



**Inklusive Radioprojekte**

*Leicht gemacht*

**Projets radio inclusifs**

*En toute simplicité*






**Συμπεριληπτικά ραδιοφωνικά προγράμματα**

*Εύκολα στην εφαρμογή*

**Inclusive Radio Projects**

*Made Easy*

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# Foreword

Dear readers,

With the brochure 'Inclusive Radio Projects - Made Easy', we want to provide you with a tool for your everyday work so that you can encourage young people to participate in radio and podcast projects in a self-determined, confident and enjoyable way. This brochure offers comprehensive information and concrete assistance for your daily work. Inclusive radio projects also benefit from the latest technical developments, which can help to increasingly compensate for disability-related disadvantages among young people. Creative and intelligent technological solutions build bridges to compensate for physical and mental disabilities.

Radio projects in particular enable children and young people to make themselves heard, but also to engage with a wide variety of topics, educate themselves, and come into contact with people and interview them. As educational professionals, you support young people in this process of getting to know and expanding their world. No technical solution can replace personal educational and inclusive support in this process. I would therefore like to express my sincere thanks to you for educating and inspiring young people in this spirit in your daily work.

The Technische Jugendfreizeit- und Bildungsgesellschaft (tjfbg) gGmbH has been committed to this very goal for more than 30 years. Let's take the next step: towards a responsible technology culture, modern education, accessibility and equal opportunities.

This brochure was produced as part of the trilateral European project 'Kids Radio Europe' by partners tjfbg gGmbH (Germany), La Fédération Nationale des Francas (France), European School Radio and International Hellenic University (Greece), in which young people with and without disabilities created radio programmes together, visited each other in their respective countries, and professionals from the three countries had the opportunity to learn about the work of their partner countries. The project also has a Europe-wide radio platform: [youthradio.eu](http://youthradio.eu). Feel free to tune in! Many thanks to our partners, from whose experience we have benefited and continue to benefit.

I hope you enjoy reading this brochure.

Thomas Hänsgen  
Managing Director of tjfbg gGmbH

# Five reasons!

## 1. Radio projects give children and young people a voice.

The aim of radio projects is to give ALL children and young people a voice! They are given a platform to express their thoughts, experiences and emotions creatively. By exploring topics of their own choosing, audio projects provide access to educational processes that are often denied to children and young people with disabilities in particular.

## 2. Radio projects are teamwork

Working together (e.g. on planning and editing, but also on finding solutions to disagreements) promotes social interaction, communication and empathy.

## 3. Radio projects are simple and low-threshold

Audio projects can be implemented with relatively simple technical means: all you need is a smartphone or tablet with a pre-installed voice recording app! The recordings can take place in a quiet room. Compared to video projects, no complex logistics for image recording (camera, tripod, lighting, etc.) are required.

## 4. Differentiated tasks ...

Audio projects allow tasks to be individually adapted, which is crucial in heterogeneous groups. The roles (e.g. presenter, journalist, sound engineer, sound effects artist) can be flexibly distributed based on the interests and abilities of the participants: you can speak, listen, make sounds or think things up – everything is valuable. Even shy participants can find a role in podcast projects. The entire process is very flexible and supportive: scripts can be adapted and recordings can be repeated as often as necessary without creating pressure....

## 5.... and accessible adaptation!

Audio projects offer advantages for participants with certain impairments and can break down barriers. For example, audio work is an easily accessible alternative to video work for blind or severely visually impaired people. Important: when choosing audio editing programmes, make sure that they are accessible to screen reader users.



## Tool tips: Accessible audio editing programmes

Audio editing programmes are accessible if they can be used by blind screen reader users. A screen reader is a programme that reads all the information on a website or in a piece of software and reproduces it acoustically or haptically as Braille. Blind people cannot visually navigate a user interface, i.e. they cannot work with a mouse – a screen reader is therefore operated using the keyboard. For a programme to be accessible, all functions must be accessible and activated using the keyboard. In addition, all functions must be labelled and read aloud.



### Audacity

- Free of charge; für Windows/macOS/Linux
- [www.audacityteam.org](http://www.audacityteam.org)



### Reaper

- Full version can be tested free of charge for 60 days, after which a licence must be purchased; for Windows / macOS / Linux
- [www.reaper.fm](http://www.reaper.fm)



### Ableton Live Intro

- Free for educational institutions offering courses for children and young people under the age of 19; for Windows / macOS
- [www.ableton.com/de/classroom/live-intro](http://www.ableton.com/de/classroom/live-intro)

## Practical report 1

Evaggelia Giantsi (European School Radio): The role of radio in special education

*“Patience, a love of radio and belief in the potential of each individual pupil: EVERY pupil has something valuable to say – we just need to give them the space and the means to do so.”*

### OBJECTIVE

- Radio project as a platform for expressing experiences, thoughts and feelings: pupils with special needs (mental development, autism) are given a voice!
- Promotion of self-esteem and skills; appreciation and participation.

