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Developing Research Capacity through **I**nstitutional **R**epositories **N**etwork in **A**zerbaijan

DIRNA

101082124 - DIRNA
ERASMUS-EDU-2022-CBHE

Khazar University, Azerbaijan



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Developing Research Capacity through Institutional Repositories Network in Azerbaijan (DIRNA)

REPORT

Work Package 4: Building Human Resources Capacity

T 4.4 Delivering Training workshop for Potential Staff Members on IRs for inclusive education in EU Partner HEIs by online

On 30 October 2024, the DIRNA project coordinated by Khazar University held a webinar Result Title 4.4 "Conduct an online training workshop for potential staff for inclusive education in EU partner universities".

The webinar was led by Anna Tozzi and Francesco Tarquini from L'Aquila University. Representatives from all DIRNA partner universities participated in the training. (Baku State University, Azerbaijan Technical University, State Customs Committee Academy, Ganja State University, Lankaran State University, Nakhchivan State University, Mingachevir State University, Izmir Institute of High Technologies, L'Aquila University, University of Jyvaskyla)

The topic of the webinar was "Challenges or Barriers in Inclusive Education".

The trainer, while talking about inclusive education, began his introduction by saying that it is important to ensure that all students are provided with equal opportunities and support, regardless of their physical, intellectual, social, emotional, linguistic, and other conditions. Instead of segregating students with different abilities, inclusive classrooms should create an environment for learning and development for each student. The overall goal is to maximize the potential and abilities of each child. When implemented successfully, inclusive education not only benefits students with special needs, but also creates a more compassionate society by teaching acceptance from a young age.

The trainer explained the Eurydice report on the implementation of inclusive education in European schools.

The Eurydice report on 'Promoting diversity and inclusion in schools in Europe', published on 10 October 2023 which echo the conclusions of the ETUCE research on inclusive schools from 2021 highlights the following:

- Education systems in Europe are increasingly diverse.
- It strives to include all the various needs of its students, from different abilities to different languages, socio-economic backgrounds, ethnicities, genders, etc.
- While some needs are addressed more than others (special educational needs or disabilities as the main target group versus LGBTIQ+ and religious minority students as the least targeted), the intersectional approach is largely missing in European education.
- Furthermore, the majority of teachers feel unprepared to manage inclusive classrooms, and inadequate funding to employ support staff still persists across the European region.

Eurydice report

- The report provides a comparative overview of policies and measures across 39 European education systems and provides many country examples.

- It shows a lack of diversity within the teacher workforce. Nevertheless, only eight European education systems have top-level policies or measures promoting the recruitment of teachers from diverse backgrounds to schools.
- Many countries in the European region also work on strengthening the inclusion of diversity in their curricula: nearly half of them report recent curriculum revisions aiming to reinforce these dimensions.
- The study conclusions also recommend investigating the barriers to teachers' participation in training programmes on inclusion education, as its rates across Europe can be low.

The author pointed out the obstacles to inclusive education: inaccessible buildings, curricula that are not flexible and do not take into account different learning rates, negative attitudes, unconscious biases, lack of qualified support staff, financial constraints, cultural and foreign language barriers, etc.

The presenter during the webinar what are the barriers to inclusive education? Types of barriers in inclusive education: structural barriers, physical barriers, social barriers, attitudinal barriers and each barrier is explained separately.

The trainer stated that the development of digital technology does not fully meet the requirements of inclusive education. The lack of equipment, internet problems, and lack of access to the internet are obstacles.

The trainer outlined common barriers to inclusive education as follows:

- socioeconomic inequalities
- limitations of virtual learning for certain disabilities
- inadequate technical support and training for using edtech tools
- paucity of individualized accommodations
- engagement difficulties for those in remote areas
- lack of peer interaction
- language and cultural challenges for linguistic minorities
- inadequate cyber-safety measures.

He also explained in detail how those obstacles were removed and what methods were used:

- Every student deserves a shot at learning.

- By removing barriers to inclusive learning, we open doors for all, creating a stronger, more successful classroom for everyone.
- This isn't just about fancy tech or trendy platforms – it's about making sure every learner, regardless of background, has a fair shot at a quality education.
- Online learning should not be just a privilege, but a powerful tool for inclusive education that empowers everyone to reach their full potential
- Ditch the Lecture Monologue
- Make Learning Materials Accessible
- Shift Mindsets and Promote Acceptance
- Break Down Physical Barriers
- Bridge the Digital Divide
- Collaborate for Success
- Celebrate Differences & Foster a Sense of Belonging

Along with all this, the trainer spoke about the Sustainable development goals for ensuring quality education in the field of inclusive education and promoting lifelong learning opportunities.

The trainer stated that, based on point 4 of the Sustainable Development Plan, the provision of quality education in inclusive education should be strengthened.



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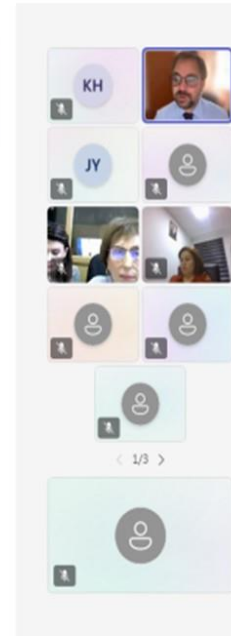
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Challenges Or Barriers In Inclusive Education

Anna Tozzi & Francesco Tarquini
University of L'Aquila
On line Training
30th October 2024



Tarquini

