Erasmus+

Cooperation for innovation and the exchange of good practices sub-programme

TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A03-2018
Project number	609785-EPP-1-2019-1-ES-EPPKA2-CBHE-JP
Agreement/decision number	20191932
Project Title	Asistencia tecnológica a la accesibilidad en la Educación Superior Virtual

Contractual Data

Dates and Beneficiaries

Dates

Project Start: 15/11/2019	Project End: 14/11/2022
Activities Start:	Activities End:
Project Duration(months): 36	

Beneficiary Data

Role	PIC	Name	Country
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Coordinating Organization / Beneficiary	999835746	UNIVERSIDAD DE ALCALA	Spain
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Co-Beneficiary / Partner	975398439	HOGSKOLEN I OSTFOLD	Norway
Co-Beneficiary / Partner	910473235	UNIVERSIDAD DEL AZUAY	Ecuador
Co-Beneficiary / Partner	912163848	UNIVERSIDAD POLITECNICA SALESIANA	Ecuador
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Co-Beneficiary / Partner	996816427	UNIVERSIDAD VERACRUZANA	Mexico

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Project Summary and Horizontal Issues

Project Description

English - 1	The project arises to alleviate the problem of the application of technological accessibility in Higher Education Institutions (HEI). HEIs in Latin America have limited governance and resources for the implementation of institutional strategies for attention to diversity, particularly disability. One of the actions to be highlighted in the project is that aimed at the training of students from their entry to their job placement. In general, EduTech seeks to improve Accessible Virtual Higher Education through the construction of management skills through the establishment of a Technological Accessibility Unit in the HEIs. These units will base their management procedures mainly through an Accessibility Volume, which consists of a compendium of six guides that are part of a framework. Such a framework will be tailored to each of the HEIs according to the needs diagnosis and will generate good implementation practices when carrying out pilot actions. At the end of the project, a set of recommendations and a sustainability plan will be generated that will ensure the continuity of the initiative. The most important results of the project will be the development of accessible open educational resources (OER), accessibility support tools for teachers and students, accessible open courses, contemplating the universal design for learning. As a boost to research, a cooperation network will be created that will allow the exchange of good practices and success stories. The results of the project will be available through a series of publications in congresses and impact journals. In the long term, the results of the project could impact on the educational and occupational insertion of students with disabilities by providing them with adequate training, involving the appropriation of knowledge and social coexistence.

Spanish - 1	El proyecto surge para paliar la problemática de la aplicación de la accesibilidad tecnológica en las Instituciones de Educación Superior (HEI). Las HEI de Latinoamérica tienen limitación de gobernanza y recursos para la implantación de estrategias institucionales de atención a la diversidad, en particular la discapacidad. Una de las acciones a destacar en el proyecto es aquella destinada a la formación de estudiantes desde su ingreso hasta su inserción laboral. En general EduTech busca mejorar la Educación Superior Virtual Accesible a través de la construcción de capacidades de gestión por medio de la instauración de una Unidad de Accesibilidad Tecnológica en las HEI. Estas unidades basarán sus procedimientos de gestión principalmente por medio de un Volumen de Accesibilidad, que consiste en un compendio de seis guías que forman parte de un marco de trabajo. Tal marco se ajustará a cada una de las HEI conforme al diagnóstico de necesidades y generará buenas prácticas de implementación al realizar acciones pilotos. Al final del proyecto se generará un conjunto de recomendaciones y un plan de sostenibilidad que asegurarán la continuidad de la iniciativa. Como resultados más importantes del proyecto tendremos el desarrollo de recursos de aprendizaje abiertos (OER) accesibles, herramientas de apoyo a la accesibilidad para docentes y estudiantes, cursos abiertos accesibles contemplando el diseño universal para el aprendizaje. Como un impulso a la investigación se creará una red de cooperación que permitirá el intercambio de buenas prácticas y casos de éxito. Los resultados del proyecto estarán disponibles a través de una serie de publicaciones en congresos y revistas de impacto. A largo plazo, los resultados del proyecto podrían impactar favorablemente en la inserción educativa y laboral de los estudiantes con discapacidad al proporcionarles una adecuada formación involucrando la apropiación de conocimiento y la convivencia social.

Horizontal Issues

Previous recommendations/follow-up

The project coordination has a fluid communication with the person in charge of the project in the EACEA, it can be affirmed that the recommendations are being followed by the partners as expected.

The recommendations, given by the experts' assessment, have led us to adjust some aspects of the project, such as the restructuring of activities considering the number of days, budget and capacity of the partners for the activities, in terms of experience and available personnel. This is reflected in the association agreement that has the activities already adapted, these changes were made in conjunction with the partners in the first face-to-face meeting of the project.

Regarding the recommendation of the scope of guides to be produced, the scope was established together with the European and Latin American partners, which is reflected in their indexes. Regarding project management, a project manual was prepared with detailed information for aspects such as: Management structure, decision-making, procedure for conflict resolution, among others. That solves the recommended information to attach.

In this way, the main lines and objectives of the project are maintained, as well as the design and implementation of the project. In doing so, we hope to produce the committed impact and sustainable results.

Regarding weaknesses, the ineligible costs have been eliminated, the equipment acquired according to regulations has been detailed, and responsibilities have been distributed among the partners in the Latin American countries. Therefore, we hope to improve results and cooperation during the execution of project activities.

The kick-off meeting for capacity building projects, held in Brussels, facilitated coordination to address the management of the grant agreement and the project life cycle. This meeting was also an interesting opportunity to exchange knowledge and relationships with other projects. Bilateral meetings with the project manager at EACEA also allowed us to examine some aspects of coordination, quality and vision to ensure successful implementation.

The experience of members of the consortium in other projects and the close relationship with coordinators of previous projects, helped to resolve doubts and a continuous improvement in the management of the project.

It should be noted that the support and clarifications received by the person in charge of the project at EACEA have always been timely and accurate, it has facilitated the work and progress of the EduTech project.

Transversal issues

In much of Latin America, there is a lack of strategies aimed at developing accessible and inclusive services in HEI, and there are cases in which the subject is completely unknown. It is a reality that the vast majority of Latin American HEIs are not prepared to face the challenge of providing Accessible Virtual Higher Education.

This gap causes people with disabilities to face multiple difficulties in entering, staying and leaving HEIs.

The main transversal and relevant aspect of EduTech is the inclusion of accessibility in virtual higher education, an aspect that will be reflected in the participation of the vulnerable population, such as students with disabilities and from poor socioeconomic backgrounds.

The EduTech project specifically addresses the following problems / needs:

•There is a lack of a unit or department model in the HEI that addresses the different aspects related to technological accessibility.

•There is a lack of documentation or training material for HEIs in relation to success stories and best practices in: Attention of students in aspects of accessible technology; Tools for accessible virtual training; Accessible virtual campuses with accessibility features; Accessible learning resources and OERs; Accessible MOOCs; Quality in accessible virtual training and training aspects of those involved in the teaching-learning process.

•HEIs in Latin America have budget limitations and need to improve their technological infrastructure and management capacities for an Accessible Virtual Higher Education.

•There is a lack of training programs on labor inclusion issues for people with disabilities, while the labor market must respond to the legislation, including such personnel in profiles and jobs that conform to the required technical skills.

•There is a lack of a common space for technological accessibility units in the HEI, to share cases of successes and good practices.

Involvement of people with fewer opportunities

The target groups of the EduTech project primarily include disadvantaged students from poor socioeconomic backgrounds and students with special needs or disabilities from developing countries in Latin America. For these students, it is necessary to promote equity and their inclusion in Higher Education and the improvement of their labor insertion, through the implementation of cutting-edge accessible technology supported by an adequate methodological structure. In turn, EduTech also involves teachers, administrators and other members of the HEI workforce when trying to create an accessibility integration solution throughout the students' entry-exit process.

Award Criteria

Assessment Criteria

Relevance of the project

Relevance to the objectives

The planning of the original proposal has been kept whole. However, it is important to highlight the actions taken to mitigate the effects related to the global pandemic caused by COVID-19 and the delays it maintains for the completion of certain planned activities.

In this context, the activity 'Exploration of the state of the art on accessibility in educational technology applied to each of the six themes of the Accessibility Volume.' Had a delay of approximately 3 months, according to the initial planning, due to the work model that was chosen in quarantine of the partners responsible for each report. This activity has been completed correctly and provides a similar delay in the final delivery of the activity 'Preparation of the guides that are part of the Volume of Accessibility in higher education.'

Likewise, there was a delay in the activity 'Institutional diagnosis for needs of attention to technological accessibility in the participating HEIs.' Since the universities closed their doors, preventing a face-to-face diagnosis. In turn, it affected the equipment acquisition process. It is worth mentioning that the delays caused in the activity were also due to internal policies by HEI in the acquisition of equipment through financing. Currently, three partner universities already have the equipment and the area of operation of the unit to be established. As for the last HEI member of the project, it is currently in the acquisition process.

The acquisition of the equipment directly influences the objectives:

- (O1) Create Technological Attention Units (UAT), help HEIs in Latin America and Europe in the establishment of accessibility technological attention units, replicable and adaptable according to the characteristics of the institutions, and train the personnel involved in said attention units.

- (O4) Improve the technological infrastructure and management capacities of partner HEIs for an Accessible Virtual Higher Education

With which EduTech will improve the technological infrastructure and establish technological attention units in the four HEI partners of the project.

As for dissemination and exploitation activities, they have also been affected, such is the case of the ATICA congress held in Mexico, which for health reasons was held only virtually, this action being timely since it had the participation of several countries' Spanish speakers.

It is worth mentioning that one of the main concerns is the lack of holding plenary meetings with the partners. Due to the global health emergency, the trips have not been made and therefore the budgeted expenses for trips have not been made, in turn, it has not been possible to carry out face-to-face tasks in meetings such as the imparting of the second awareness workshop to members of the project.

EU Education, Cooperation & Development policies

The EduTech project is fully aligned with the 2020 Education and Training policy. In this sense, the policy established four common objectives of the European Union to address the challenges in education and training systems, which are in line with EduTech's actions, as follows:

- Make lifelong learning and mobility a reality: For this, EduTech has established a clear strategy with the management of accessible, adaptable and reusable academic material.

- Improve the quality and efficiency of education and training: In this context, EduTech seeks the quality of virtual higher education, being one of its main challenges.

- Promote equality, social cohesion and active citizenship: For this, EduTech has a clear focus on accessibility related to open and reusable educational resources.

- Increase creativity and innovation, including entrepreneurship, at all levels of education and training: For the challenge EduTech is in line with results through accessible, adaptable and reusable material. As well as, with innovative tools for the management of educational material and promoting entrepreneurship with the development of job skills and job simul

The EduTech project is also aligned with the objectives of the Digital Education Action Plan (2021-2027) as this plan focuses on high-quality, inclusive and accessible digital education in Europe. This plan proposes the adaptation of educational systems to the crisis of COVID-19 where it has been seen that the use of technology is essential to achieve the objectives in education and training of society. https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_es

This new plan has two strategic priorities:

1. Encourage the development of a high-performance digital educational ecosystem:
- Incorporation of infrastructures, connectivity and digital equipment in educational systems. One of the objectives achieved in the EduTech project has been the purchase of new equipment and material for the Latin American partners of the project, which will facilitate the integration of people with disabilities in the HEI.
- Training of teachers and education staff in digital skills and confidence. One of the objectives set out in EduTech is the training in technological accessibility of teachers and students involved in the educational process of the HEI.
- High-quality learning content, easy-to-use tools, and secure platforms that respect privacy and ethical standards. One of the objectives of the EduTech project is the creation and use of accessible learning contents (OERs and MOOCs) and the development of educational tools and platforms that facilitate the creation and exploitation of these contents.

2. Perfect digital skills and capabilities for digital transformation:
- Basically, the improvement of basic and advanced digital skills and competencies, digital literacy and computer education are proposed. Our project promotes all these proposals and adds the characteristic of accessibility so that access to technology is universal and for everyone.

In the report, a public consultation was carried out in 2020 and as a summary of the results, we can conclude that the importance of online teaching since the COVID-19 crisis has increased significantly. According to the respondents, online learning resources and content should be more appropriate, interactive and user-friendly.

Looking at the results of the survey, we can affirm that the objectives and results of the EduTech project will help the use of accessible technology for online training.

Quality of the project implementation

Description of the implemented activities

EduTech seeks to improve Accessible Virtual Higher Education, currently activities have been carried out to achieve the following objectives:

(O1) Create Technological Attention Units (UAT), help HEIs in Latin America and Europe in the establishment of accessibility technological attention units, replicable and adaptable according to the characteristics of the institutions, and train the personnel involved in said attention units.

