

Newsletter

vol. 1

EcoDigi

Transition Mode for Adults:
Ecological and Inclusive
Digital Education

Project no. 2022-1-PL01-KA220-ADU-000085484



About the EcoDigi project

The COVID-19 pandemic has forced the need to digitalize the educational system, which in the adult education sector has had the positive effect of promoting inclusion and equality. However, the adoption of new digital practices must also go hand in hand with a concern for environmental and climate goals.

EcoDigi (Transition Mode for Adults: Ecological and Inclusive Digital Education) is Erasmus+ project that supports the increase of the environmental sustainability and accessibility of adult educators by building their capacity and providing them with effective tools to support sustainability and accessibility in their practices.



OUR WEBSITE & SOCIAL MEDIA

www.ecodigi.eu

Project's website where you can find information about the project, its partners, valuable resources or contact us.

[www.facebook.com/
EcoDigiProject](https://www.facebook.com/EcoDigiProject)

We also encourage you to visit the project's Facebook profile where all updates and interesting information related to the topic of the project appear.



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OBJECTIVES

1. Increase the environmental awareness and resilience of adult educators.
2. Promote the inclusion and improve the learning outcomes of learners with disabilities and difficulties.
3. Create a pool of skilled trainers and resources.
4. Raise awareness about the importance of environmental sustainability and social inclusion.
5. Facilitate links between the partner countries, participating organisations and stakeholders.

TARGET GROUPS

1. Educators and adult education providers, who are responsible for teaching and training adults in general.
2. Educators, counsellors, professionals and organisations who focus specifically on adult learners with disabilities and special needs.
3. Experts from the partner organisations who will support the first two target groups in their work.



RESULTS

1. SELF-ASSESSMENT TOOL measuring the green and accessible practices of educators, and REPORT outlining areas to be addressed,
2. ONLINE PLATFORM and common GUIDELINES for educators on becoming green and accessible,
3. POOL of skilled TRAINERS, METHODOLOGY for adult educators, and 6 TRAINING WEBINARS on how to use the created resources and become more eco-friendly and inclusive.





REPORT



All project partners – 6 organizations from 5 countries – have conducted the study with the participation of 124 adult educators and trainers.

Below are the results of educators' self-assessment on how the digital transformation is currently affecting the environmental sustainability and inclusion practices of adult education.

There were 2 main sections within the questionnaire – ENVIRONMENTAL SUSTAINABILITY and INCLUSIVENESS AND ACCESSIBILITY of the digital educators' practices.

In conclusion, there is a general awareness of the SDGs among educators, but incorporation into daily work vary. While there is a need to promote green behavior, educators express a desire to improve their skills as knowledge about eco-friendly equipment and sustainability requirements is limited. Sustainable printing policies have been introduced to some extent, but further progress is needed. The use of open badges and e-certification varies among countries, with different levels of implementation. Overall, there is a recognition of the importance of integrating sustainability into digital teaching and learning.

The findings also shown that while some respondents demonstrate a vision for accessibility and inclusiveness, others lack knowledge in certain areas. The learner's needs are given significant attention with efforts to adapt course. Collaborative online learning tools and interactive elements are frequently incorporated into educators' practices. However, there are still challenges to overcome, such as fully embracing gamification. Ethical commitments are recognized by many, but they also express a desire to learn more. There are still knowledge gaps and areas for improvement that need to be addressed to ensure more inclusive and accessible learning experiences for all.



PROJECT CONSORTIUM:

