



Embracing diversity in ASIA through the adoption of inclusive open practices

618615-EPP-1-2020-1-UKEPPKA2-CBHEJP



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Overall

- Embracing diversity in ASIA through the adoption of Inclusive Open Practices (DIVERSASIA)
- Project n°: 618615-EPP-1-2020-1-UKEPPKA2-CBHEJP
- Duration: 15.01.2021 – 14.01.2024 (3 years)
- Programme:
 - Erasmus+
 - KA2 - Cooperation for innovation and the exchange of good practices
 - Capacity Building in Higher Education

Introduction

- Disabled students have limited access to HE in India and Bangladesh. This project aims to tackle this issue by making accessible HE OERs and MOOCs, and personalisation using AI, that will enable better provision of open distance learning for those that experience architectural barriers.
- DIVERSASIA will build capacity of 2 Higher Education Institutes (HEI) in India and 2 in Bangladesh to integrate their students who have disabilities in using know-how and an inclusive education toolkit developed by experienced inclusive education experts from the UK, Belgium, Bulgaria, Latvia, Turkey and Serbia.

Partnership

- **UK**

- Nottingham Trent University (Coordinator)



- **India**

- Indian Institute of Technology Bhubaneswar
- Vellore Institute Of Technology Trust-Vit University



IIT Bhubaneswar
Indian Institute of Technology Bhubaneswar



- **Bangladesh**

- Bangladesh University of Engineering and Technology
- Jahangirnagar University



- **TR**

- Gazi University



- **LV**

- University of Latvia



- **SRB**

- SoftQNR



- **BG**

- Plovdiv University "Paisii Hilendarski", Plovdiv, Bulgaria
- NARHU



- **BE**

- PHOENIXKM BVBA



Overview

- Provision of a compendium of inclusive and personalised education guidelines, together with a validation toolkit for the further improvement of Open Education Resources (OERs) and Massive Open Online Courses (MOOCs).
- The potential of disruptive technologies will also be harnessed (AI/ML) to allow personalisation of the learning experience.
- This approach to personalisation is supported by our Engagement App and 'What's Next' approach developed in previous EU projects.
- Best practices will be transferred from the UK, Bulgaria, Latvia, Turkey and Belgium.

Needs analysis

- Indian and Bangladesh national reports highlight the issue of exclusion in terms of women and economically disadvantaged students (re: The 'Access India' Initiative).
- There is non-compliance with access to HEI for students with disabilities (e.g. see Supreme Court of India Directive in terms of RPWD Act).
- Limited current access to online media for students with disabilities – only a small number of HE websites meet minimum accessibility standards.
- Even where there is good provision of facilities, digital literacy remains low among teachers and students in Bangladesh.



Aims & objectives (in response to needs and opportunities)

- **Aims**

- To ensure students with disabilities can enjoy the same access to HE as their peers and enjoy access to digital training materials (OERs & MOOCs).

- **Objectives:**

- Build capabilities and resources of Indian & BD HEIs to include a diversity of students especially those with learning difference.
- Provide inclusive education training and tools to HEI staff, incl. guidelines, checklists and leading edge practices to drive inclusion in HEs by following Universal Design of Learning (UDL) guidelines and principles.
- Provide VALIDATION GUIDELINES' TOOLKIT that assesses the current level of accessibility of OERs and MOOCs in India & BD.
- Ensure awareness and uptake of accessible OERs and MOOCs by HEIs in partner country networks.

WP1

- Preparation

WP2

- Development

WP3

- Quality Plan

WP4

- Dissemination and exploitation

WP5

- Management

Expected results

- INNOVATIVE TOOLKIT with guidelines, checklists, best/good practices including a validation toolkit:
 - Generate a set of guidelines (incl. checklists) that define the steps needed to provide inclusive education, from registration to actual participation in the classroom.
 - Develop guidelines towards accessible OERs & MOOCs, inclusive pedagogical approaches (courses and materials) and related curricula that will be used to prepare university staff in inclusive and affordable education.
 - Develop a database with guidelines and associated good/best practices that can be consulted, based on disability, teaching content format (video, audio, written, etc.), type of training (auditorium, workshop, visit).
 - Transfer and further develop 'engagement' tools based on disruptive technologies (Including AI and Machine Learning) that allow personalisation to ensure that all students are supported to reach their full potential.
 - Supported by a handbook for HE practitioners to use all these approaches.



Handbook for HE practitioners to use all these approaches.

Set of guidelines (incl. checklists) that define the steps needed to provide inclusive education, from registration to actual participation in the classroom.

Guidelines towards accessible OERs & MOOCs, inclusive pedagogical approaches (courses and materials) and related curricula.

Transfer and further develop 'engagement' tools based on disruptive technologies (Including AI and Machine Learning).

Database with guidelines and associated good/best practices that can be consulted, based on disability, teaching content format (video, audio, written, etc.), type of training (auditorium, workshop, visit).

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<https://diversasia-accessible-he.eu/>

<https://diversasia-accessible-he.eu/elearning/>

<https://www.facebook.com/DiversAsia/>

NOTTINGHAM
TRENT UNIVERSITY



Phoenix KM

SoftQNR



UNIVERSITY
OF LATVIA



IIT Bhubaneswar
Indian Institute of Technology Bhubaneswar



VIT

Vellore Institute of Technology
(Deemed to be University under section 3 of UGC Act, 1956)



Jahangirnagar University
জাহাঙ্গীরনগর বিশ্ববিদ্যালয়

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