(O2) Create an Accessibility Volume, made up of six guides about the main accessibility issues.

(O4) Improve the technological infrastructure and management capacities of the partner HEIs for an Accessible Virtual Higher Education.

(O5) Improve the labor and educational insertion of students with disabilities through the development of job skills through training courses and the use of job simulators.

The following activities belonging to work package 1 have been carried out and obtaining the deliverables listed by activity:

- Exploration of the state of the art on accessibility in educational technology applied to each of the six themes of the Accessibility Volume:

E1.1 Report on the state of the art of units of attention to technological accessibility applied to Higher Education. (O1)

E1.2 Report on the state of the art of accessible virtual campuses with adaptability characteristics and aspects related to e-learning courses. (O2)

E1.3 State of the art report on the creation and management of learning resources, open learning resources (OERs) and accessible MOOCs. (O2)

E1.4 Report on the state of the art of quality evaluation in virtual training. (O2)

E1.5 Report on the state of the art in accessible training for those involved in the teaching-learning process in higher education. (O2)

E1.6 State of the art report on training needs and skills development for job placement of people with disabilities (O5)

E1.7 Report on the state of the art of needs for attention to technological accessibility in the participating HEIs. (O1)

- Institutional diagnosis for the needs of attention to technological accessibility in the participating HEIs:

Report of needs identified in relation to infrastructure in partner HEIs. (O1)

Acquisition of equipment according to regulations for the implantation of the unit. (O1)

- Diagnosis of training needs for job placement, especially for vulnerable groups with disabilities.

E1.10 Diagnostic report of training needs and development of competences for the labor insertion of people with disabilities. (O5)

On the part of work package 2 'development' the following activity is being carried out and obtaining the first versions of the listed guides:

- Preparation of the guides that are part of the Volume of Accessibility in higher education:

Guide for the implementation and management procedures of a unit of attention to technological accessibility applied to Higher Education. (O1)

Technical guide on accessible virtual campuses with adaptability characteristics and aspects related to e-learning courses. (O2)

Technical guide for the creation and management of learning resources, open learning resources (OERs) and accessible MOOCs. (O2)

Guide for self-assessment of quality in accessible virtual training. (O2)

Guide for accessible training of those involved in the teaching-learning process in higher education. (O2)

Practical guide for the elaboration of virtual courses in the development of competences for people with disabilities: approach from labor inclusion. (O5)

Quality assurance

The EduTech consortium carries out all the actions based on the project proposal and a quality assurance plan led by the Universidad Politecnica Salesiana in conjunction with Østfold University College. The quality assurance plan is attached as annex '5-Quality Assurance Plan'

The Quality Assurance Plan (QA) is part of work package 3 'Quality Plan' in which the following activities are carried out:

- Actions to achieve the objectives and priorities of the project.

- Quality Assurance Plan, establishment of procedures for evaluating the quality of activities and project results.

- Monitoring and internal and external reports in relation to the results and objectives of the project based on indicators.

- Development of general recommendations in the management of technological accessibility units for HEIs in Europe and Latin America based on project results.

With them, it evaluates and modifies the consortium's procedures to ensure that they provide the expected results described in the project's Logical Framework Matrix. This plan provides guidance so that all members of the consortium are aware of the deliverables, delivery date, quality feedback procedures, and corrective actions.

The Quality Assurance Plan was developed mainly with the following points:

- Knowledge of the partners of the Grant Agreement signed with the EACEA Agency.

- Project management manual.

- Guides partners on managing work packages and their activities through the project management tool.

- Report / deliverable formats and their minimum quality requirements.

- Review and feedback plan for reports / deliverables.

- Periodic reports of activities / deliverables.

- Plan of corrective preventive actions.

- Terms of reference for external evaluation of project results

It should be noted that as ProjectManager, the OpenProject tool has been installed on the servers of the Universidad Politecnica Salesiana for better project management in terms of activities and deliverables. OpenProject can be found at the following address: https://edutechopenproject.ups.edu.ec

Visibility

The consortium has been guaranteeing the obligations of visibility, exploitation and publicity in the following way: Substantial visibility is a cornerstone of the project, for this an accessible website has been developed with the description of the project, the contact details of the coordinator, list of beneficiaries, news, results, deliverables open to the public, active communication through social networks and mention of financial support from the European Union as a permanent message throughout the web.