### WHAT YOU NEED

- iPads with external microphones (clear voice recordings / minimisation of background noise), Audacity audio editing software, Canva layout programme (for digital posters with QR codes for the audio contribution).
- A room with good acoustics.

### PREPARATION

- Selection of the topic/participants/recording time (at a quiet time).
- Information for teachers (time off for participants) and parents (to prepare at home for greater confidence).
- Writing and simplifying the scripts.

### IMPLEMENTATION

- The radio programme ‘The Rebetiko of Piraeus’ was developed as part of our school’s participation in the ‘Come, Let Me Tell You About My Hometown’ network: the programme combines songs with the history of Rebetiko music.

### INCLUSIVE THINKING

- Radio projects are flexible and easily adaptable to (reading) skills and needs.
- Replace difficult terms with simple ones that are easier to understand and pronounce!

### TIPS AND TRICKS

- Allow enough time for multiple repetitions of the recordings, be patient and work without stress – and make sure you are familiar with the technology!

# Access to (podcast) projects, (audio) media and media production tools



## Reading

There are various reasons for not being able to read (well):

- Visual impairment
- Learning difficulties / cognitive impairment
- Dyslexia
- Functional illiteracy



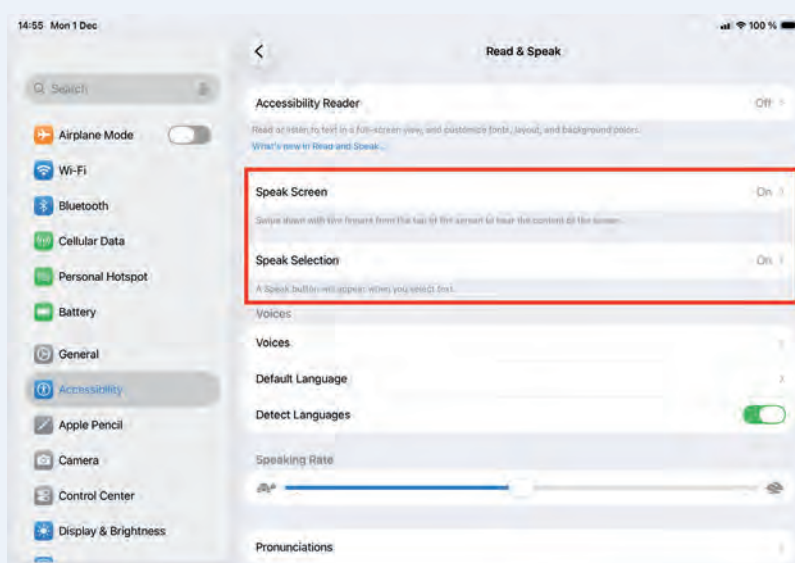
Reading difficulties can now be easily compensated for. For example, through integrated read-aloud functions in desktop and mobile devices or OCR functions: these allow printed information to be digitised so that it can then be read aloud. Simplified content, in easy or simple language, can now be quickly created using artificial intelligence.

### Tool tips: Integrated read-aloud functions

All digital devices – whether smartphones, tablets or desktop devices – have an integrated read-aloud function. This allows participants with reading difficulties to access digital content independently.

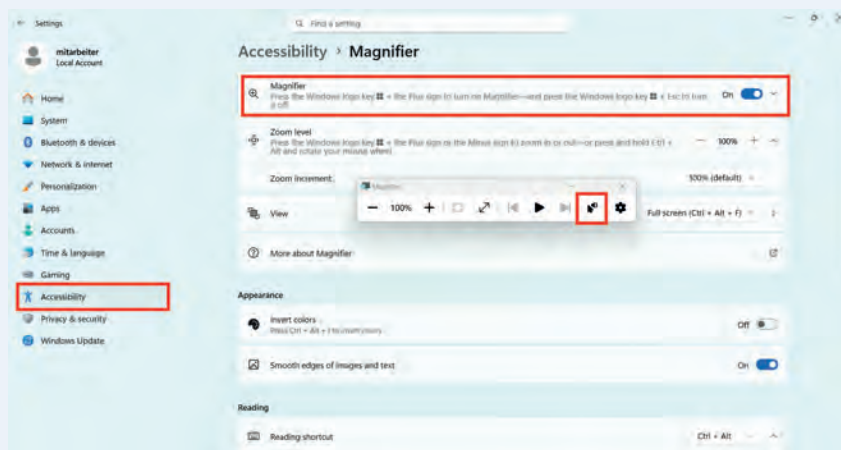
#### iOS

- Settings → Accessibility → Spoken Content / Read & Speak (from iOS 26) → Speak Selection / Speak Screen
- Speak Selection: select text (e.g. on websites) → Tap 'Speak' in the context menu
- Speak Screen: read aloud all screen content; to start, swipe with two fingers from the top of the screen



## Windows

- Settings → Accessibility (in Windows 10: Ease of Access) → Magnifier
- Set the Magnifier to 100 per cent, click on the 'arrow with speaker' icon in the screen magnifier controller so that it is active (blue colour) → Click on the element/text section you want to be read aloud.



## Android



Android devices vary greatly: assistive functions, e.g. for reading aloud, can be found under 'Accessibility'



If you cannot find a read-aloud function on your Android device, you will need to install the 'Android for Accessibility' app (free of charge) once.

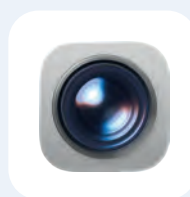
## Tool tips: Reading aloud with OCR

OCR is short for 'Optical Character Recognition': this function recognises text in an image and digitises it. The digitised text can be copied into other applications or read aloud. OCR is available in free apps or as an integrated function.



### Google Lens

- Function in the Google app
- Camera (in the search bar of the Google app) → Translate → Set language (e.g. English → English) → Photograph text → (Select the section you want to be read aloud) → Listen
- iOS, Android, free, internet connection



### Live Text

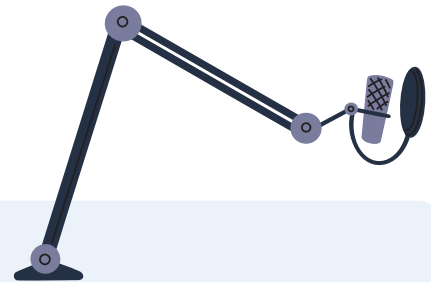
- Function in the iOS Camera App
- Default setting: Settings → Accessibility → Spoken Content (from iOS 26: Read & Speak) → Speak Selection
- Focus the camera on the text until the OCR icon appears → Tap the OCR icon → Select the digitised text and start the read-aloud function via the context menu
- From iOS 15.1 (iPad 8th generation)



## Speaking

No spoken language = no voice in the podcast. However, there are ways to compensate for missing or incomprehensible spoken language. For example, by using artificial voices in speech output devices ('talkers') or by communicating with symbols. Missing or unclear spoken language can have many different causes – the cause determines which alternative means of communication can be used:

- Physical disabilities (e.g. spasticity)
- Mutism (people only speak to a few close individuals or only in certain situations)
- Autism
- Deafness
- Cognitive impairments



### Tool tips: Text- and symbol-based talker apps

Tablets or smartphones can be used as speech output devices with a talker app. Talker apps are either text- or symbol-based: with a text-based talker, sentences are typed and spoken by the device. The sentences can be organised into categories and saved in advance so that they can be quickly accessed in conversations or, for example, in a radio broadcast. In symbol-based talker apps, symbols are combined to form statements.



#### Vocable

- Text-based talker app
- Very easy to use; with/without head control
- From iOS 14.0, Android, free of charge, no registration required



#### Live-Speech

- Text-based integrated talker function in Apple devices
- Settings → Accessibility → Live Speech
- From iOS 17.0



#### LetMeTalk

- Simple, symbol-based talker app
- With ARASAAC symbols (free of charge)
- From iOS 8.0, free of charge, no registration required





## Hearing

For deaf people whose mother tongue is sign language, written language is like a foreign language, and some deaf people have only limited or basic knowledge of this foreign language. In this case, sign language interpretation is required, as even written language is not barrier-free. For hearing-impaired participants who have grown up with spoken and written language, AI offers many possibilities for transcribing spoken language – whether in podcasts or live communication – and thus making it readable.

### Tool tips: Convert spoken words into text for reading

Speech recognition tools convert spoken words into text for reading or 'live' subtitle videos and audio files – this makes them accessible even if they have not yet been made accessible with subtitles or transcripts. In addition to the simplest option – using the dictation function on devices – there are apps with interesting features for people with hearing impairments. Tip: use speech recognition tools offline whenever possible to avoid data protection issues.



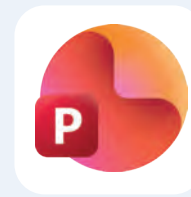
#### Live Transcribe & Notifications

- Help functions for deaf people: responses can be typed and spoken by the device; the device vibrates when a conversation continues or the name of the deaf person is mentioned
- Google speech recognition, Android, free to install from the Play Store or pre-installed, also offline



#### Live captions

- Live captions for videos/audio or spoken language
- Position, colour and size of captions can be adjusted
- Integrated function in Windows 11 (Settings → Accessibility → Live captions), also offline



#### Powerpoint 365

- Live captions in presentations (captions cannot be saved/copied), with translation function
- 'Slide Show' tab → check 'Always use Subtitles'
- Microsoft speech recognition, internet connection





## Seeing

Visually impaired people can adjust content visually, e.g. through

- magnification functions
- bold font/high contrast
- different colour combinations
- colour filters

Visual adjustment options can be found in the device's built-in accessibility features. There you will also find read-aloud functions that reduce strain on the eyes.



Accessible viewing in Windows: adjust text and colours



Improve readability on the iPad: colour filters and large text

Neurodiverse people – e.g. those with autism, ADHD or dyslexia – also benefit from visual adjustments: a colour filter can help them to concentrate better or reduce sensory overload.

### Tool tips: Read aloud and visual customisation

Reader functions and reading views allow visual customisation to suit individual needs: for example, if you need to use certain colours, font sizes and bold fonts due to a visual impairment. People with dyslexia or other perceptual difficulties also benefit from this. Reader functions are often combined with a read-aloud function.



#### Reader in the iPad magnifier

- Function in the Magnifier app on the iPad
- Take a photo of printed text with 'Capture' → Wait for recognition → Tap 'Reader'
- From iOS 26



#### Lookout

- Google app with help functions for blind people
- Use the 'Documents' function to focus on text with the camera (scanning is triggered automatically when the text is clearly captured by the camera, with acoustic cues to assist) → Text is displayed in a customisable reading view, read aloud starts automatically
- Android, free of charge, also offline

For blind and visually impaired people, there are AI apps that describe images and read texts aloud. They can provide low-threshold support for participation in projects and relieve the burden on assistants.

### Tool tips: Describing images with AI

AI can now describe images with a high degree of accuracy. Some apps provide very detailed descriptions, while others summarise more concisely. Further details can be requested via a chat function.



#### Seeing AI

- Microsoft app with assistive features for blind people (e.g. text, barcode, person, colour and money recognition), image description based on Chat GPT.
- From iOS 15.0, Android, free of charge, no registration required, internet connection required.



- Tip: video description with Seeing AI!



#### Be My Eyes

- Community app: blind people can call when needed and have sighted volunteers describe what they see through the camera.
- Be My AI feature: image description, ChatGPT-based
- From iOS 15.0, Android, free, with registration, internet connection





## Operating

People with motor impairments in their hands and arms often need more time when working with digital media. In addition to special joysticks, keyboards and mice, or operating options such as buttons, head or voice control, device-integrated adjustments can make work much easier:

- You can set key combinations to be triggered by pressing the keys one after the other – rather than simultaneously.
- An on-screen keyboard operated by a pointing device can be used for typing.
- Dictation functions allow you to type faster.
- Repeated keystrokes can be ignored (e.g. if you have difficulty releasing a key or suffer from severe tremors).

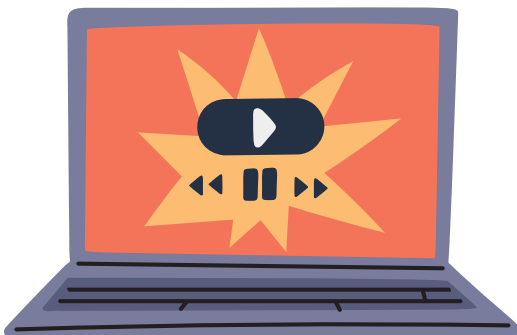
Websites and media production programmes must be fully keyboard-operable! It is also important to be able to see where the keyboard focus is. This is important for people with motor impairments and for blind screen reader users who navigate using only the keyboard.



Writing with assistive controllers, on-screen keyboard, Windows dictation function



Voice control: operating the iPad with your voice



## Practical report 2

Melanie Leusch (Inklusive OT Ohmstraße / nimm! – Netzwerk Inklusion mit Medien / A project by LAG Lokale Medienarbeit e. V. and tjfbg gGmbH): Podcast – designed to be inclusive

*“Inclusive podcast projects are very low-threshold. You don’t need any fancy equipment – with a little preparation, it works great. A lot of the content is created during the process with the children and young people – I’m always very spontaneous in that regard. What’s particularly nice is that everyone can hear the result!”*

### OBJECTIVE

- Strengthen teamwork and respectful interaction with one another.
- Open up access to creative media and strengthen media literacy: through working with technology and designing content.

### WHAT YOU NEED

- iPad-integrated editing programme iMovie (including music and royalty-free effects)
- Audio pen (for easy dubbing of materials with your own voice recordings, for barrier-free support for participants, e.g. [www.anybookreader.de](http://www.anybookreader.de))

### PREPARATION

- Use the audio pen to prepare and structure the project (for participants with sensory impairments, attention and learning difficulties).
- For example, for the daily structure (‘Today we will discuss the topic’, ‘Then we will make the recording’), task descriptions (‘You will take care of the technology’), explanations of symbols or pictograms, notes on posters (e.g. ‘This is our podcast plan’).

### IMPLEMENTATION

- Preparation: finding topics (e.g. about the youth centre, neighbourhood, environment, children’s rights); determining: number of episodes, goals and target groups, dates (e.g. for publication); getting to know and preparing the technology.
- Getting started (e.g. with a sound quiz, YouTube video about podcasts, assigning roles), implementation (recording, with text script if necessary), post-production (editing, publication, promotion).

### INCLUSIVE THINKING

- A wide range of participation options and assistive tools mean that everyone can get involved – even if they cannot see, read or hear. For example, through subtitles/transcripts, audio content, pictograms and other visual aids, simple and easy language.
- The audio pen allows people with reading difficulties to access content independently as often as necessary. It also helps in multilingual contexts and when the group is larger, e.g. to clarify work assignments.

### TIPS AND TRICKS

- Inform yourself in advance, allow enough time (including for editing), and be considerate of needs.
- Keep the technology simple, prepare and test it.
- Clear distribution of tasks – not everyone wants to speak! Pay attention to group dynamics.
- Keep episodes short (5–8 minutes), observe copyright laws for music, avoid disturbances during recording (prepare a ‘do not disturb’ sign).

# Making radio projects inclusive



Inclusion means that everyone is welcome. Differences are valued as enriching – not least because you have to think creatively to find solutions to challenges, which means you learn a lot of new things yourself! First of all, you should ask yourself a few questions and reflect on your attitudes, preferably as a team. The next step is to examine what prerequisites for inclusive work you already have, what you can do yourself and where you need support. If you want to work inclusively, you have to be prepared for the fact that not everything will always go according to plan (or schedule) and that not everyone can, wants or has to do everything. It is important to think about the needs of the participants in advance and consider how these can be taken into account in the project. However, it is just as important to remain flexible, to ask those affected as experts in their own field what they need and to reschedule if necessary.

## Initial questions

- ✓ What is the goal? Is the focus on the perfect product, or is it more important that everyone is involved in the projects?
- ✓ What do we know about the topic of 'disability' or about limitations and support needs? What experiences does the team have with different requirements – how did they respond?
- ✓ Where do we feel uncertain or overwhelmed? Where can we get more knowledge and support?

## Barrier-free rooms

- ✓ Rooms must be accessible for wheelchairs – through lifts, ramps and accessible toilets.
- ✓ A separate room should be available if participants need breaks.
- ✓ Rollable tables are ideal for making space for (electric) wheelchairs or if participants need more movement.
- ✓ Practical: height-adjustable work areas that can be adapted to physical capabilities.

## Barrier-free communication

- ✓ Keep explanations short, alternate with lots of practical exercises, use simple language.
- ✓ Visualisations help with non-verbal orientation and provide reassurance. For example, symbols can be used for materials, rooms and schedules.

Free symbols and materials can be found here in various languages (including French and Greek): ARASAAC, Aragonese Centre for Augmentative and Alternative Communication, [www.arasaac.org](http://www.arasaac.org)

- ✓ Look at hearing-impaired participants when speaking, allow them a good view of your mouth, clarify the topic or change of topic (e.g. using PowerPoint slides, visual cues) to make it easier to read your lips.
- ✓ Organise (communication) assistance (e.g. sign language interpreters).
- ✓ For blind participants, describe what would otherwise be conveyed through facial expressions and gestures or shown in pictures and PowerPoint slides.
- ✓ Ensure that video conferencing tools are accessible. (Are they fully accessible with a keyboard and screen reader for blind and motor-impaired people? Are there automatic subtitles?)



The Bundesfachstelle Barrierefreiheit regularly compares video conferencing platforms in terms of barriers and publishes the information on its website.

In practice, the communication needs of people with disabilities are often overlooked. For example, describing visual content for visually impaired participants. Those affected do not always realise that they are missing something. Or they may not have the desire or energy to repeatedly demand that their needs be taken into account. Tip: keep reminding each other! It's okay if things don't always run perfectly – the important thing is to be willing to accept suggestions, but also criticism!

- ✓ Reaching your target audience: advertise your services, e.g. at self-help/parent associations and schools for children with special needs.
- ✓ Offer multiple contact and registration options: not only automatically via a registration form, but also by email/telephone, and be open to consultation.
- ✓ Ask about needs and describe local conditions in the announcement.
- ✓ If you use an event management tool: is the registration form accessible, including for screen reader users?
- ✓ It is better not to pack the schedule too full: allow for buffers and alternative content. Have a plan B up your sleeve and be flexible for the unexpected.
- ✓ Ensure sufficient staffing/supervision ratios and do not overburden yourself: participants with severe physical disabilities come with assistance for support with toilet/drinking/breaks. For behaviour that is difficult for outsiders to assess, have someone present who can tell when, for example, a break is needed and actively and proactively request one.
- ✓ Consider: which media are accessible for which target groups? Plan media use accordingly (e.g. audio editing programmes that are accessible to blind screen reader users).
- ✓ Offer a variety of participation options: participants who, for example, cannot or do not want to participate in the podcast using their own spoken language can use talkers or AI voices.
- ✓ Include feedback rounds with the group so that any problems can be identified and addressed in a timely manner.

## Accessible projects

## Practical report 3

Charlotte Cottureau (Les Francas de la Sarthe): EnLive Radio – Everyone’s voice live. An inclusive radio project for children and young people

*“We can talk, listen, fantasise, draw, make noises... In this project, differences become a rich source of sound! Don’t try to ‘normalise’ the productions: naturalness and spontaneity are what make the programme unique.”*

### OBJECTIVE

- EVERYONE is included – children and young people with disabilities (physical, cognitive, mental, speech and sensory disabilities), concentration and learning difficulties (e.g. ADHD, dyslexia), children with a migrant background, with a different native language or who are not yet fluent in French, from disadvantaged families, who have dropped out of school – ...
- ...and create empowering radio content on topics that move them (e.g. origin, experiences of discrimination, sport, the environment).

### WHAT YOU NEED

- Lavalier microphones for children with motor impairments.
- Multisensory aids: objects to touch, pictures, sounds, etc.
- Barrier-free rooms (motor and sensory).



- Pictograms to visualise easy-to-read materials.

### PREPARATION

- Contacting families and institutions to identify needs (e.g. mobility, communication, rhythm).
- Raising awareness and training workshop leaders on inclusion and diversity.

### IMPLEMENTATION

- Playful activities to get to know each other and build relationships, forming peer tandems and small teams that support each other.
- Discovering the medium of ‘radio’ together through accessible formats: listening, language games, sound activities...

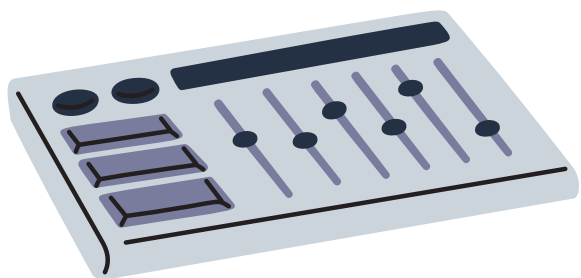
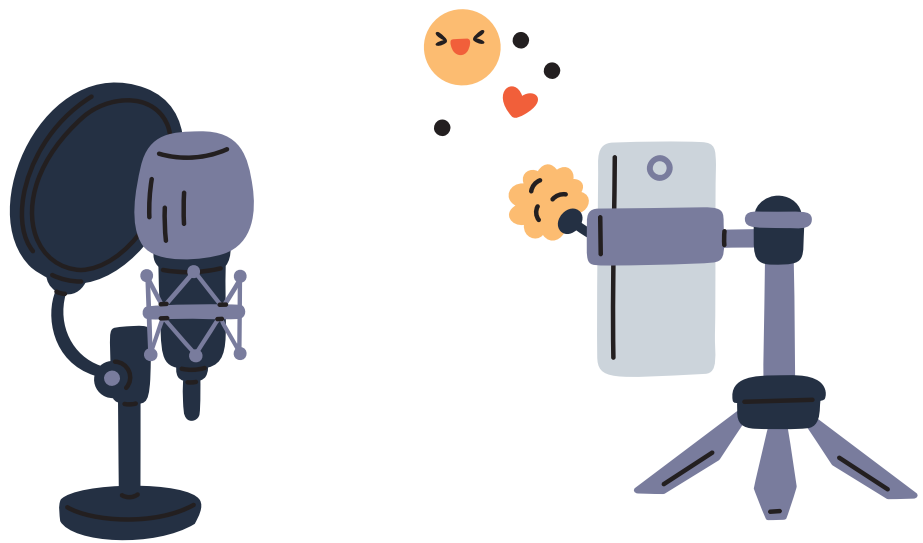
### INCLUSIVE THINKING

