GUIDELINES FOR INCLUSIVE EDUCATION

01 Introduction to Inclusive Education

The term "inclusion" has many different meanings. We can interpret the concept as acceptance and belonging to schools and other social institutions. As an educational practice, inclusion for students with special needs means attending regular elementary school and achieving knowledge standards in the general curriculum and other extracurricular activities together with peers who do not have learning difficulties (Kosi 2020).

The achievement of the Sustainable Development Goals (SDGs), specifically Goal 4 which aims to "**Ensure inclusive and quality education for all and promote lifelong learning**," hinges on addressing the global needs of children with disabilities. Without incorporating their needs, these educational objectives cannot be fully realized (UN 2016). Inclusive education namely ensures that all students, regardless of their abilities or disabilities, have access to quality education.

In 2022, **27% of the EU population over the age of 16 had some form of disability**. According to Eurostat estimates, **that equals to 101 million people or one in four people adults in the EU**. Further statictics show that **17.7% of people with disabilities aged 20-26 were unemployed in 2020**, compared with 8.6% of people without disabilities from the same age group. The rate of early school-leaving is double for people with a disability compared to non-disabled people. Many young people with a disability attend special schools and have difficulties accessing mainstream education and training: only 29% obtain a tertiary degree (post-secondary education) compared with 44% of people without disabilities.

To ensure that educational systems are accessible to all students, it is essential to adopt a multi-faceted approach that addresses various barriers:

Physical barriers can be eliminated by redesigning school infrastructures to be universally accessible, ensuring that buildings are equipped with ramps, elevators, and accessible restrooms.

Communication barriers can be addressed by incorporating assistive technologies and communication aids in the classroom, such as speech-to-text software, sign language interpreters, and visual aids.

Cognitive barriers require the implementation of personalized learning strategies that cater to diverse learning needs, including the use of simplified language, alternative assessment methods, and the provision of additional time tasks.

By systematically addressing these barriers, educational systems can become more inclusive, allowing students of all abilities to participate fully in their education (European Comission 2023a).

Inclusive education is therefore a **continuous process that takes into account the diversity of students**. Many teachers have a misconception about inclusive education, believing that it is intended only for children with special needs, but this is not true. **Inclusive education is intended for all students**, but it is indispensable for children with special needs (Kosi 2020).

Equitable education and training systems don't mean that everyone achieves the same educational levels or scores. Rather, **these systems aim to make sure that a young person's success in education is not determined by their personal situation**, like their family's income, their parents' jobs, or how much education their parents had. Additionally, inclusive education and training systems pay attention to and address the specific challenges and needs faced by different groups of people within the population, especially people with disabilities and special educational needs.

This chapter outlines the importance of inclusive education across the European Union, specifically focusing on specific policies and guidelines from partner countries.

Legal frameworks and policy background of inclusive education

Recognition of inclusion as a key catalyst for educational transformation and a primary objective on the global political stage is growing. The UN Convention on the **Rights of Persons with Disabilities (CRPD)** recognizes the right to inclusive education for all persons with disabilities.

The political agendas of many countries promote reforms aimed at developing more inclusive education systems (OECD 2015 in Azorin & Ainscow 2018). In this respect, the Education 2030 initiative represents an important step forward, where the priority is clear: to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO 2015a in Azorin & Ainscow 2018).

Inclusive education has also been underpinned by various other legal frameworks and policies across the European Union. These frameworks provide the basis for implementing inclusive practices in educational settings.

The European Commission has launched several initiatives to promote inclusive education environments that embrace diversity and help students feel valued, respected, and included. The importance of inclusion, diversity and well-being in one's learning environment is one of the main pillars of the European Education Area, which the Commission presented in 2020 (Euridyce 2023).

Modifying learning environments, methods, and assessments to accommodate the individual needs of students involves **a shift towards a more flexible and responsive educational model**. This means **creating adaptive learning materials** that can be **customized for different learning styles and abilities**, such as digital textbooks that can be adjusted for font size or read aloud. Teachers should employ a variety of teaching methods to cater to a broad range of learning preferences, including visual, auditory, kinaesthetic, and tactile learning styles. Furthermore, **assessments should be designed to fairly evaluate the abilities of all students**, which might include alternative formats like oral presentations, projects, or portfolios, in addition to traditional written exams. This tailored approach ensures that all students have the opportunity to demonstrate their understanding and skills in a manner that reflects their individual strengths (European Comission 2023a).