The Dissemination and exploitation Plan is part of the work package 'Dissemination and exploitation in which the following activities are carried out:

- Preparation of the dissemination plan, elements of visibility and dissemination of project results.

- Actions for the implementation of the five EduTech pilot actions.

- Sustainability plan of the EduTech project. Creation of the cooperation network of technological attention units in Higher Education.

This visibility plan is attached as Dissemination/Exploitation Plan.

According to the agreements of the plenary meeting, the project website is published at the URL: https://www.edutech-project.org.

It is important to note that the website complies with the Web Content Accessibility Guidelines (WCAG) published by the World Wide Web Consortium (W3C) and the development group has a clear commitment to generating accessible content over time and teach project partners and others how to do it to create an accessible and quality assurance culture.

Also, it is important to emphasize social media channels.

- Facebook: https://www.facebook.com/EduTechProject/

- Twitter: https://twitter.com/Edutech_Project

- Youtube: https://www.youtube.com/channel/UC3QDG_v8Rg9y8gmVXYZfquw/about

It should be noted that the publications of the social network Twitter are automated with publications about events, news, accessibility guidelines, among others. The information to be published automatically is developed by all partners in a shared document and the database is updated monthly for automation. This has helped to have more than 40k impressions in tweets so far in 2021.

Equipment

EduTech, through the objectives listed below, seeks to improve the technological infrastructure and the establishment of a technological attention unit for accessibility in Latin American HEIs partners:

(O1) Create Technological Attention Units (UAT), help HEIs in Latin America and Europe in the establishment of accessibility technological attention units, replicable and adaptable according to the characteristics of the institutions, and train the personnel involved in said attention units.

(O4) Improve the technological infrastructure and management capacities of the partner HEIs for an Accessible Virtual Higher Education.

For this, it is pertinent to mention activity 2 'Institutional diagnosis for needs of attention to technological accessibility in the participating HEIs' of the work package 1 'Preparation' with which the report of needs identified in relation to infrastructure in HEI has been delivered partners and the acquisition of equipment according to regulations. This resulted in a detailed identification of the necessary equipment by the partners complemented with recommendations from the more experienced partners. In this sense, each institution identified specific teams based on real needs.

The equipment acquired by the project and its acquisition process can be seen in detail in the report at the following link: https://drive.google.com/drive/folders/1cGaiGyMsP1qNFPkCDdbFtPi9FWgssgST?usp=sharing.
The equipment purchased complies with the regulations and the summary is based on the following:

- Computer equipment for management, development and testing.

- Accessibility equipment such as: peripherals, braille lines, etc.

- Accessible software.

- Equipment for creating accessible educational material.

- Equipment for workshops/courses.

The project includes activities relating to curriculum development

- ◯ Yes

- ◉ No

Teaching / Training Activities

◉ Yes

Mobility for Teaching, Training and/or project research activities

The EduTech project contains activities to develop training workshops on accessibility for teachers and technicians based on the resources identified and adapted by EduTech and training workshops on job placement, especially for vulnerable groups with disabilities. These activities belong to work package 2 'Development' and are awaiting previous activities such as the development of guides and the implementation plan of pilot actions.

It is worth mentioning that in the ATICA 2020 congress organized by the EduTech project, initial training tasks were carried out, these being:

Master lectures:

- How to analyze the accessibility of your website in less than 45 minutes - Sergio Lujan Mora, professor at the University of Alicante (Spain)

- Openness, flexibility and participation: pillars for a more inclusive and sustainable digital education - António Teixeira, professor at the Universidade Aberta (Portugal)

- Accessibility of multimedia on the Web - Tania Acosta, teacher at the National Polytechnic School and UTE University (Ecuador)

- Towards accessible software engineering in MSMEs environments - Sandra Sánchez, teacher at the National Polytechnic School (Ecuador)

Practical workshops on topics related to ICTs and Accessibility

- COURSE-WORKSHOP 1: Production of Accessible Videos - Teacher: Mtra. Zenaida Ávila Aguilar, Universidad Veracruzana