- Assign roles (moderator, sound engineer, journalist in...) according to individual abilities and strengths.
- Incorporate breaks and rest periods.

### TIPS AND TRICKS

- Be curious and open-minded; expect misunderstandings, fatigue and the unexpected.
- Ask about what will help!





# Making podcasts and audio content accessible

## Consider auditory needs

Some people with hearing loss also enjoy listening to podcasts if they can understand them sufficiently with hearing aids or cochlear implants (CIs). Digital devices can now be connected to hearing aids and CIs. But no matter how well hearing aids and cochlear implants compensate for hearing loss, they cannot match the human ear! For the design of podcasts and audio content, this means:

- Background noise and music can be additional, overwhelming stimuli: only use them when no one is speaking. People with autism or ADHD also benefit from this!
- Aim for the best possible audio quality: record in a quiet environment and use good microphones.
- Use clear, understandable language: dialect, slang and mumbling can be problematic. Avoid talking over each other.

## Subtitles and transcripts

To enable people with hearing impairments to understand what is being said in podcasts, transcripts or subtitles must be provided that reproduce the spoken word in written language. Subtitles and transcripts are also important for anyone who does not (yet) understand a language well. They can be created quickly, easily and free of charge or at low cost using AI.

### Tool tips: Subtitles and transcripts with Whisper

Subtitle and transcription software with AI Whisper has many advantages: after installing the programme, the speech data is processed locally on the device and is not sent to servers in other locations. This means there are no data protection issues. The transcription quality is very good – provided the speech quality is good – and upper and lower case letters and punctuation are taken into account. Nevertheless, the transcript should be reviewed and any recognition errors corrected.



#### Aiko

- Very simple, self-explanatory operation
- Automatically translate subtitles or transcripts into English
- iOS, approx. £22 (one-time fee, no subscription)



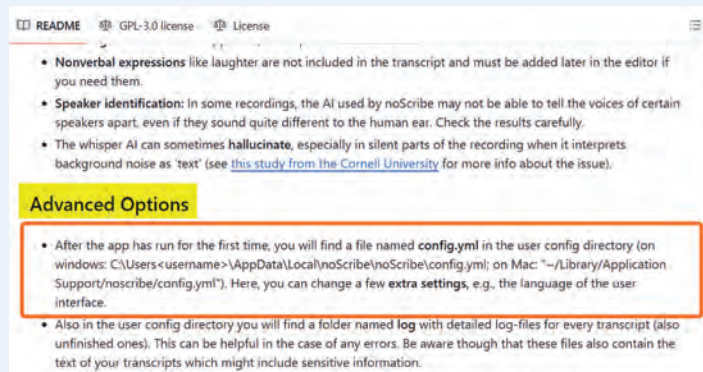
## noScribe

- Free open source programme for Windows/Mac (by Kai Dröge)
- Additional: AI Pyannote (recognises different speakers)

