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# ETUCE

**European Trade Union Committee for Education  
EI European Region**

## Report

### ***ETUCE-ETUI Joint Training Workshop on “Education trade unions promoting the use of ICT for inclusive education”***

**(Lisbon, 25-27 April 2018)**

On **25 – 27 April 2018**, ETUCE and ETUI held a joint training seminar in Lisbon titled “Education trade unions promoting the use of ICT for inclusive education”. The seminar was attended by over thirty participants from education and teachers trade unions from across Europe. The aim of the training seminar was to bring together ICT in education experts together with education trade unionists to provide relevant training on the use of ICT for inclusive education, as well as allowing education trade unionists to share experiences and discuss some challenges and solutions.

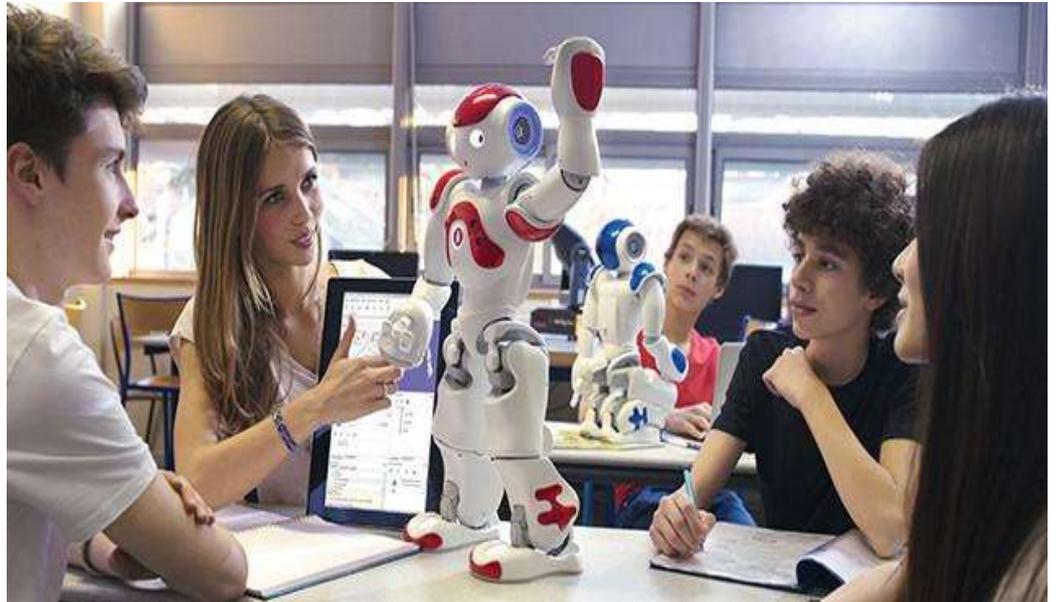
**Gabriela Portela (Education Officer, ETUI)** opened the training seminar by welcoming participants and explaining the work of ETUI in the field of education, as well as previous cooperation with ETUCE to organise similar events. Following this, **Susan Flocken (European Director, ETUCE)** also welcomed participants and explained the work of ETUCE in the area of the use of ICT for inclusive education, in line with the resolution passed at the ETUCE Conference on “Shaping the Teaching Profession of the 21st Century” and the [ETUCE Statement on the EU Digital Education Action Plan 2020](#), as well as reiterating that the function of technology in education should be to assist teachers rather than replace them. The key to ICT promoting inclusive education is to ensure adequate public funding and teacher training.

**Eduardo Nadal (Programme Officer, ETUCE)** then did a presentation on “ICT for inclusion; An EU trade union perspective”. Eduardo started with the four core principles of ICT for inclusive education: promoting equity and equality, access and entitlement, teacher training and a multi-stakeholder approach. Eduardo then highlighted several obstacles and difficulties: privatisation/costs, lack of access to ICT at home/e-inclusion, lack of appropriate teacher training, lack of inclusive practices and complexity of teaching innovative digital skills. Eduardo also highlighted several success factors: public funding, teachers competences, motivation and attitudes to ICT, support and teacher training, inclusive approaches, blended learning and the whole-school approach. Eduardo then discussed several case studies as well as ETUCE’s actions on ICT for inclusive education.

