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GUIDE TO DIGITAL INCLUSION INTERVENTIONS Summer School Programme

**STEP BY STEP
SUMMER SCHOOL**
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CENTER**





ABOUT THE DEVELOPMENT OF THIS GUIDE

The *Guide on Digital Inclusion Interventions* was developed through the collaborative work of trainers, facilitators, and participants of the **Summer School on Digital Inclusion**, implemented with the professional and methodological support of the Centre for Educational Initiatives “Step by Step” organisation.

The content of this guide reflects the experiences, examples, and learning moments gathered during workshops, field visits, and group reflections held throughout the Summer School. It brings together the voices of educators, digital practitioners, and community actors who contributed their perspectives on how to make digital transformation more inclusive, human-centred, and equitable.

The guide aims to inspire further learning, dialogue, and innovation in the field of digital inclusion — linking European frameworks and local realities through practical examples and participatory methods.

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FOREWORD

The Guide to Digital Inclusion Interventions was developed within the framework of the regional project supported by the EU Digital Inclusion Initiative, aiming to build a fairer and more accessible digital society across the Western Balkans (WB6). The project is grounded in national reports, policy briefs, and analytical papers, and builds upon research findings and the experiences of various stakeholders engaged in digital transition processes.

Digital inclusion goes far beyond access to technology. It encompasses the skills, policies, and resources that enable all citizens, regardless of age, gender, socioeconomic background, or visible characteristics to have equal opportunities to participate actively and equitably in the digital society.

For this reason, the Guide seeks to connect European frameworks and good practices with local realities and needs, offering concrete steps for translating them into practical interventions.

The Guide provides:

- clear definitions and conceptual foundations of inclusion and digital inclusion;
- methods and tools for assessing community needs (surveys, focus groups, participatory mapping);
- case studies and examples of successful EU and regional policies that can serve as inspiration;
- practical workshops, simulations, and experiential learning tools for participants and facilitators;
- an advocacy framework for creating local action plans that promote digital inclusion.

Designed not merely as a theoretical document, this Guide also serves as a practical handbook for everyone striving to strengthen digital transition processes in their communities. It encourages peer learning, interaction, and collaborative problem-solving, and promotes the idea that a digital society can only be truly successful when it is inclusive and sustainable when we connect with those for whom this support is intended.



DAY I – GETTING TO KNOW EACH OTHER THROUGH AN INCLUSIVE LENS

SESSION 1: “MY EXPERIENCE” – GETTING TO KNOW EACH OTHER THROUGH PERSONAL STORIES

Duration: 90 minutes (4 guiding questions + introductions + reflection)

Session objectives:

- Enable participants to get to know one another and create a safe, trusting environment.
- Activate participants’ personal experiences as a starting point for later work on digital inclusion.
- Encourage exchange of perspectives about learning digital skills (challenges, support, and teaching others).
- Connect individual stories to the broader goals of the Summer School.

Trainer’s Preparation

- Print or write on flipchart/PowerPoint slide the following four questions:
 1. What was the most difficult part when you first started using a computer?
 2. Who helped you learn and how?
 3. Have you ever taught someone else to use a computer, and what was the hardest part?
 4. What do you most often use your computer for (work, email, etc.)?
- Prepare enough paper and pens for all participants.
(Recommended: print one copy of the questions per participant and let them draw one at random.)
- Think of your own short example – the trainer should always go first.

Workshop flow

Step 1 – Introduction (10 min)

Welcome participants and explain the aim:

“Today we will get to know each other through our first experiences with computers. This helps us understand how deeply digital inclusion is rooted in our personal stories.”

Distribute the question sheets.



Step 2 – Individual work (10–15 min)

Participants jot down brief notes to the questions.
Encourage them:

“You don’t need to write essays, just your thoughts in a few sentences.”

Step 3 – Sharing in circle (45 min)

Each participant briefly introduces themselves (“I am..., coming from...”) and answers two or three questions of their choice. Keep time: 3–4 minutes per person.
If the group is large (20+), form smaller circles of 4–5 participants, followed by a plenary reflection.

Step 4 – Reflection and conclusion (20 min)

Ask the group:

- “What did you notice we all have in common?”
- “What surprised you in other people’s experiences?”
- “How do these stories connect to digital inclusion and challenges in our communities?”

Record key words on flipchart (e.g., difficulties, support, teaching others, main uses).

Close the session emphasizing that *diverse experiences are the foundation for collective learning*.

Trainer’s Tips

- Model openness by sharing your own story first.
- Encourage storytelling through *concrete examples* rather than abstract statements.
- Keep the tempo lively—use the “short presentation” rule (max. 3 minutes per speaker).
- If the group hesitates, prompt with: “Can you describe one specific moment?”
- Use humour and empathy to build a safe and trusting atmosphere.

Annex – Guiding Questions

- What was most difficult when you first started using a computer?
- Who helped you learn, and how?
- Have you ever taught someone to use a computer? What was hardest?
- What do you use a computer for most often (work, email, etc.)?



SESSION 2: “MY BELIEFS ABOUT INCLUSION”

Duration: 90 minutes

Materials: PowerPoint presentation, flipchart paper, markers.

Objectives:

- Distinguish between *inclusion* and *digital inclusion*.
- Recognize that life changes are natural and require adaptive environments.
- Critically reflect on one’s own beliefs about inclusion.
- Engage participants in defining concepts and linking them to presented frameworks.

Workshop flow

Step 1 – Introduction (10 min)

Show definitions of inclusion and digital inclusion on slides.

Ask: “How does this compare to what you thought inclusion meant?”

Step 2 – Group task (30 min)

Divide participants into small groups.

Task: agree on

- two statements describing *inclusion*, and
 - two statements describing *digital inclusion*.
- Encourage linking each statement with examples from everyday life.

Step 3 – Group presentations (20 min)

Each group presents its four statements.

Trainer writes them in two columns on the flipchart: *Inclusion / Digital inclusion*.

Step 4 – Discussion (20 min)

Connect statements to theory:

- “How does this reflect the social model of inclusion?”
- “Which barriers disappear when we design spaces without obstacles?”



- “How does digital inclusion reshape our understanding of equal rights?”

Step 5 – Wrap-up (10 min)

Together, formulate a key takeaway:

Inclusion = removing barriers for everyone.

Digital inclusion = the same, but through the support of digital spaces.

Trainer’s Tips

- Keep bringing participants back to the distinction between inclusion and digital inclusion.
- If stereotypes appear (e.g., “inclusion is only for people with disabilities”), use examples:

“A ramp benefits both a wheelchair user and a parent with a stroller.”

- End the discussion by highlighting *universal human rights* and the shared benefits of inclusion.



SESSION 3: ACCESSIBILITY

Duration: 90 minutes

Materials:

- 3 laptops with pre-installed presentations (*Accessibility 1, 2, 3*)
- Flipchart paper and markers for mapping
- PowerPoint slide with task and guiding questions
- Worksheets or notebooks for later field visits

Objective

To develop participants' ability to analyse environments from the perspective of different users and propose concrete adaptations that foster inclusion.

Workshop flow

Step 1 – Introduction (5 min)

The trainer explains the goal of the activity.

Each group receives a laptop with one of the prepared presentations.

Clarify that the task is not only to *identify barriers* but also to *suggest solutions*.

Step 2 – Group work (30 min)

Each group reviews its assigned presentation and notes observations guided by the questions on the slide:

- What barriers did you identify?
- What needs to be adapted so that all citizens can participate?
- Who else would benefit from this adaptation, besides the target group?
- What are the priority steps to take?

Step 3 – Mapping (10 min)

On flipchart paper, groups draw a “**Change Map**” showing:

Barriers → Proposed Solutions → Broader Impact



Step 4 – Group presentations (20 min)

Each group presents its findings.

The trainer writes down key points and links them to the concepts discussed in the previous session.

Step 5 – Discussion and conclusion (10–15 min)

Guiding questions for reflection:

- “What surprised you the most?”
- “Which adaptations are universally beneficial?”

Conclude with the message:

Accessibility is not a privilege — it is a fundamental condition for inclusion.



SESSION 4: FROM PROBLEMS TO SOLUTIONS

Duration: 90 minutes

Materials:

- PowerPoint slide with the group task
- Flipchart paper and markers (one per group)
- Sticky notes for individual reflection
- Box titled “My First Change”

Objective

Participants identify a priority issue from their own environment and design a concrete solution. They analyse who benefits from the solution and define a *first small step* toward change. This session closes the first day by shifting focus from **critique** to **action**.

Workshop flow

Step 1 – Introduction (10 min)

The trainer introduces the slide:

“Our goal is not only to name what is wrong, but to think about how to fix it — and who benefits.”

Explain the task: each group chooses one *problem* from their own community inspired by the day’s discussions and works toward a *solution*.

Step 2 – Group work (30 min)

Form groups of 4–6 participants.

Task (displayed on the slide):

Problem	Solution	Who Benefits	First Small Step
---------	----------	--------------	------------------

Each group defines:

- **Problem** – What barrier do we want to highlight?
- **Solution** – How could it be solved?
- **Who benefits?** – Directly affected individuals and the wider community.
- **First small step** – What can be done *immediately*?

Groups fill in the table on flipchart paper.



Step 3 – Presentations (20 min)

Each group presents its work (approx. 5 minutes per group).
The trainer notes key ideas and creates a shared “**Map of Solutions**” on flipchart.

Step 4 – Discussion and reflection (20 min)

Ask:

- “What surprised you in other groups’ ideas?”
- “Which solutions could be implemented right away?”
- “How can small steps lead to larger changes?”

Step 5 – Conclusion (10 min)

Summarize:

“Real strength lies not in criticism, but in creating change.”

Final exercise: each participant writes on a small note *one thing they will apply in their own environment* and places it in the ‘**My First Change**’ box.

Note:

Since the second day involves a visit to the local context, participants are divided at the end of Day 1 into mini-groups that will use a worksheet for field observation (to be adapted also for e-format).



DAY II – FIELD VISIT

Why is visiting the local context important?

After exploring the key concepts of *inclusion* and *digital inclusion* during Day 1 — and reflecting on what it means to ensure inclusive participation, accessibility, and equal access to digital resources — Day 2 is dedicated to connecting these ideas with the local context.

This field visit is more than a study experience; it is an opportunity for participants to:

- directly experience what exclusion can look like in practice through contact with communities facing daily barriers;
- recognize existing good practices in local institutions, organizations, and initiatives;
- understand how digital tools can serve citizens — whether by supporting people with disabilities, empowering women in rural areas, or fostering innovation among young people in start-ups and community projects.

Through this visit, participants link theoretical knowledge from workshops with real-life experiences, helping them design more concrete interventions and action plans later on. Bridging abstract concepts with lived reality strengthens participants' understanding of where obstacles arise and how certain local initiatives succeed in overcoming them.

Ultimately, the local context makes digital inclusion *real*: only when we see where barriers appear — and how people innovate to remove them — can we become more precise and creative in designing new solutions.

For this reason, the field visit plays a central role in the overall programme, setting the foundation for all sessions that follow.



SESSION 1: OBSERVATION OF THE LOCAL CONTEXT

Materials: Group worksheets for field notes

Objective:

To enable participants to identify barriers and opportunities for digital inclusion by observing real-world practices in a local setting.

Instructions for participants

During the field visit, each group will observe and record findings guided by three key questions:

1. Accessibility and Inclusion

- Who is included here — and who is missing?
- Are there physical, digital, or social barriers present?

2. Use of Digital Tools

- Which technologies or digital solutions are used?
- Are they truly adapted to the needs of diverse groups (older people, persons with disabilities, women, youth)?

3. Impact and Broader Effects

- Who benefits from these solutions?
- Could such solutions be transferred to other contexts?

Working method

- Each group receives a **worksheet** containing these questions and space for notes.
- Within the group, assign three roles:
 - **Observer** – focuses on what is seen and heard,
 - **Recorder** – documents observations,
 - **Reflector** – leads the group discussion afterwards.
- After returning from the field, groups summarise their insights and prepare a **mini-report** including:
 - one *barrier* they observed,
 - one *example of good practice*, and
 - one *idea* that inspired them for their own community.

Reflection

Upon returning, the trainer facilitates a group discussion:

- “What surprised you the most?”
- “What connections can you make with what we worked on during the workshops?”
- “How could this experience inform the design of your future local interventions?”



FIELD OBSERVATION WORKSHEET

During the visit, you will have a chance to observe local practices and connect them to the topics we've discussed. Use this worksheet to record your notes. At the end, your group will prepare a short summary report.

1. Accessibility and Inclusion

Who is included — and who is missing?
Are there physical, digital, or social barriers?

2. Use of Digital Tools

Which technologies or digital solutions are used?
Are they adapted to different groups (older people, persons with disabilities, women, youth)?

3. Impact and Broader Effects

Who benefits from these solutions?
Could they be transferred to other communities?

4. Group Mini-Report

1. One barrier we identified:
2. One example of good practice:
3. One idea that inspired us:



DAY III – POLICIES AND TECHNOLOGY

SESSION 1: GAME – “THE PATH TO DIGITAL INCLUSION”

Duration: 90 minutes

Materials:

- Printed game board “*The Path to Digital Inclusion*”
- Figurines and dice (one per group)
- List of statements (trainer’s version)
- Paper and pens for note-taking

Objective

Through a playful group activity, participants identify examples of successful digital inclusion (from the EU and the Western Balkans), learn how to translate them into their own context, and develop the skill of formulating meaningful questions that lead to reflection and dialogue.

Workshop flow

Step 1 – Introduction (10 min)

The trainer explains the rules:

- Participants work in groups.
- Each group has one figurine and one dice (similar to “Snakes and Ladders”).
- They start at **START** and move towards **FINISH**.
- When they land on a square, they read the statement aloud.

Emphasize: *The goal is not to judge whether the statement is true, but to turn it into a question relevant to their context.*

Step 2 – Playing the game (35 min)

Groups take turns rolling the dice and moving their figurine.

Each time they land on a field, they:

- Read the statement aloud.
- Formulate one question inspired by it (e.g., “What would it look like if all services in our country were available online?”).
- Write down all their questions on paper.



Step 3 – Selecting questions (15 min)

At the end of the game, each group reviews its list of questions and selects 2–3 that they find most relevant or thought-provoking.

Step 4 – Sharing and reflection (20 min)

Groups present their chosen questions to the plenary.

Other participants may offer short comments or answers.

The trainer moderates the discussion and connects questions with the day's themes — *policies and technology*.

Step 5 – Conclusion (10 min)

Summarize:

“The power of asking good questions lies in opening space for new ideas and solutions.”

Announce the next session and connect the exercise to further exploration of digital policies.

Trainer's Notes

- If you wish to focus only on the skill of question-building, tell participants that answers will be discussed later.
- For added dynamics, one group can respond to a question posed by another.
- Encourage participants to translate international examples into their local reality.



ANNEX – GAME STATEMENTS (EXCERPT)

START








The game begins – welcome!

1. In Estonia, almost all public services are available online.
 Question: What would it look like if all public services in your country were online?
2. Portugal has launched national programmes for digital skills.
 Question: Why is it important to have a national programme for digital skills?
3. Sweden applies the principle of universal design for digital accessibility.
 Question: Who benefits from universal design?
4. In Finland, every person has the right to basic digital education.
 Question: Who in your community would benefit most from such a right?
5. Denmark has developed a digital ID system used even by older adults.
 Question: Why is it important for older people to use digital IDs?
6. The European Union promotes the *DigComp* framework for citizens of all ages.
 Question: How could this framework support your work or education?
7. In Germany, schools have received support for assistive technologies.
 Question: Which students in your country would benefit most from assistive technologies?
8. Ireland invests in digital literacy through libraries and local learning centres.
 Question: Where in your community should digital literacy courses be organised?
9. In the Netherlands, digital inclusion also means data security.
 Question: Why is data security important for digital inclusion?
10. In Spain, there are special programmes for women in rural areas.
 Question: Which vulnerable groups in your country need similar programmes?
11. In Bosnia and Herzegovina, UNICEF and Akelius are developing digital literacy programmes.
 Question: How could schools in your area use this model?
12. Go back to space 8.
13. IDEEA connects the start-up sector with social innovation.
 Question: What is the advantage of linking the start-up sector with social needs?
14. During the visit to IDEEA, participants saw innovative solutions for digital accessibility.
 Question: Which solution did you like the most and why?
15. Some young people in Bosnia and Herzegovina are developing apps for people with visual impairments.
 Question: Which other vulnerable groups could benefit from similar applications?
16. In Sarajevo, there are digital skills training programmes for older adults.
 Question: Why is it important for older adults to learn digital skills?
17. In Goražde, women from rural areas are participating in online courses.
 Question: How would you organise online courses for women in rural communities?
18. Move to space 23.



19. IDEEA presented ideas on how digital technologies can serve the community.
 - 👉 Question: Which technology would most improve your community?
20. Digital inclusion in Bosnia and Herzegovina is still fragmented, but there are promising examples.
 - 👉 Question: What is the best example of digital inclusion you know from your country?
21. Local examples show that even a small start-up can create a big impact.
 - 👉 Question: Which start-up in your environment could have a strong social impact?
22. *I always have breakfast at seven.*
 - 👉 Question: How could you connect this sentence with digital tools (for example, health or routine apps)?
23. Move to space 19.
24. Wait for one turn.
25. The European Commission, through the *Digital Europe Programme*, funds digital inclusion projects.
 - 👉 Question: What type of project from your country could apply for this programme?
26. In Italy, special digital tools have been developed for students with dyslexia.
 - 👉 Question: How could such tools help children in your community?
27. Norway invests in broadband internet so that even remote villages are connected.
 - 👉 Question: How important is it for small villages to have stable internet access?
28. In France, local municipalities have opened *digital hubs*.
 - 👉 Question: Where in your country should digital hubs be opened?
29. During the visit to IDEEA, participants saw apps that support persons with disabilities.
 - 👉 Question: What other apps could be developed to promote inclusion of persons with disabilities?
30. In Bosnia and Herzegovina, there are initiatives for free coding courses for children.
 - 👉 Question: How would you make programming fun and engaging for children?
31. Move to space 33.
32. Universities in Bosnia and Herzegovina are increasingly integrating topics of digital inclusion into their curricula.
 - 👉 Question: How would your education look if more of these topics were included?
33. Young people in Bosnia and Herzegovina are increasingly launching start-up projects with a social impact.
 - 👉 Question: What would your idea be for a socially impactful start-up?



 START	<p>1 In Estonia, almost all public services are available online.</p>	<p>2 Portugal has launched national programmes for digital skills.</p>	<p>3 Sweden applies the principle of universal design for digital accessibility.</p>	<p>4 In Finland, every person has the right to basic digital education.</p>	<p>5 Denmark has developed a digital ID system used even by older adults.</p>	<p>6 The European Union promotes the <i>DigComp</i> framework for citizens of all ages.</p>
<p>13 IDEEA connects the start-up sector with social innovation.</p>	<p>12 Go back to space 8. </p>	<p>11 In Bosnia and Herzegovina, UNICEF and Akelius are developing digital literacy programmes.</p>	<p>10 In Spain, there are special programmes for women in rural areas.</p>	<p>9 In the Netherlands, digital inclusion also means data security.</p>	<p>8 Ireland invests in digital literacy through libraries and local learning centres.</p>	<p>7 In Germany, schools have received support for assistive technologies.</p>
<p>14 During the visit to IDEEA, participants saw innovative solutions for digital accessibility.</p>	<p>15 Some young people in Bosnia and Herzegovina are developing apps for people with visual impairments.</p>	<p>16 In Sarajevo, there are digital skills training programmes for older adults.</p>	<p>17 In Goražde, women from rural areas are participating in online courses.</p>	<p>18 Move to space 23. </p>	<p>19 IDEEA presented ideas on how digital technologies can serve the community.</p>	<p>20 Digital inclusion in Bosnia and Herzegovina is still fragmented, but there are promising examples.</p>
<p>27 Norway invests in broadband internet so that even remote villages are connected.</p>	<p>26 In Italy, special digital tools have been developed for students with dyslexia.</p>	<p>25 The European Commission, through the <i>Digital Europe Programme</i>, funds digital inclusion projects.</p>	<p>24 Wait for one turn. </p>	<p>23 Move to space 19. </p>	<p>22 <i>I always have breakfast at seven.</i></p>	<p>21 Local examples show that even a small start-up can create a big impact.</p>
<p>28 In France, local municipalities have opened <i>digital hubs</i>. učiti.</p>	<p>29 During the visit to IDEEA, participants saw apps that support persons with disabilities.</p>	<p>30 In Bosnia and Herzegovina, there are initiatives for free coding courses for children.</p>	<p>31 Move to space 33. </p>	<p>Universities in Bosnia and Herzegovina are increasingly integrating topics of digital inclusion into their curricula.</p>	<p>33 Young people in Bosnia and Herzegovina are increasingly launching start-up projects with a social impact.</p>	<p>END </p>

Some of these questions are designed to trick you a little — so use your imagination!
Ask for help if you need it.
Write down all the questions, because you'll need them once you finish the game.
Then, ask those questions to the other players.
They should try to find the answers.



SESSION 2: POLICIES AND DIGITAL TRANSITION IN WB6 – WHERE DO WE STAND COMPARED TO THE EU?

Duration: 90 minutes

Materials: PowerPoint with DESI data, flipcharts, markers

Objective

To help participants understand key EU indicators (DESI, Digital Agenda, DigComp), compare them with the situation in their own countries, and identify major gaps and priorities for advancing digital inclusion.

Workshop flow

Step 1 – Introduction (10 min)

Short presentation by the trainer explaining:

- What is the *Digital Economy and Society Index (DESI)*,
- What is the *EU Digital Agenda*,
- Why *DigComp frameworks* matter for citizens and educators.

Step 2 – Group analysis (30 min)

Each group receives one thematic set of indicators (e.g., digital skills, e-services, connectivity).

Their task:

“Identify where our country lags behind, and where we have positive examples.”

Participants visit the EU’s DESI site and explore **Country Profiles**:

👉 <https://digital-strategy.ec.europa.eu/en/library/digital-economy-and-society-index-desi-2022>

They focus on four main dimensions:

1. Connectivity
2. Human capital (digital skills)
3. Use of internet services
4. Integration of digital technologies



Groups then choose one indicator and formulate a question such as:

“What would be needed to improve this indicator in our country?”

Step 3 – Presentations (20 min)

Each group presents its indicator and guiding question to the plenary.

Step 4 – Discussion (20 min)

Open reflection:

“What would be three priority measures to improve digital inclusion in your country?”

Step 5 – Conclusion (10 min)

Trainer summarizes and connects the discussion with the next session:
how to translate EU frameworks into local digital inclusion policies.

ANNEX – WORKING WITH DESI INDICATORS

Task objective:

To become familiar with EU digital inclusion indicators and draw lessons from country examples.

Steps:

1. Open the DESI country profiles webpage.
2. Select one EU country (e.g., Estonia, Portugal, Croatia).
3. Review four key dimensions:
 - Connectivity
 - Human Capital
 - Use of Internet Services
 - Integration of Digital Technology
4. Compare with your own national context.
5. Formulate one guiding question for discussion:

“What would it take for our country to progress in this area?”



SESSION 3: TECHNOLOGICAL TOOLS FOR INCLUSION – REGIONAL EXAMPLES

Duration: 90 minutes

Materials: PowerPoint with examples, flipchart, markers, short case descriptions (printed or digital)

Objective

Participants explore digital tools and platforms used for inclusion — including assistive technologies, online learning platforms, and local innovations in the WB6 region — and discuss how these could be applied in their own contexts.

Workshop flow

Step 1 – Introduction (10 min)

The trainer presents 3–4 examples:

- **Assistive technologies** (screen readers, text-to-speech tools, accessibility apps);
- **Online learning and literacy platforms** (e.g., *Akelius*, *UNICEF Digital Skills Programme*);
- **Local/regional innovations** (training for women in rural areas, start-up apps for accessibility).

Briefly explain how each contributes to inclusion.

Step 2 – Group work (30 min)

Each group explores a digital tool (via internet or provided materials):

- What is its name and target group?
- Which barrier does it remove?
- How could it be applied in your country?

Groups summarise findings on flipchart or digital slide.

Step 3 – Presentations (25 min)

Each group presents for about 5 minutes, showing the tool (image/demo if available), explaining whom it serves and why it is important.



Step 4 – Reflection (15 min)

Ask:

“Which tool inspired you the most — and why?”

Discuss the feasibility of implementing similar tools in participants’ countries.

Step 5 – Conclusion (5 min)

Summarize key insight:

“Assistive technologies are not just technical tools — they change lives and open opportunities for education, work, and participation.”

Remind participants to think:

“How could this look in our own communities?”

Introduce the next session: *mini-simulation of designing an inclusive digital service.*



SESSION 4: MINI-SIMULATION – DESIGNING AN INCLUSIVE DIGITAL SERVICE

Duration: 90 minutes

Materials: Flipcharts, markers, printed task sheets

Objective

Participants work in teams to design an example of an inclusive digital service for a vulnerable group, learning how *policies* and *technologies* can merge into practical, human-centred solutions.

Workshop flow

Step 1 – Introduction (10 min)

Trainer explains the goal:

“Your task is to design a mini proposal for an inclusive digital service.”
Briefly recap earlier topics on EU frameworks and assistive tools.

Step 2 – Group work: developing the idea (40 min)

Each group chooses one vulnerable group (e.g., older adults, persons with disabilities, women in rural areas, children in education).

Tasks:

- Define the target group.
 - Identify barriers this group faces.
 - Design the technology or tool that would address these barriers.
 - Specify the first small step for implementation.
- Groups record all ideas on flipchart paper.

Step 3 – Presentations (25 min)

Each group presents its proposal (5 minutes).

Trainer asks:

“How would this work in your country? Who could be a partner?”



Step 4 – Peer feedback (10 min)

After each presentation, another group gives one comment — something inspiring and one suggestion for improvement.

Step 5 – Conclusion (5 min)

Summarize:

“You’ve demonstrated how we can move from policy and technology to real solutions. Even a small idea can start meaningful change.”

ANNEX – TASK SHEET: DESIGN AN INCLUSIVE DIGITAL SERVICE

1. **Define the users**

Who is your service for? (e.g., older adults, women in rural areas, persons with disabilities, children and youth).