- COURSE-WORKSHOP 2: Design and simulation of multipurpose robots with fuzzy control in the open tool Webots - Professor: Vladimir Espartaco Robles Bykbaev

- COURSE-WORKSHOP 3: Introduction to Unit Tests with Junit - Teachers: Mtro. Javier Pino Herrera and Dr. Irwing Alejandro Ibañez Castillo

- COURSE-WORKSHOP 4: Web tools for active learning - Teacher: Jaime Oyarzo Espinosa

◯

No

Quality of cooperation

Project management

Based on the Grant Agreement signed with the Executive Agency in the Educational, Audiovisual and Cultural fields, the coordinator generated a draft proposal for a collaboration agreement that covered the different financial, technical and legal aspects of the project in order to be agreed upon by beneficiaries and subsequently formalized with a bilateral document signed by each partner with the coordinating institution, Universidad de Alcalá.

In this sense, it is possible to happily affirm that the process of finalising the agreement was performed without major difficulties, it is encouraging to mention that the leading institutions had successful experiences with most of the partners of previous projects, allowing a positive and proactive participation based on trust and professionalism.

For this action, the following communications channels were implemented, the first one is the project management tool, an online system available for all partners providing a common place to identify at a glance the approaching deadlines and who is working on every task with the specific project's objectives in mind. The project management tool is available at the following link: https://edutechopenproject.ups.edu.ec.

Additionally, a fluid communication has been implemented with every partner through periodical video conferences and message reminders. For this first part of the project preparation, a face-to-face plenary meeting and monthly online follow-up sessions have been held with the active participation of all partners, all working with the main objective of the project in mind. As expected, the partners participated in the awareness workshops prepared within the first plenary session, using the Logical Framework Matrix described in the project proposal as common indicators and roadmap.

In general terms, it can be stated that the planned activities are developing as expected, highlighting slightly accumulated delays that are being overcome by the corrective measures implemented and mainly by the active commitment of the project partners.

The project team make use of a shared digital space for documents based on OneDrive, giving the opportunity to have a single cloud space that can be modified by any partner.

The official language of communication is Spanish, it is important to note that the European partners, Portugal and Norway, are represented by partners who understand and use Spanish correctly.

However, in order to expose the results to a wider audience, it is anticipated that the news and some of the deliverables will also be published in English.

Involvement of partners and stakeholders

The EduTech consortium is made up of eight Higher Education Institutions, these being:

European:

- Universidad de Alcala - UAH (Spain)

- Universidad de Alicante – UA (Spain)

- Østfold University College - HIoF (Norway)

- Universidade Aberta – Uab - (Portugal)

Latin American:

- Universidad Politécnica Salesiana – UPS (Ecuador)

- Universidad del Azuay – UDA (Ecuador)

- Universidad Veracruzana – UV (México)

- Instituto Tecnológico de Aguascalientes – ITA (México)

The selection of partner countries was not done randomly; The purpose was to have two representatives in Central America and two representatives in South America, who, as national policies, work on accessibility and, based on the strengths of each IES, provide an excellent job for EduTech and its objectives. As well as the four European HEIs that are leaders in areas such as development, virtual education, accessibility and quality.

The EduTech project is coordinated by UAH as general coordinators and UPS as technical coordinators, in the same way, UPS together with HIoF were appointed as quality coordinators. HIoF has extensive experience in European projects and quality controls, so the relevance and efficiency of the different tasks and deliverables of the action can be guaranteed.

Management of the grant

The grant management procedures are led by the project coordinator. The coordinator team has established a constant and fluid communication with each partner, with the aim to accomplish the appropriate accounting procedures according to the partnership agreement and EACEA requirements.

At the kick-off meeting, the Project Manual was presented to the partners. It includes all the aspects related to the project economic management. Also, the budget distribution in deliverables was approved at the kick-off meeting. This budget distribution was approved and signed in the bilateral "Partnership Agreement" with each partner.

Also, bilateral virtual meetings are being held to clarify the management procedures described in the document "Manual del Proyecto EduTech", which includes all the EACEA requirements for the financial management.

Additionally, a fluid communication is being implemented with each partner through periodic videoconferences and emails reminders.

For this purpose, the project management tool, "OpenProyect", has been very suitable as a supervision system. This is an online system, available for all partners, which provide a common place to identify at a glance the deadlines and the partner who is working on every task.

Every three months, updates on the costs incurred by the partners are collected. In general terms, there have been no problems to transfer the funds to partners, due to all the bank transfers have been executed in a period of less than 15 days, after the economic and technical justification of the project activities (deliverables or equipment invoices).

The nature and amount of expenditure are considered when assessing eligibility of costs described in the "Manual del Proyecto EduTech", assuring that they have a direct reconciliation with the corresponding accounting systems and supporting documents.

Staff costs are broken down into four categories, depending on the countries: Manager, Researcher, Teacher or Trainer, Technical and Administrative. Beneficiaries report unit staff costs based on project activities for each deliverable.

The travel costs and cost of stay have been carried out by the UAH for the face-to-face coordination meeting in Alcalá de Henares and EACEA meetings. The unit travel cost for a journey includes all costs and all means for travel from the point of origin to the point of destination (and vice versa) and include visa fees and travel insurance. These costs are per diems, 120€/day, and distance costs based on the European distance calculator.

Regarding to the equipment costs, most partner universities have implemented their budget. The beneficiaries, Latin America universities, has awarded a tenderer offering best value for money, considering the best price-quality ratio, in compliance with the principles of transparency and equal treatment for potential contractors, care being taken to avoid any conflict of interests.

No difficulty has been encountered in the management of the subcontracting item. The subcontractors have carried out specific and limited work for the project through contracts, such as, the event organization which took place at the University of Alcalá.

Beneficiaries with general accounts in a currency other than the euro has been exchanged costs at the average of the daily exchange rates published in the C series of the Official Journal of the European Union, determined over the corresponding reporting period (according to http://www.ecb.europa.eu/stats/exchange/eurofxref/html/index.en.html). The currency other than euro are USD and MXN.

The budget items will be justified in the financial interim report and will incur the following expenses (in EUR):
•Staff: 150.000 €
•Travel: 30.000 €.
•Equipment: 200.000 €.

IMPACT AND SUSTAINABILITY

Awareness raising, dissemination, sustainability and exploitation of the project results

One of the aims of EduTech is to establish a lasting cooperation network between EU-LA. This network of scientific and educational cooperation shows the diversity in Latin America. The EduTech Network has been initially established by 4 European and 4 Latin American universities. The incorporation of more Latin American universities is expected so that the EduTech results are disseminated and implemented in these universities, considering that one of the main aspects of the deliverables is that they are replicable and adaptable.

The dissemination and dissemination plan is available at the link: (https://drive.google.com/file/d/1WumPCdVuN2hMBk_ILHG20vn_rMOa8nQY/view?usp=sharing). The main public space for awareness and dissemination of the project is the website: https://www.edutech-project.org, and their social networks: Facebook @EduTechProject - Twitter @Edutech_Project.

Regarding relevant dissemination results, it is important to mention the organization of the ATICA 2020 congress held at the Veracruzana University of Mexico, which had the participation of several countries: Ecuador, Mexico, Spain, Argentina, Colombia, Cuba, among others. Counting on the publication of the minute book available at the link: https://atica.web.uah.es/documentos/LibroActasATICA2020.pdf. and the development of keynote talks and workshops which can be seen on the YouTube channel: https://www.youtube.com/channel/UC3QDG_v8Rg9y8gmVXYZfquw. It is also worth mentioning that the ATICA 2021 congress is being organized in Ecuador and will have the participation of the Interuniversity and Latin American Network on disability and human rights, with whom we have a close relationship.

In terms of dissemination to a wider audience, scientific articles were presented in high-impact journals (JCR) or international conferences, these being:

Title: Techniques for the Publication of Accessible Multimedia Content on the Web
Authors: Tania Acosta; José Zambrano-Miranda; Sergio Luján-Mora
Link:https://ieeexplore.ieee.org/document/9039611

Title: Empirical Studies on Web Accessibility of Educational Websites: A Systematic Literature Review
Authors: Milton Campoverde-Molina; Sergio Luján-Mora; Llorenç Valverde García.
Link:https://ieeexplore.ieee.org/document/9092982