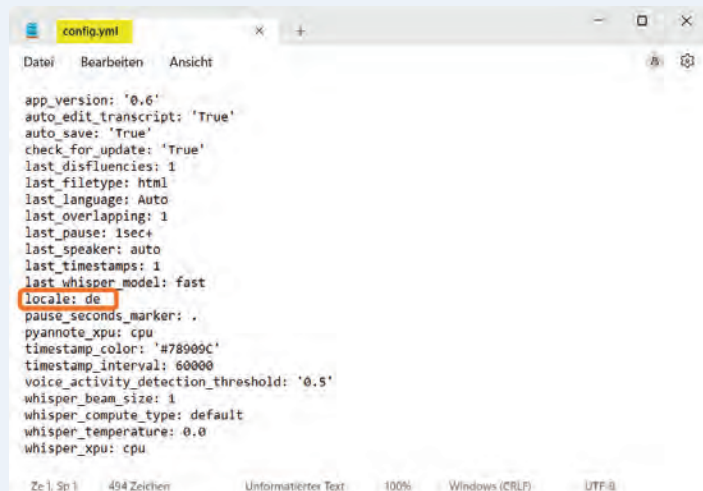
### Install noScribe with English or French programme interface



Information on the noScribe page, 'Advanced options' section



In the config.yml file, change the language under 'locale' to "fr"/"en", for example



## Making digital content accessible

If you want to publish audio contributions created in radio projects on a platform, this platform should also be accessible. You can use European Norm (EN) 301 549 as a guide – here you will find accessibility requirements for public sector websites, for example. EN 301 539, in turn, is strongly based on the Web Content Accessibility Guidelines (WCAG 2.1):



- Describe images and graphics with alternative text that can be read by screen readers: this allows blind people to understand the information conveyed by the image. (If an image does not convey any information, it must be marked as 'decorative' so that it becomes 'invisible' to screen readers.)
- Ensure sufficient contrast for people with visual impairments: Designs to be laid out so that visually impaired people can also understand them. The minimum contrast value between foreground and background colours is 4:5 for normal font sizes. (For large or bold fonts and buttons, the minimum contrast is 3:1.)

Insufficient contrast is one of the most common barriers that could easily be avoided. Tip: use Colour Contrast Analyzer (TPGi) ([www.tpgi.com/color-contrast-checker](http://www.tpgi.com/color-contrast-checker)) to determine contrast values. Advantages: it can also be used for layouts and the results are clearly presented in accordance with WCAG 2.1.

- Use sans serif fonts (minimum size: 11 point) and place text on images on high-contrast, coloured 'background bars'.
- Use heading format templates correctly and logically (H1, H2, H3, etc.) and formulate headings in a meaningful way.
- Formulate link texts in a meaningful and unambiguous way (= identical link texts lead to the same destination).

Headings are important for screen reader users: they can use a key combination to call up the headings like a table of contents. The headings allow them to jump directly to the content they are interested in. Screen reader users can also display links as a summary list and navigate without having to work their way through an entire page. Link texts such as 'More info' or 'Read more' are NOT accessible – if you call up such links as a list, you don't know where the link leads!

- Provide information in easy-to-read or plain language: easy-to-read or plain language are forms of language with its own rules that were developed for people with cognitive impairments. AI can help to quickly convert texts into plain language. However, you should always check the result carefully: is the content correct? Are difficult terms really explained in a simple way?



Easy-to-read and plain language – what contribution can AI make?

## Practical report 4

Ioanna Papanikolaou, Anastasia Misiou, Elini Keskilidou (European School Radio): The whole world under one roof

*„Digital technologies are not an end in themselves! In radio projects, they are a tool: for individual expression, for raising awareness and for actively engaging with social issues. At the same time, podcasts can be used as a source of information and entertainment to improve digital literacy and learn how to use the internet and media responsibly.“*

### OBJECTIVE

- To promote communication skills: to express oneself clearly and convincingly and to use various storytelling techniques to capture the audience's attention.
- To create different media: podcast, video, poster, cryptogram.

### PREPARATION

- The project was designed for pupils with autism, Down syndrome and intellectual disabilities.
- Define in advance: Who should participate? How many can participate? How do I reach the participants? What is the goal of the project and how should it be achieved?

### IMPLEMENTATION

- Research and scriptwriting on the topic: 'The whole world under one roof'.
- Inter-school cooperation (1st Gymnasium of Ptolemai-da) to promote respect.
- Use of Canva for: video creation (topics: awarding of 1st prize at the European School Radio Contest, with interviews with pupils; respect), poster and cryptogram (based on the podcast title).
- Presentation on website, social media, in school programme and at school assemblies.

### INCLUSIVE THINKING

- 'Learning by doing' is very well suited to different learning needs and enables children and young people to engage with and understand complex topics by creating creative products.
- The use of various digital tools (Audacity, Canva, Suno) and the creation of different products (podcast, video, poster, cryptogram) offered pupils with different strengths and learning speeds opportunities to express themselves.

### TIPS AND TRICKS

- Ensure good quality recording technology: the latest technology ensures good podcast quality!