2. **Identify barriers**

What obstacles do they face today? (e.g., lack of access to education, communication, public services, or the internet).

3. **Design the service**

How would it work? What technology or tool would you use? (e.g., mobile app, online platform, assistive device).

4. **First small step**

What is the first realistic action to make this service a reality? (e.g., pilot project in one school, training for 20 women, partnership with a municipality).



DAY IV – ADVOCACY

SESSION 1: ASSESSMENT OF LOCAL NEEDS – TOOLS AND METHODS

Duration: 90 minutes

Materials:

- PowerPoint with examples of tools and methods (surveys, focus groups, participatory maps)
- Flipchart and markers
- Profiles of five communities (printed for five groups)
- Group worksheets (matrix: *Target Group – Barriers – Assessment Method – Resources Needed*)

Objective

Participants become familiar with practical methods for assessing the needs of vulnerable groups, practice applying them in simulated contexts, and reflect on which tools are most relevant for their own communities.

Workshop flow

Step 1 – Introduction (10 min)

Trainer introduces the topic:

“How can we truly understand what a community needs?”

After collecting participants’ initial thoughts, present 2–3 methods:

- **Surveys** – quick data collection.
- **Focus groups** – deeper understanding of lived experience.
- **Participatory mapping** – community members identify barriers and resources themselves.

Step 2 – Group simulation (30 min)

Each group receives a **community profile** (e.g., *rural area with older population, urban neighbourhood with many migrant children*).

Using the methods above, they design how to conduct a *needs assessment* for that community.



Groups fill in the matrix:

| Target group | Expected barriers | Method(s) used | Resources/partners needed | Quick indicator |

Step 3 – Presentations (25 min)

Each group presents its plan (5 minutes).

Trainer asks clarifying questions and connects insights to real-life examples.

Step 4 – Reflection (15 min)

Discuss in plenary:

- Which method seemed most practical?
- What challenges might arise in your local context?
- How can we ensure that vulnerable groups’ voices are truly heard?

Step 5 – Conclusion (10 min)

Summarize:

“A good needs assessment is the foundation of every successful intervention.”

Announce next session: *Connecting and designing an inclusive community.*

ANNEX 1 – SIMULATION TASK SHEET

Community profile:

Target group: _____

Barriers (3–5 points):

- _____
- _____
- _____

Method(s) used and why:

- _____ → Because: _____

Resources/partners needed:

- _____
- _____
- _____

Quick indicator to monitor: _____

ANNEX 2 – EXAMPLE COMMUNITY PROFILES

1. Rural village with predominantly older residents
2. Urban neighbourhood with many migrant children
3. Semi-urban area with low income and poor connectivity
4. Settlement with high rates of disability and architectural barriers



5. Suburban area with an elderly population and one child with visual impairment

ANNEX 3 – EXAMPLES OF QUICK INDICATORS

Digital Infrastructure

- % of households without internet access
- % of households without a computer or smartphone
- Number of public spaces without Wi-Fi
- % of area lacking 4G/5G coverage

Education

- % of schools without classroom internet access
- Number of schools without digital teaching tools
- % of teachers lacking digital competence training
- Number of students without a device for online learning

Health

- % of clinics without electronic records or e-prescriptions
- Average waiting time for online health appointments
- Number of older adults using health apps

Social Sector

- Number of social centres without digital registers
- % of welfare beneficiaries without eID
- Number of NGOs providing digital services to vulnerable groups

Accessibility and Inclusion

- % of public buildings without ramps or lifts
- Number of public websites not adapted for persons with disabilities
- % of persons with disabilities not using assistive technology



SESSION 2: PARTICIPATORY SIMULATION – “MY INCLUSIVE NEIGHBOURHOOD”

Duration: 90 minutes

Materials:

Recycled materials (boxes, bottles, caps, paper), large sheets of paper (one per table), rice, stones, sticks for symbols, markers, tape, glue, and stickers for labelling key institutions.

Objective

Participants creatively map their vision of an *inclusive neighbourhood* — one that integrates all citizens and sectors (health, education, social welfare, safety, culture, and technology). They learn to think about resources, barriers, and necessary adjustments.

Workshop flow

Step 1 – Introduction (10 min)

Trainer asks:

“What would make a neighbourhood truly inclusive for everyone?”

Explain that participants will *build* their imagined neighbourhoods using creative materials (they can design existing or entirely new spaces).

Step 2 – Group work: building the neighbourhood (35 min)

Groups of 4–5 participants work at each table.

Tasks:

- Draw the base layout (streets, buildings, open spaces).
- Mark key resources (school, hospital, social support centre, police, cultural centre, digital hub).
- Indicate where adjustments are needed for vulnerable groups (ramps, assistive tech, online services).
- Use materials to symbolically represent locations or barriers (stones, caps, boxes, etc.).

Step 3 – Presentations (25 min)

Each group presents its neighbourhood (5 minutes):

- How did you include all citizens?
- Which sectors proved most essential?
- What barriers did you remove and how?



Step 4 – Reflection (15 min)

Ask:

- Who is included? Which sector is most critical?
- What surprised you in your group's process?
- What similarities and differences do you notice between groups?
- How can this exercise inform real community planning?

Step 5 – Conclusion (5 min)

Trainer summarises:

“An inclusive neighbourhood shows how different sectors and resources must connect to ensure that everyone belongs. This is both a metaphor for our society and a vision for the future.”



