing basis. This involved surveys, meetings, and individual consultations. After the feedback partners had made necessary adjustments to the project as needed based on stakeholder input.
- Maintained transparency throughout the project – kept stakeholders informed about project progress, decisions, and outcomes. Also there was regularly reporting on how stakeholder input has been incorporated into project planning and decision-making.



Stakeholders' engagement and fostering an inclusive approach, project aimed at serving people with disabilities can be more effective, responsive, and ultimately, transformative in improving the lives of individuals with disabilities.

A photograph showing the interior of a bus. In the foreground, a young man with short brown hair and a young woman with glasses and a grey jacket are seated and looking towards the camera. The bus is filled with other passengers, some looking out the windows. The lighting is bright, suggesting daytime. A semi-transparent white box with blue text is overlaid on the center of the image.

4. Impact on Target groups

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EESI DIGI project's benefits for the Target groups (Swd and PwD)



- Aimed their skilling-up, socialization, and overall improvement of the quality of their lives.
- Felt comfortable to attend the classes
- Reached accessible training material and accessible digital resources
- Experienced new lifelong learning methodologies
- with innovative digital solutions.
- Learned new things, got engaged to new activities.
- Joined new teams and spend quality time on new pursuits and hobbies through the socialization tools
- Improved personal skills, kept up with technological advancements and obtained competitive advantage
- Improved the knowledge of new technologies and interactive tools as educational means.
- Increased digital literacy (knowledge +skills +tools) from users
- and partner members.
- Face-to-face forms of collaboration and communication.
- Received more tools to continue their educational activities

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5. Dissemination of the results

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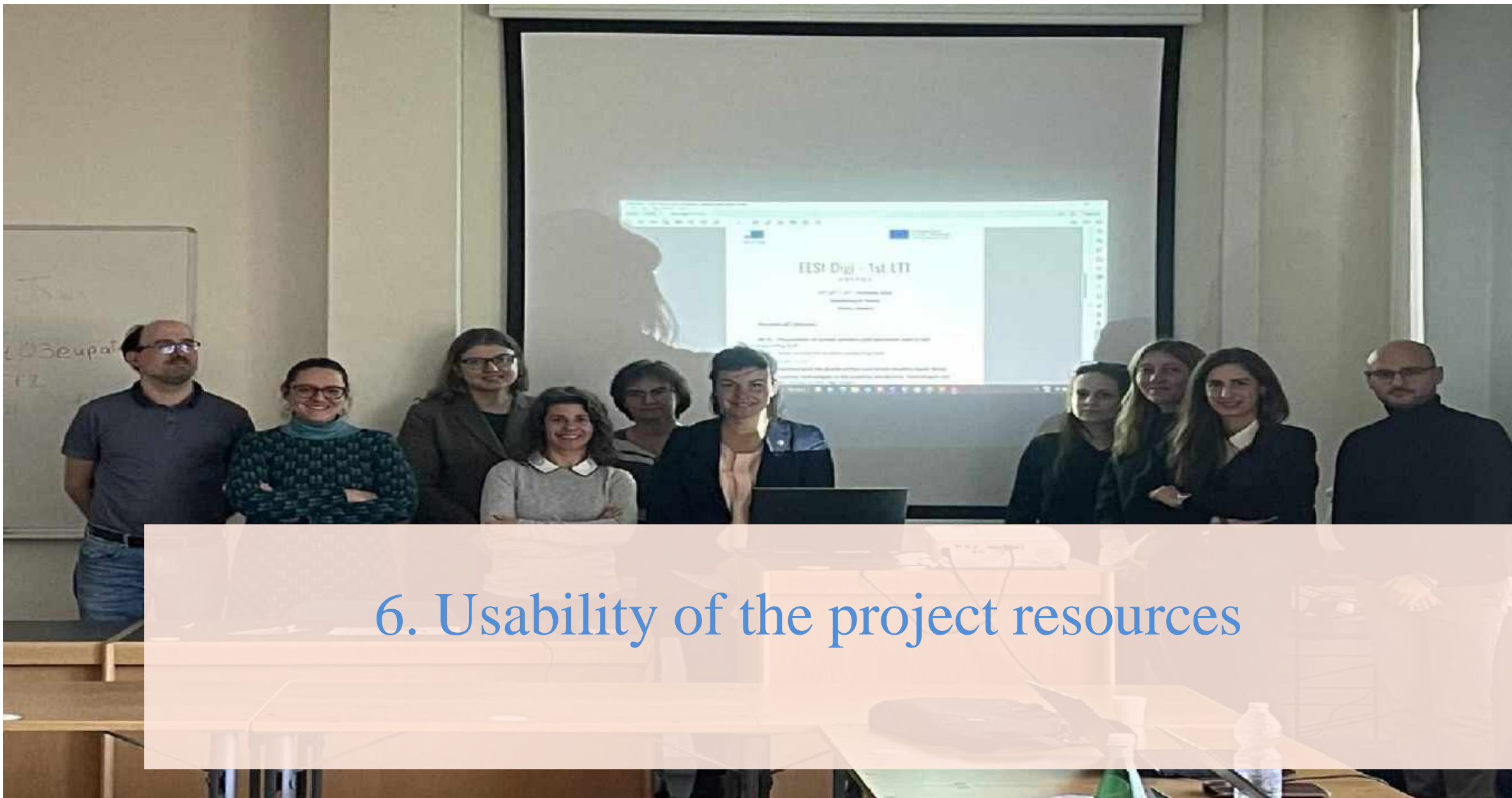
Dissemination