Title: Web Accessibility Evaluation of Videos Published on YouTube by Worldwide Top-Ranking Universities
Authors: Tania Acosta; Patricia Acosta-Vargas; José Zambrano-Miranda; Sergio Luján-Mora
Link:https://ieeexplore.ieee.org/document/9115660

Title: A Method to Develop Accessible Online Serious Games for People with Disabilities: A Case Study
Authors: Angel Jaramillo-Alcázar, Paz Cortez-Silva, Marco Galarza-Castillo and Sergio Luján-Mora
Link:https://doi.org/10.3390/su12229584

Title: An Approach to Accessible Serious Games for People with Dyslexia
Authors: Ángel Jaramillo-Alcázar, Eduardo Venegas, Santiago Criollo-C, Sergio Luján-Mora
Link:https://doi.org/10.3390/su13052507

Statistics and Indicators

Type of equipment:

- ☐ books and pedagogic material
- ☑ audio-visual equipment
- ☑ Computers and software
- ☑ lab material
- ☑ Other

For Curriculum Development projects

- ○ Yes

Level of new/updated courses:

- ☐ Short cycle

- ☐ 1st Cycle (e.g. Bachelor)

- ☐ 2nd Cycle (e.g. Master)

- ☐ 3rd Cycle (e.g. Doctoral)

- ☐ Vocational Education and Training

Type of recognition:

- ☐ HEI Degree

- ☐ National degree

- ☐ Multiple Degree

- ☐ Joint Degree

Volume (in ECTS) of new/updated courses	0

The new study programme includes:

- ☐ Placements/internships for students

- ☐ Career orientation service

- ☐ Career development measures

Number of learners / trainees enrolled (per intake / course delivery)	0

Type of skills/competence developed:

- ☐ Transversal/behavioural skills

- ☐ Technical /academic /scientific / research skills

- ☐ Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project	0

For Training/Mobility Activities

Number of partner country "HEIs' students" trained	0
Number of partner country "HEIs' academic staff" trained	0
Number of partner country "HEIs' administrative staff" trained	0
Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)	0

IMPACT AND SUSTAINABILITY

Impact at individual level

Extent of attention given to vulnerable groups	totally accomplished
Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs	0
Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs	0
Number of direct beneficiaries in the PCs (/year): HE students	0
Number of direct beneficiaries in the PCs (/year): non HE individuals	0

Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres)	to a very high extent
Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)	to a high extent
Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)	to a high extent

Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE	to a high extent
Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)	to a high extent
Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions	to a high extent
Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)	to a very high extent

Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries	to a high extent
Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)	to a high extent
Measures contributing to improving lifelong learning approaches in the Partner Country HEIs	to a very high extent

Sustainability

Institutional support for Partner Country HEIs to sustain project results	to a very high extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- ☑ Partner HEIs

- ☑ Public authorities in Partner countries

- ☐ NGOs

- ☑ Private sector

- ☐ European Union

- ☐ Other

QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation	to a high extent
Involvement of non-educational stakeholders in the project implementation	to a high extent

RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries	to a high extent

Project potential to promote EU's horizontal policies

- ☐ Agriculture, fisheries and foods
- ☐ Business
- ☐ Climate action
- ☐ Cross-cutting policies
- ☑ Culture, education and youth
- ☐ Economy, finance and tax
- ☑ Employment and social rights
- ☐ Energy and natural resources
- ☐ Environment, consumers and health
- ☐ External relations and foreign affairs
- ☐ Justice, home affairs and citizens' rights
- ☐ Regions and local development
- ☑ Science and technology
- ☐ Transport and travel

Meetings,Training and Mobilities

Meetings, Trainings and Mobilities

Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Mexico	Veracruz	07/11/2022
Portugal	Lisbon	18/11/2021
Spain	Alcalá de Henares	24/02/2020
Ecuador	Cuenca	10/11/2022

Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives

Attachments

Type of File	Name of the File
Budget Table	detailed-budget-en_cbhe_2019 - EduTech.xlsm
Declaration of Honour	DOH_Mandates_EduTech.pdf
Table of achieved results	annex_c_table_of_achieved_planned_results.pdf
Dissemination/Exploitation Plan	Plan de Diseminacion Explotacion.pdf
Quality Assurance Plan	Plan de Aseguramiento de Calidad.pdf
Request for Payment	
Specification 1	
Specification 2	
Specification 3	
Specification 4	