SESSION 3: TESTING – LIFE IN AN INCLUSIVE NEIGHBOURHOOD

Duration: 90 minutes

Materials:

Neighbourhood models from the previous session, 20 role cards, reflection sheets, flipchart, markers.

Objective

To test how inclusive the designed neighbourhoods really are — by stepping into the shoes of different citizens and experiencing life from their perspectives.

Workshop flow

Step 1 – Introduction (10 min)

Trainer explains:

“Now we’ll test how inclusive our neighbourhoods truly are. One group will defend its neighbourhood, while others will take on citizen roles and try to live there.”

Group 1 remains as *neighbourhood representatives* (one spokesperson answers questions).

All other groups receive **role cards** (e.g., elderly woman, person with visual impairment, young migrant).

Step 2 – Simulation (30 min)

Citizens “visit” Group 1’s neighbourhood and ask questions based on role cards:

- Accessibility and mobility
- Digital services
- Education and learning
- Health and social support
- Safety and participation

The representative answers as if living in that neighbourhood.

Observers record noted barriers and strengths.

Step 3 – Role rotation (20 min)

Repeat the same process with Group 2’s neighbourhood (and Group 3’s if time allows).

Step 4 – Reflection (20 min)

In circle discussion, ask:



- “How did it feel to live in your role?”
- “What worked well in the neighbourhood?”
- “What barriers remained?”

Trainer records key reflections on flipchart.

Step 5 – Conclusion (10 min)

Summarize:

“We can plan the ideal neighbourhood, but only through the eyes of its citizens can we see how inclusive it truly is. Assessment and design must always include those most affected.”

Announce next session: *The Voice of the Individual*.

ANNEX – EXAMPLE ROLES

- Elderly woman from a rural village – has only a basic phone, no internet.
- Person with visual impairment – uses a white cane and screen reader.
- Wheelchair user – faces architectural barriers.
- Child with dyslexia – learns slowly without digital support tools.
- Young migrant – struggles with language and online forms.
- Mother of three – little time for digital training, uses only basics.
- Person with hearing impairment – uses sign language, needs captions.
- 70-year-old single man – isolated, lacks digital skills.
- Student – uses tech daily, but university services lack accessibility.
- Woman in a rural area – wants to start a small business but lacks e-services.
- Person with chronic illness – needs online health access.
- Young man from Roma community – no computer, depends on public Wi-Fi.
- Child from low-income family – shares one mobile device with siblings.
- Person with anxiety – avoids institutions, prefers online options.
- Primary school teacher – lacks digital competence training.
- Young entrepreneur – needs support for inclusive app development.
- Person with motor impairment – struggles with keyboard/mouse use.
- Single mother – needs online social assistance, unavailable.
- Returning worker – tech-savvy, but doesn’t understand local e-systems.
- 10-year-old girl – uses the internet mainly for entertainment.



SESSION 4: VOICE OF THE INDIVIDUAL

Duration: 90 minutes

Materials: Role cards (A, B, C, D), flipchart, reflection sheets.

Objective

To experience how each person's voice matters, and to reflect on how easily some voices are ignored — linking this experience to inclusion and advocacy for equal participation.

Workshop flow

Step 1 – Introduction (10 min)

Trainer explains:

“We’ll experience the importance of every voice in this room, and then connect it to the many unheard voices in our communities.”

Roles:

- **A** tells a story + imitates **C** + responds to **B** and **D**
- **B** asks closed questions (yes/no)
- **C** performs movements that **A** must imitate
- **D** asks open questions (requiring longer answers)

Step 2 – First round (15 min)

Participants form groups of four and assign roles (A, B, C, D).

Each round lasts one minute, then roles rotate.

After four rounds, everyone has played role A once.

Step 3 – Second round (20 min)

Repeat, this time everyone cycles through *all roles* (A–D), 2 minutes each.

Encourage participants to notice their emotions and reactions.

Step 4 – Small group reflection (15 min)

Each group discusses:

- Which role was hardest?
- When did you feel invisible?
- When did you feel truly heard?
- What helped you “find your voice”?

Groups record key insights.



Step 5 – Plenary reflection (20 min)

Each group shares 2–3 observations.

Trainer facilitates discussion:

“If we feel this way in one short exercise, how must those feel who have been unheard for years — or who lack access to digital spaces?”

Questions for all:

- How does this relate to our understanding of inclusion?
- Whose voices are still “unheard” in your community?

Step 6 – Conclusion (10 min)

Trainer summarizes:

“Inclusion means ensuring that every person has space to speak and to be heard. Without that, we lose valuable insight and reinforce exclusion.”

Announce final day: *Action and Reflection*.



DAY V – ACTIONS

SESSION 1: HOW TO ADVOCATE FOR DIGITAL INCLUSION THROUGH A MESSAGE

Duration: 90 minutes

Materials: PowerPoint (key principles of advocacy), examples of messages, flipchart, markers, sticky notes.

Objective

Participants learn how to create short, clear, and emotionally engaging advocacy messages that promote digital inclusion.

The session connects understanding of barriers and needs (from previous days) with public communication and local action.

Workshop flow

Step 1 – Introduction (10 min)

Trainer introduces the topic:

“Advocacy starts when we speak clearly about what matters — to the right audience, in the right tone.”

