

Category 1: Inclusive Learning Environments

(Participants from Greece, Moldova, Georgia, Poland)

In order to provide accessible, hospitable, and equitable learning environments where all students feel appreciated and respected, inclusive learning- educational settings are essential. They put varied learners' needs first, encouraging a feeling of community and guaranteeing that everyone has the chance to learn and thrive.

At the UniWA a blind Professor is a permanent staff teaching at the Business Administration department. Accessible, classrooms and equipment are offered, but on the contrary, access difficulties always occurred, with a need of an assisting student (volunteer). Premises with special accessibility and equipment are offered in the UniWA but there are not all of them usable and helpful.

Amongst the discussions, a special education building accessible to students with disabilities and special education teachers, offered in a Polish University, where 3d printed maps could be used for anyone within the campus, including the disabled categories. Sensory gates, with voice commands, special keyboards for vision impairments, sensitive mice and devices to help movement difficulties, micro controlling software in labs to transfer your image into the screen that could be printed in the 3d printer (Braille system).

Practical Evidence on the table:

1. Culturally responsive teaching to reduce bias, foster respect and belonging
2. Flexible Assessment instruction, through diverse formats
3. Inclusive language materials, to ensure representation of all genders, identities and several structures.
4. Bias training and reflective practice for educators