1.1. Practices of inclusion in formal and non-formal education contexts

SP - (18851) - DIGITAL INCLUSION OF PARENTS/TUTORS IN A PANDEMIC CONTEXT: THE PORTUGUESE PROJECT "ACADEMIA DIGITAL PARA PAIS"

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Short Abstract

The pandemic context that took place in March 2020, which led to a forced, unprepared school closure, brought major challenges to Education not only in Portugal, but worldwide.

This sudden and, therefore, unprepared shift, led us to a Remote Learning experience which posed many challenges to all - teachers, students and parents/tutors - affecting more than one billion children in 188 countries, according to UNESCO (Affouneh, Salha, & Khlaif, 2020, Hodges et al., 2020).

In fact, in Portugal, in a period of 48 hours, teachers reinvented ways to communicate with their students, through digital technologies that educators, students and parents had never heard of, in order to continue delivering their lessons.

The project "Academia Digital para Pais" emerges in this pandemic context, in a joint effort of E-Redes and the General Directorate of Education, aiming at helping the digital struggling families.

In fact, the project aimed at providing parents/tutors with:

i)   the digital skills needed to help their children, during online teaching

ii)   digital skills crucial for social integration in today's society

In a highly digitalized world, where most daily actions are dependent on digital skills, it is crucial to provide all citizens with these skills, so they don't become digitally excluded, and in this special context, so that families don't have their right to education compromised due to the lack of digital skills.

In this communication we intend to present the project "Academia Digital para Pais", describing i) its implementation process; ii) its organisation; iii) its content and the iv) number of families it reached out.

References

Affouneh, S., Salha, S., & Khlaif, Z. N. (2020). Designing quality e-learning environments for emergency remote teaching in coronavirus crisis. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*, *11*(2), 135-137.

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. Educause review, 27, 1-12.