Briefly explain that a message should:

1. Be short and memorable.
2. Contain emotion and a call to action.
3. Focus on **solutions**, not only on problems.

Step 2 – Presentation (15 min)

Show examples of advocacy messages from campaigns (EU, WB6, NGOs).

Ask:

“Which of these caught your attention — and why?”

“What emotions do they awaken?”

Highlight differences between **informative**, **motivational**, and **transformative** messages.

Step 3 – Group work (30 min)



Each group designs one advocacy message for promoting digital inclusion in their local community.

Steps:

1. Choose a target audience (e.g., citizens, teachers, decision-makers).
2. Define the problem in one sentence.
3. Formulate a message that motivates action.
4. Add a slogan or hashtag (optional).

Example format:

“Everyone deserves access to digital opportunities — inclusion starts with connection.”
#DigitalForAll #InclusiveSociety

Step 4 – Gallery of Messages (20 min)

Groups write their messages on flipchart paper and place them on the wall.

Participants walk around and mark those they find most powerful.

Trainer facilitates short discussion:

- What makes a message effective?
- How can we make it authentic for our context?

Step 5 – Conclusion (10 min)

Summarize key points:

“Advocacy is the art of connecting facts with empathy. Real change begins when we communicate inclusion as a shared responsibility.”



SESSION 2: WORKSHOP – MINI ADVOCACY CAMPAIGN

Duration: 90 minutes

Materials: Campaign design worksheet, flipchart paper, coloured cards, markers.

Objective

To apply advocacy principles by designing a *mini campaign* on digital inclusion — from defining the issue to planning concrete outreach actions.

Workshop flow

Step 1 – Introduction (10 min)

Explain that each group will now design a *mini advocacy campaign* based on one of their earlier ideas.

Emphasize:

“Keep it simple and realistic — something your organisation or community could actually do.”

Step 2 – Group work (40 min)

Each group completes the **Mini Campaign Plan** using the worksheet below.

Mini Campaign Plan

Step	Description	Example
1. Define the issue	What problem do we want to address?	Lack of internet access for elderly citizens
2. Define the goal	What change do we want to see?	Municipality provides public Wi-Fi zones
3. Define the target audience	Who can make this change happen?	Local government, telecom provider
4. Key message	What do we want to say?	“Digital inclusion connects generations.”
5. Communication channels	How will we reach them?	Social media, local radio, posters
6. Partners and resources	Who can support us?	Youth centre, library, NGOs
7. Timeline	When will actions take place?	1-month pilot campaign
8. Indicators of success	How will we know we succeeded?	# of citizens reached, Wi-Fi points created



Step 3 – Presentations (25 min)

Each group presents its campaign (5 minutes).
The trainer and other participants give supportive feedback.

Step 4 – Reflection (10 min)

Ask:

“What would make your campaign sustainable?”

“Who are the potential allies for inclusion in your community?”

Step 5 – Conclusion (5 min)

Summarize:

“Every big movement begins with one small, well-told story. Your campaigns can inspire real change.”



SESSION 3: MY ACTION PLAN

Duration: 90 minutes

Materials: Action plan templates, pens, flipchart, markers.

Objective

Each participant defines concrete actions to take after the Summer School — connecting what they’ve learned with their real professional or community context.

Workshop flow

Step 1 – Introduction (10 min)

Trainer introduces the exercise:

“An action plan transforms intention into commitment. Let’s define what we’ll do next.”

Step 2 – Individual work (30 min)

Each participant fills in the **Action Plan Template** below.

Action Plan Template

Area of Action	What I Will Do	By When	Who Will Support Me	Expected Change
1. Awareness				
2. Accessibility				
3. Skills & Training				
4. Advocacy				

Step 3 – Pair sharing (20 min)

Participants share their plans in pairs and give feedback:

- Is the goal realistic?
- Is the timeframe clear?
- Who else could help?

Step 4 – Plenary reflection (20 min)



In circle discussion, ask:

- “What do you want to stay committed to after this training?”
- “What will be your first small step?”

Step 5 – Conclusion (10 min)

Trainer summarizes:

“Your action plan is your personal roadmap for digital inclusion. Even one small, consistent action can change your community.”

SESSION 4: GROUP REFLECTION AND CLOSING

Duration: 60 minutes

Materials: Reflection cards, markers, “river of learning” chart, music (optional).

Objective

To reflect on the learning process, celebrate collective achievements, and strengthen motivation to continue working for digital inclusion.

Workshop flow

Step 1 – Introduction (10 min)

Trainer thanks participants and invites them to reflect on the journey of the past five days.

“Each of you has contributed to this collective story of inclusion — now let’s see what we’ve learned and where we’re going next.”

Step 2 – River of Learning (25 min)

Participants receive a blank card or “stone” shape.

They write or draw their most important insight from the Summer School and place it along the “river of learning” chart (symbolizing the shared flow of experiences).

As they place their cards, they briefly share aloud what their word or drawing represents. Soft background music may be used to support the reflective atmosphere.



Step 3 – Group sharing (15 min)

Once all cards are placed, the trainer reads several aloud and highlights recurring themes:

- Awareness of barriers
- Importance of connection and empathy
- Strength of collaboration
- Power of small steps

Step 4 – Closing (10 min)

Trainer concludes with gratitude:

“Inclusion grows when we share responsibility — when every person feels seen, connected, and empowered.

Thank you for being part of this journey and for bringing inclusion to life in your own communities.”

Certificates are distributed and a group photo is taken.

“Inclusion begins where someone decides to listen.”