He highlighted the following ICT concepts – which were further explored throughout the workshop:

- Digital competence or digital literacy
- ICT for learning or e-learning
- Assistive and accessible technologies

- Access to online information and learning content: Data protection
- Emerging technologies and ICT cutting-edge tools and devices such as tablets, multi-touch surfaces, Ipads, videogames, digital toys, etc.



*Robotics*



*Interactive whiteboards*

- Design for all (DFA) or Universal Design for E-Learning (UDL)
- ICT teacher training in ITE and CDP
- Innovative digital skills such as coding, programming and cyber-security
- E-safety issues – Digital citizenship
- Learning online platforms or virtual learning environments
- Learning Analytics

**Natalia Amelina (Chief of the Teacher Professional Development and Networking Section, UNESCO IITE)** led the next section on UNESCO ICT teacher training. Natalia started by introducing UNESCO IITE and their publications and other works on ICT for inclusive education, especially on continuous professional development and how this fits in with the UN Conventions. UNESCO IITE is also currently undertaking several pilot projects, including an ICT center for persons with motor and speech disorders and training for national experts. Natalia then presented several videos showing ICT and technology being used for inclusive education, such as robots and specialised computer programmes for disabled learners and a software allowing photos to be turned in to braille for blind learners. Natalia also stressed that the use of technology for disabled learners must be as a result of a negotiation process between professionals and learners.

Participants then split in to three working groups to discuss and exchange ideas in more detail. The working groups covered the following topics: “Challenges and Opportunities to identify, acknowledge and accommodate ICT training needs of trainers”; “ICT in students’ learning assessment: Learning analytics”; and “The pedagogical and democratic use of ICT: Information accessibility, ICT and disabled students, personalized learning for inclusion and e-safety/media issues”.



During the groups, participants discussed the topics in detail and created a brainstorm of ideas to feed back to the wider group. Participants fed back the following ideas:

- The “BBC” generation: born before computers
- Better technology infrastructure within schools, particularly regarding internet connection
- Curriculums needs reforming to better incorporate the inclusive uses of ICT
- Free continuous professional development must be made available to help teachers adapt to the use of technology in the classroom and must take place during working time
- e-Diary’s could be used to reduce administrative burdens of teachers

- The involvement of private companies is concerning so public investment is essential
- There are concerns about competition by using technology to introduce school and teacher rankings
- Data protection and data access concerns must be addressed
- AI and ICT should be accessible to all students
- Extra support and training is needed for teachers
- The digital divide is creating inequalities within education and wider society
- The use of ICT can reduce human contact, which is essential for effective learning

Beginning the second day **Eduardo Nadal** and **Gabriel Portela** reviewed the previous days sessions and discussed the feedback given by participants.

The next session featured professors from the University of Lisbon, who spoke on the topics of “Experiences of Master in Digital Technologies in Education and Specialisation Programme on coding for teachers” and “Experiences of student-teachers of IEUL in ICT learning (Masters in Teaching Informatics)”. The first contribution was from **Professor Ana Pedro**, who started by talking about Initial Teacher Training. A comment often raised by students is that they feel that their teachers aren’t prepared enough in their use of technology in the classroom. Using feedback from teachers and students, the University of Lisbon has created a blueprint for a future “teacher education lab” based on the current future classroom model in Brussels. The cost of creating this future teacher education lab is zero due to partnerships with private companies through service provision contracts, which involves the university testing the equipment and producing reports on their pedagogical uses. The next presentation was from **Professor Nuno Dorotea**, who explained the pilot project on programming and robotics in basic education. The pilot aims to develop skills related to communication, collaboration, creativity and critical thinking. The course focuses on four key areas: computational thinking, algorithms, programming and digital cultures. Professor Dorotea then showed the study plan for the course as an example. Following this, **Professor Joao Piedade** gave an overview of the University of Lisbon and the courses offered by their Institute of Education, as well as their “Future Work Skills” report. The Masters in Teaching Informatics has four components: general education, didactics of computer science, computer science and introduction to professional practice. Professor Piedade also explained how the course involves developing learning scenarios and using them in a classroom, with an example from a student shown.

During the afternoon session, participants heard from **Yves Punie (Deputy Head of Unit, JRC Directorate Innovation and Growth, European Commission)** about the SELGIE self-reflection instrument for schools’ digital capacity and a mapping/analysis of Free Digital Learning (FDL) initiatives for migrants and refugees. Yves started by explaining the JRC and its research work, which are in line with the frameworks of DG EAC and DG EMPL, as well as the Digital Action Plan. Yves explained the philosophy and creation of the SELFIE tool as well as demonstrating its use to participants. The tool can be customised to be used in different types of schools and is free. It is not about technology but about learning in the digital age and the capacity of schools to provide this whilst being inclusive for teachers, school

leaders and students. Its key features are voluntary participation, data provided being anonymous, schools having full control of data and the report it generates, using a paperless system and a time-efficient (20-25 minutes) self-reflection exercise. The report generates a school report which is intended to be used for dialogue within the school community to provide the basis of an action plan for digital learning. Participating schools also receive digital certificates. Yves also gave an overview of the MOOC 4 Inclusion project, which has created a directory of both formal and informal free digital learning opportunities. The project concluded that targeted, blended and facilitated learning provided the most effective results for users.



The next session of the day was on “trade union actions and projects on digital education and inclusion”. This first presentation was from **Stephanie de Vanssay (UNSA, France)**, who reflected on the experiences of some teachers in France. Stephanie focused on the use of blogs and, more recently, the use of Twitter to allow students to create their own blogs rather than traditional exercises such as writing, whilst also educating them on topics such as referencing and plagiarism. Twitter has also been used to create accounts for classrooms, as well as a recent programme called “Twictation” which combines twitter with traditional dictation lessons. The

second presentation was from **Petr Pecenka (CMOSPS, Czech Republic)** on ICT for inclusion in the Czech Republic. Petr demonstrated several computer programmes used for children with difficulties in speech, reading and writing as well as a tool for thinking and speech developing, both using fun games to help educate students from a disadvantaged background.

The final session of the training seminar was a roundtable discussion on “Digital education programmes and initiatives in Portugal”. The first presentation was from **Margarida Videira (Policy Officer Medida IV, Programa Escolhas)**. She explained the programme she works on which aims to support social inclusion for young people from disadvantaged backgrounds, such as Romani and immigrants. The aim is to intervene on areas such as education and training, employability, citizenship, digital inclusion and entrepreneurship. In regards to digital inclusion, a number of Inclusion Centers have been created as digital empowerment spaces with ICT equipment and qualified trainers. This is funded partly by partnerships with private companies, such as Microsoft. Margarida then showed a video explaining how the centres work and what users think of them. The next contribution was from **Alexandre Dias (FNE)**, who began by saying that ICT should be used to push for the goals of equality and equity by reducing inequalities. Funding is a major issue as the Ministry of Education has cut school budgets and introduced efficiency savings on top of this. Schools have begun undertaking e-twinning projects with the use of EU funding. A major issue within schools is a large administrative burden when introducing new technology in the classroom due to a lack of discussions with teachers and their unions. The final presentation was from **Joao Paulo Silva (FENPROF)**, who began by saying that it is important to have a state organisation to validate materials created for schools by private companies. Joao also reiterated that teachers should not be technicians within a classroom but should be supported in using technology to help teach students. To do this, schools need to be adequately resourced and equipped.

Following the final Q&A session, participants heard concluding remarks from **Eduardo Nadal** and **Gabriela Portela**, where they thanked participants for an engaging training seminar full of discussion and exchanging of ideas. The conference then closed with an evaluation session to help improve future training seminars.