In December 2017, the European Council, European Parliament, and the Commission supported the establishment of the **European Pillar of Social Rights**. This accord emphasizes the significance of social, educational, and cultural aspects of EU policies in shaping a unified European destiny.

The initial principle of the **European Pillar of Social Rights** emphasizes:

"Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market" (European Comission 2023a).

This vision was further supported in a Commission Communication on the role of youth, education and cultural policies in building a stronger Europe, which stated that one of the objectives of the European Education Area should be to **support EU Member States in improving the inclusive nature of their education and training systems**.

Following proposals from the Commission, several policy initiatives have already been adopted:

- **Key Competences for Lifelong Learning** (Council Recommendation)
- **Promoting common values, inclusive education and the European dimension of teaching** (Council Recommendation)

Member States' progress towards achieving inclusive education is monitored through the **European Semester process and the Education and Training Monitor**. The Monitor also provides evidence on the role of education in fighting inequalities and promoting social inclusion (European Comission 2023a).

The European Semester process, alongside the Education and Training Monitor, serves as the mechanism for overseeing the advancement of Member States towards the goal of inclusive education. Additionally, the Monitor supplies insights regarding how education contributes to combating inequalities and fostering social inclusion.

Education and Training Monitor 2023 (Country Report Tool)

The Education and Training Monitor is the European Commission's annual report on EU education and training systems, and their progress towards achieving the EU-level targets, which were adopted as part of the 2021 Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area (European Comission 2023b).

Also, global guidelines on inclusive education exist to foster environments where every learner's needs are met. These guidelines, informed by research and best practices, aim to enhance educational inclusivity. For those seeking comprehensive insights and strategies, the following resources are essential:

- **UNICEF's overview of inclusive education** sheds light on the global principles and practices that underpin inclusive learning environments.
- **The Guide for Disabilities Inclusive Education Systems and Policies in Low- and Middle-Income Countries** offers practical approaches for integrating children with disabilities into mainstream educational settings.

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The growing prevalence of digital solutions in daily life drives the need for systemic change based on digital transformation in general and, more specifically, in inclusive education systems.
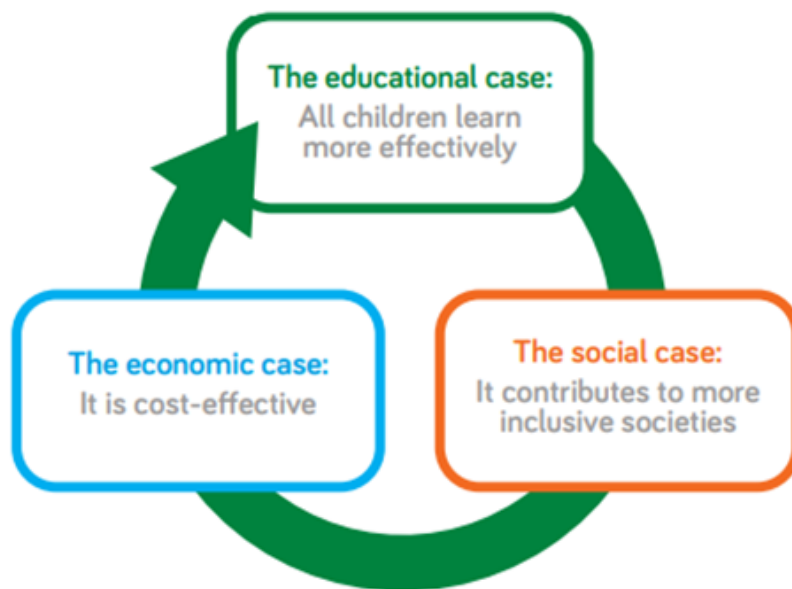
The European Agency for Special Needs and Inclusive Education (the Agency) asserts that the ultimate vision for inclusive education systems is to **ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers**. This also requires a systemic change that considers all levels of the education system.