Multiplier events in partner countries:

- Lithuania:24 persons
- Hungary:34 persons
- Greece:30 persons
- Spain:24 persons
- Italy:30 persons
- Partners' participation in various seminars, workshops, events and disseminating project's results to people from academic field, NGO's, associations and other interested organizations.
- All intellectual outputs are available in the project's website. Find it here: <https://eesidigi.com/>
- That's make project's results more sustainable and available for the target group.
- Dissemination strategy, exploitation plan prepared to ensure proper dissemination of the project results.
- All project's partners follow United Nations global compact's goals, culture and values stated in the agreement.





6. Usability of the project resources

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Usability of the project resources

a) Online courses:

<https://eesidigi.com/courses/>

b) Less printing, more electronic documents (pdf files and etc.)

c) Electricity saving



- Digitális írástudás fejlesztése
- Tanulmányi teljesítmény javítása
- Függetlenségük erősítése
- Foglalkozathatóság növelése
- Társadalmi inklúzió elősegítése

A modul célja

7. Sustainability Opportunities

Sustainability Opportunities



- **Partnerships and Networks:** Forge partnerships with educational institutions, NGOs, government agencies, and industry stakeholders. Establishing a network ensures ongoing support, resource sharing, and collaboration beyond the project duration.
- **Integration into Curriculum:** Work with educational institutions to integrate the training modules into their regular curriculum.
- **Train-the-Trainer Programs:** Develop train-the-trainer programs to empower educators to continue delivering inclusive ICT training even after the project concludes.
- **Online Resources and Platforms:** Disseminate the developed resources, to make the training materials accessible beyond the project's lifespan. Host these resources on dedicated websites of partners for learning management system for continuous access.
- **Community Engagement:** Foster a community of practice around inclusive ICT technologies by organizing workshops, conferences, and online forums where participants can share experiences, best practices, and resources.
- **Endorsement and Recognition:** Seek endorsements from relevant authorities, such as ministries of education or industry associations, to validate the importance of inclusive ICT training.
- **Funding Diversification:** Explore diverse funding sources beyond Erasmus grants, such as corporate sponsorships, philanthropic donations, or crowdfunding. Diversifying funding reduces reliance on a single source and enhances financial sustainability.
- **Policy Advocacy:** Lobby for inclusion of inclusive ICT training in educational policies, funding schemes, and accreditation standards to institutionalize its importance.





Conclusion





By conducting a thorough Sustainability analysis decision-makers can make informed choices that balance social equity, and economic prosperity, ultimately contributing to a more sustainable and resilient future.