The European Commission's Digital Education Action Plan (2021-2027) outlines several actions to promote inclusive education. These include blended learning approaches, ethical guidelines for AI and data in teaching, and fostering digital literacy to tackle disinformation

Understanding the inclusive education system

Developing an inclusive system implies a shift from seeing the child with a disability or special educational needs as the problem to seeing the education system as something that must be strengthened to better serve the child. It requires **strong commitments from local government, ministries, administrators, teachers, parents, and citizens** (Hayes and Bulat 2017, 14).

As mentioned by Unicef (2017), **inclusive education improves learning for all children – both those with and without disabilities** - it promotes understanding, reduces prejudice and strengthens social integration and it ensures that children with disabilities are equipped to work and contribute economically and socially to their communities (Unicef 2017, 2).

The educational case:
All children learn more effectively

The economic case:
It is cost-effective

The social case:
It contributes to more inclusive societies

04 Inclusive digital education

Although there are many obstacles to implementing inclusive education, the thoughtful **integration of digital technologies can enhance the teaching and learning process, improve accessibility** for those who require it, and **offer more personalized learning experiences.** If used appropriately, **digital tools can contribute to more inclusive education** systems (OECD 2023, 14).

In recent years, the rapid advancement of technology, along with changes in attitudes and policies aimed at promoting more equitable educational opportunities for everyone, has created new priorities and demands for inclusive digital education and blended learning. This is also at the core of the European Union's Digital Education Action Plan (2021-2027) policy initiative, which 'offers a long-term strategic vision for high quality, inclusive and accessible European digital education (EASNIE 2023C, 9).

The **European Agency for Special Needs and Inclusive Education** are an independent organisation that acts as a platform for collaboration for the ministries of education in their member countries, of which Slovenia, Spain, Portugal, Poland, Germany and Bulgaria are part of (EASNIE 2023).

Their work is mainly focused on supporting the development of inclusive education systems to ensure every learner's right to inclusive and equitable educational opportunities, which enhances the learners' life chances and possibilities for actively participating in society.

Their **Inclusive Digital Education Report** examines the need for inclusive education and digital transformation to be considered in an interrelated way. It analyses research, policy, practice trends and expert views, giving an overview of developments and highlighting issues in inclusive digital education that still need to be addressed.

The vision of inclusive (and digital) education:
● involves all levels of the education system – from the individual (learners and teachers), to the organisational (schools), to the regional or national level;
● addresses inclusion, exclusion, digitalisation and the digital divide as interconnected, interdependent cross-cutting issues;
● is anchored in the education system's structures to foster resilient education systems that offer equitable education opportunities for all learners;
● is based on digital transformation that goes far beyond merely applying digital technologies in education (EASNIE 2022, 1).

What needs to be done to enable inclusive education?

To reach the target of inclusive education - even digital - Unicef (2017) suggests the following requirement to be met:

●**Commitment and investments from education ministries** – it takes time and money to change systems.

●**Support for teachers and students** – teachers need training and guidance, and students need to be provided with services to overcome barriers to learning.

● **Promotion of respect for diversity and inclusive learning** – action is needed to challenge negative attitudes and prejudice against children with disabilities. High expectations of all students – teachers need to invest in and support all children.

●**Safe and inclusive environments** – children cannot learn if they are frightened either of teachers or bullying from other children.

●**Partnerships between parents, organisations of people with disabilities and schools** – inclusive education will benefit from the widest possible experience and knowledge.

●**Systems to monitor progress** – it is vital to measure whether the situation is improving, and if not, what further changes are needed (Unicef 2017, 3).

05 Teacher and staff training and professional development

Using digital technologies in a way that includes everyone benefits many people, like students, teachers, parents, and local communities. Teachers, in particular, find technology very helpful because it makes it easier for them to join online training sessions, connect with other teachers online, and lessen their workload. For instance, with the help of tools like learning analytics and artificial intelligence, teachers can manage their classrooms more efficiently. This means they have to spend less time on repetitive tasks, giving them more time for other important activities (summarized after OECD 2023, 29).

Teacher and Staff training and ongoing professional development are crucial for the successful implementation of inclusive digital education. In the realm of education, it's essential for both policy and practice to consider key factors that impact students' engagement with digital learning:

●First, there's a need to recognize and raise awareness about how some students might be at risk of being left behind, especially in digital learning environments. This includes understanding how a student's background— like their disabilities or special educational needs —can affect their ability to participate fully in digital education.

● Second, it's important to ensure that every student has not just access to digital education, but also the opportunity to actively engage and even contribute to the creation of digital tools that support their learning. The untapped knowledge and skills that students, along with their families and friends, possess can be invaluable in shaping and refining new educational technologies.

The Inclusive Digital Education Report suggests, that teachers often need more skills in using digital tools. It's important for their training and ongoing learning to improve these skills regularly. They should know how to use technology and how to choose the right digital learning materials. They also need to create learning spaces that work for all students, considering each one's likes, abilities, or strengths. When teachers bring digital tools into the classroom, they have to think carefully about what's good and bad about using these tools, like how they handle student information and what they need to work properly.

06 Collaboration with parents and communities

When creating and applying disability-inclusive education programs, practitioners must grasp the subtleties of disability and the resources needed for high-quality, fair education for learners with disabilities. The most effective method to comprehend the complexities and requirements of the disability community is to collaborate and engage with Disabled Persons Organizations (DPOs).

Engaging parents and the wider community (social workers, youth workers, tutors etc.) is essential in supporting inclusive education. As mentioned by OECD (2023), technology in education extends its benefits beyond the classroom, enhancing connections and communication among parents, schools, and the broader community. It supports greater collaboration by making it easier for parents to engage with schools through digital tools.

For instance, digital translation services help non-native language speakers participate more fully, and virtual meetings can overcome logistical barriers like childcare, work schedules, and transportation issues. However, challenges remain, such as parents' limited time due to work and family duties, particularly in single-parent families, and a lack of digital skills, which can hinder effective support for children's digital learning.

For digital tools to truly serve their users' needs, including parents and teachers, it's crucial to consider their feedback during development and monitoring, aiming for equitable and inclusive educational outcomes (summarized after OECD 2023, 30).

Teachers require backing from their schools to get the right training and advice. It's important for everyone involved—like teachers, principals, school staff, the community, education authorities, lawmakers, and families—to work together. This helps figure out what systems and digital tools each student needs. While there are official ways for these groups to share ideas, they're using social media more and more to talk to each other (EASNIE 2023c, 3).

Comprehensive training programs that cover a wide range of topics, including understanding different types of disabilities, effective communication strategies, and adaptive teaching methods are required. Staff should also be trained in the use of assistive technologies and how to modify curriculum materials to meet diverse needs. Additionally, fostering an inclusive mind set and empathetic understanding among educators and staff is essential for creating a supportive and welcoming learning environment for all students.

EASNIE suggest that regarding digitalisation, the COVID-19 pandemic has shown that digital and inclusive education promote greater system resilience. Organisations that had prepared for inclusive digital education before COVID-19 also seemed to fare better in the crisis.

Summary

To summarize everything that has been presented so far, we advise the following actions to assure inclusive digital education:

1. Adaptation of Access to Education

Objective: Customize digital education experiences to meet the unique needs of each learner, which will ensure that no one is left behind.

Actions:

▪ Implement adaptive learning technologies that adjust to the learning pace and style of each student.

▪ Offer a range of accessible content formats (text, video, interactive simulations etc.) for different abilities and preferences, which will ensure a personalized learning journey for every student involved.

Hint:

▪ **European Schoolnet**, a network of 34 European Ministries of Education, provides innovative teaching and learning resources to promote digital and inclusive education across Europe. Visit European Schoolnet: https://www.europeanschoolnetacademy.eu/

2. Provide Adequate Training and Resources for Educators

Objective: Educators should have comprehensive training and a variety of ICT resources to effectively teach students with diverse needs and learning preferences in a digital setting. They should be able to effectively use at least some of the presented resources.

Actions:

▪ Develop and/or provide access to professional development programs focused on inclusive teaching strategies and digital tools. The educator should choose which of the presented resources is best suitable for the specific student or group of students.

▪ Find relevant and adaptive digital resources and educational materials that cater to a broad spectrum of learning styles and needs.

Hints:

▪ The Teacher Academy by School Education Gateway offers free online professional development courses and materials for teachers on various topics, including inclusive education. Visit their webpage: https://www.teacheracademy.eu/

▪ Coursera offers courses on inclusive teaching and learning practices (https://www.coursera.org/) that educators can use to enhance their skills in addressing diverse learning needs.

3. Provide Financial Support for Digital Learning Platforms

Objective: The educational institutions should ensure ongoing and adequate financial support for digital learning platforms to assure fully inclusive digital activities and services (no matter the social-economical background of a student or a group of students).

Actions:

▪Advocate for funding models that prioritize inclusivity in digital education.

▪Look for digital platforms, that are affordable to the learning group.

▪ Implement strategies for the sustainable development of inclusive digital learning environments.

▪Funding structures need to be adjusted to ensure that schools accepting students with special needs are provided with the extra financial support required.

Hints:

▪ The School Education Gateway, supported by the European Commission, offers a platform for teachers to find and share resources and training, supporting inclusive digital education at no cost: https://school-education.ec.europa.eu/en

▪ Google for Education (https://edu.google.com/) offers free and low-cost tools that schools can use to enhance learning, collaboration, and communication among students of all backgrounds.

4. Empowering Parents

Objective: Help parents to support their children's right to be included and learn alongside everyone else in online classrooms and other digital platforms.

Actions:

▪ Provide information and (free) resources to parents about the rights to inclusive education and present the possibilities digital learning environments offer their children.

▪Organize workshops and support groups (by social workers, youth workers, tutors etc.) to empower parents to use and get to know digital education systems better and present them the inclusive practices.

Hints:

▪**The Better Internet for Kids (BIK)** portal, funded by the European Commission, offers resources and events aimed at improving children's digital literacy, including resources for parents to help guide their children's online activities.
Website: https://www.betterinternetforkids.eu/practice/youth

▪ **The European Agency for Special Needs and Inclusive Education** offers advice and resources for parents to support inclusive education, including digital learning tools. Visit their page for more information and materials: https://www.european-agency.org/

5. Community Engagement in Digital Education

Objective: **Foster a community-wide approach** (teachers, tutors, youth workers, social workers etc.) to inclusive digital education by encouraging collaboration among all stakeholders on all needed fields.

Actions:

▪ Create forums and collaborative platforms for the **above mentioned** stakeholders to contribute to the design, delivery, and monitoring of inclusive digital education.

▪ Encourage participatory decision-making processes that include voices from across the educational community.

Hints:

▪ **eTwinning** is a platform for teachers in Europe that fosters collaboration on educational projects, including those focused on inclusive education. Teachers, youth workers, educators, parents, and students can work together on projects that promote digital learning: https://school-education.ec.europa.eu/en/etwinning

Suggestions for an effective implementation:

▪ Regularly review and update training programs and resources to ensure they remain relevant and effective.

▪ Establish partnerships with local and national stakeholders and educational organizations to enhance the quality and accessibility of digital learning tools.

▪ To only make digital technologies accessible will not ensure equal education by itself. Teachers, parents and other stakeholders need to make sure children have adequate skills for using digital resources and keep their motivation high.

▪ Try using social media platforms and other communication tools to raise awareness, share ideas and build a supportive community for an effective inclusive digital education.

▪ Implement feedback mechanisms (questionnaires, reflections after each class etc.) to continually assess the effectiveness of the inclusive practices that have been used and make necessary adjustments.

▪ Young individuals often struggle with verbal communication, so it's better to observe their behavior instead of quickly attributing their actions to their condition. They could be experiencing trauma or facing an unusually stressful period. Some people, when feeling emotionally vulnerable, feel compelled to manage something in their physical surroundings, and expecting them to express this verbally is unlikely to be effective.

▪ When communicating with young people who have intellectual disabilities, be adaptable and let them take the lead as often as they feel comfortable to foster their sense of independence. Listening to, respecting, and validating their feelings can help them move from a potential state of silent defense to one of progress.

Conclusion

Inclusive digital education is a key way to make education fair and varied, not just in Europe but all over the world. This detailed look at inclusive education shows how crucial it is to use digital tools and other methods to help every student. By changing the way education is given to suit different needs, training teachers specifically, supporting digital learning financially, and getting the community involved, the goal is to make sure every student gets the support they need. This method helps not just students who need extra support but improves learning for everyone. It leads to a greater appreciation of everyone's differences in schools and other learning environments.

As mentioned above, the commitment to inclusive digital education requires concerted efforts from all stakeholders, including policymakers, educators, parents, and the broader community (youth workers, tutors, NGOs etc.). The policies and practices discussed in this chapter reflect a growing recognition of the importance of inclusivity and diversity in shaping the future of education. Through ongoing evaluation, collaboration, and the embrace of digital transformation, we can advance towards an educational landscape where every student has the opportunity to succeed and thrive in a supportive, inclusive environment. This vision of education is not just a goal but a necessary foundation for building a more inclusive, knowledgeable, and cohesive society.

The AMOR Guidelines for Inclusive Education outline specific learning outcomes and guidelines that enable educators to better serve the needs of youth with disabilities, special educational needs (SEN), and others, thus promoting their integration into society, personal growth, and psychological health. With our approach we not only try to address the educational requirements of students with various (dis)abilities but also try to enhance theoverall quality of education, in line with the Sustainable Development Goals, especially Goal 4 which emphasizes inclusive and equitable quality education for all.
The Guidelines suggest a comprehensive approach to make education more accessible for everyone. By doing so, it will ensure that students of all abilities are fully included in their educational journey.

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GUIDELINES FOR INCLUSIVE DIGITAL EDUCATION

DEFINITION

Inclusive digital education means making sure that every student, no matter their abilities or disabilities, can get a good education using digital tools. This idea is all about making everyone feel accepted and included in schools and other social settings.

For students with disabilities or special educational needs, inclusive education means learning side by side with their classmates who don't have disabilities. They do the same classwork and join in extracurricular activities together. Such methods are very important for reaching global education goals, like the Sustainable Development Goal 4, which aims to "Ensure inclusive and quality education for all and promote lifelong learning."

ADAPTING ACESS TO EDUCATION

What needs to be done?

Customize digital education experiences to meet the unique needs of each learner, which will ensure that no one is left behind.

How can it be achieved?

Use of Adaptive Learning Technologies

Provide educational materials in multiple formats, such as text, audio, video, and interactive simulations, to cater to different abilities and preferences. This ensures a personalized learning journey for every student.

Offer a Range of Accessible Content Formats

Incorporate tools designed to support students with disabilities in accessing and engaging with digital content.

Help yourself with

Khan Academy: Offers personalized learning dashboards and resources adaptable to various learning needs.
https://www.khanacademy.org/

Edredo: Edredo is a cloud-based learning management system that facilitates personalized and engaging online education. It offers features such as virtual classrooms, interactive multimedia content, quizzes, discussion forums, and social learning communities. These tools are designed to support diverse learning needs and foster an inclusive educational environment
https://edredo.com/

StudySmarter is a learning platform that helps students reach their educational goals. It automatically creates summaries, mind maps, and flashcards from uploaded material, and recommends additional content like video tutorials or articles.
https://www.studysmarter.de/

Bookshare: A free online library for people with print disabilities, offering accessible ebooks.
https://www.bookshare.org/

Voice Dream Reader: A text-to-speech app that supports various document formats and allows for personalized reading experiences.
https://www.voicedream.com/

Balabolka: A free text-to-speech software that converts written text into spoken words, helping students with reading difficulties.
https://www.cross-plus-a.com/balabolka.htm

BBC Bitesize: Offers a wide range of educational resources in text, video, and interactive formats.
https://www.bbc.co.uk/bitesize

SiMAX: is a 3D animated avatar system for sign language. It translates texts into various sign languages and makes the digital world accessible to the deaf. It is extremely efficient and cost-effective. You can embedded it in videos or as a separate clip for instance for websites.
https://simax.media/

PROVIDE ADEQUATE TRAINING AND RESOURCES FOR EDUCATORS

What needs to be done?

Equip educators with comprehensive training and a diverse array of ICT resources to effectively teach students with varying needs and learning preferences in a digital environment. Educators should be adept at utilizing a selection of these resources to best support their students.

How can it be achieved?

Provide Educators with Professional Development and Training

Offer and facilitate access to professional development programs focusing on inclusive teaching strategies and digital tools. Educators should select the most appropriate resources based on the specific needs of their students or groups of students.

Offer Relevant and Adaptive Digital Resources and Educational Materials for Educators

Find and provide educators with relevant and adaptive digital resources and educational materials that cater to a broad spectrum of learning styles and needs.

Help yourself with

Europass Teacher Academy by School Education Gateway: Provides free professional development courses on inclusive education, digital tools, and more.
https://www.teacheracademy.eu/

Coursera: Offers different courses in the field of inclusive teaching, which can be used to learn about strategies to support diverse learning needs.
https://www.coursera.org/

European Schoolnet Academy: Offers courses on digital competence and inclusive education, helping teachers stay current with educational technology and strategies.
https://www.europeanschoolnetacademy.eu/

DIG-IT UP: The aim of the training courses is to provide youth workers new knowledge and skills, and to help them finding creative ways on how to combine analog & outdoor activities in youth work, using digital tools and apps that are used by youngsters, through a hands-on approach and experience.
http://www.digitup.cloud/

EDpuzzle: Allows educators to create interactive video lessons tailored to different learning styles, by adding questions, notes, and voiceovers to existing videos.
https://edpuzzle.com/

Book Creator: Facilitates the creation of interactive digital books that cater to the unique needs of students with special educational needs.
https://bookcreator.com/

Badgecraft: A tool, which creates badges for participants in various activities to keep participants involved and engaged. https://www.badgecraft.eu/

EMPOWERING PARENTS

What needs to be done?

Help parents to support their children's right to be included and learn alongside everyone else in online classrooms and other digital platforms.

How can it be achieved?

Provide Information and Resources

Offer parents information and free resources about their child's rights to inclusive education. Show them how digital learning environments can benefit their children's education.

Organise Workshops and Support Groups for Parents

Organize workshops and support groups with social workers, youth workers, and tutors to help parents understand and use digital education systems, and to introduce them to inclusive practices.

Help yourself with

- **Better Internet for Kids (BIK) Portal:** BIK offers a plethora of resources and events aimed at enhancing children's digital literacy. This includes specific materials for parents to help guide and protect their children's online activities.
https://www.betterinternetforkids.eu/

- **European Agency for Special Needs and Inclusive Education:** Provides advice and resources tailored to support inclusive education. Their website features a range of digital learning tools and materials designed to aid parents and educators. https://www.european-agency.org/

- **BEE SECURE:** is an online platform promoting a safer, responsible, and positive use of new information technologies by the general public.
https://www.bee-secure.lu/de/

Slack: A messaging platform that supports real-time communication and collaboration.
Create channels dedicated to specific topics related to inclusive digital education where parents can ask questions and share resources.
https://slack.com/intl/en-gb/

Google Meets: Use this platform for virtual workshops and support groups, use features like live captions and screen sharing.
https://meet.google.com/?pli=1

COMMUNITY ENGAGEMENT IN DIGITAL EDUCATION

What needs to be done?

Foster a community-wide approach to inclusive digital education by encouraging collaboration among teachers, tutors, youth workers, social workers, and other stakeholders.

How can it be achieved?

Create Collaborative Platforms

Establish forums and online platforms where stakeholders can contribute to the design, delivery, and monitoring of inclusive digital education

Example: Establish a local online forum where educators and other stakeholders can share resources, discuss challenges, and collaborate on inclusive education initiatives.

Encourage Participatory Decision-Making

Involve voices from across your educational community in decision-making processes to ensure diverse perspectives are considered.

Example: Host regular community meetings where educators, parents, students, and other stakeholders can voice their opinions and contribute to decision-making processes.

Help yourself with

Etwinning: Use this platform to start collaborative projects with schools across Europe, focusing on inclusive education topics.
https://school-education.ec.europa.eu/en/etwinning

Moodle: Moodle is the world's open source learning platform that allows educators to create a private space online (classrooms, forums etc.) and easily build courses and activities with flexible software tools for collaborative and inclusive online learning and enables discussions between stakeholders.
https://moodle.org/

Google for Education: This platform can create virtual classrooms and regular online meetings to ensure ongoing collaboration and resource sharing among educators, parents and other stakeholders.
https://edu.google.com/

Mentimeter: This platform can be used for live polling during community meetings to ensure all voices are heard and considered in the decision-making process.
https://www.mentimeter.com/

Padlet: Create interactive boards where stakeholders can post ideas, vote on suggestions, and discuss improvements in real-time.
https://padlet.com/

SurveyMonkey: Use this platform to gather feedback from students, parents, and educators on their needs and suggestions for inclusive digital education.
https://www.surveymonkey.com/