



A.M.O.R.

Advanced Measurements of Responses
to the Challenges of Social Skills
development in a digital era

Policy recommendations

The A.M.O.R. project has examined the challenges and opportunities of developing social skills in the digital era, particularly for young people with disabilities and special educational needs. As an EU-funded initiative, the project's materials and findings are grounded in the European context. Based on our learning, we present a set of policy recommendations aimed at enhancing inclusive digital education and social participation within the EU framework.

Given the chosen scope of this analysis, national policy levels were intentionally left out to maintain focus and avoid excessive breadth. However, insights on the local level are explored in Chapter 5 of the A.M.O.R. Digital Handbook. This chapter highlights how the handbook has been received in partner countries and examines which aspects can be adapted or transferred to specific local contexts.

Our recommendations align with key European Union frameworks that promote equal opportunities, digital skills development, and social inclusion. The **European Pillar of Social Rights** underscores the right to high-quality education and lifelong learning (Principle 1), equal opportunities for all (Principle 3), and the inclusion of people with disabilities (Principle 17). Similarly, the **Digital Education Action Plan (2021-2027)** calls for a high-performing digital education ecosystem and enhanced digital competences to ensure no learner is left behind. Additionally, the **European Skills Agenda** and the **Upskilling Pathways** initiative highlight the need for accessible learning opportunities and personalised support to address skills gaps and social exclusion.

By integrating these policy frameworks, our recommendations seek to foster a more inclusive and resilient digital education system, empowering young people to actively participate in society and the labour market.

1. Recognise the Diversity of Learners with Disabilities and Special Educational Needs

It is essential to acknowledge the diverse abilities and needs of learners rather than treating people with disabilities or special educational needs as a homogeneous group. To achieve fully inclusive and accessible education, the full spectrum of diversity among learners must be addressed. However, attempting to target too many diverse groups with a single tool may reduce its effectiveness. Therefore, it is crucial to

tailor educational practices to the specific needs of learners. This requires the active involvement of the target group throughout the entire development and implementation process of tools and practices.

2. Ensure Rigorous Evaluation of Inclusive Tools and Practices

Throughout the A.M.O.R. project, 72 good practices were evaluated by project partners, revealing variations in observations and interpretations of comparative indicators. This highlights the importance of assessing tools and practices with input from a diverse range of stakeholders, including representatives from the target group(s), and testing them in different educational contexts. Furthermore, it is essential to consider fundamental accessibility requirements—such as internet connectivity for digital tools—during the evaluation process to ensure that inclusion is meaningful in practice.

3. Raise Awareness of Existing Inclusive Tools and Practices

The A.M.O.R. project demonstrated that many effective tools and practices already exist to promote inclusivity and accessibility in education. However, greater efforts are needed to raise awareness of these resources so that educators and institutions know where to find them and how to implement them effectively. This will help avoid unnecessary duplication of efforts and encourage knowledge-sharing and best practice exchange. Additionally, information about these tools should be more easily accessible, with clear guidance on where to seek support. Increasing awareness will also contribute to broader public understanding of disabilities and special educational needs, fostering dialogue and promoting inclusivity.

4. Foster a Safe and Inclusive Learning Environment

A truly inclusive learning environment enables all individuals to share their ideas, knowledge, and concerns without fear of exclusion or discrimination. Learners should be encouraged to express themselves in ways that suit their abilities and preferences, whether through speech, written statements, or digital tools. Creating such an environment ensures that learners feel comfortable providing honest feedback, which is essential for the continued improvement of inclusive educational tools and practices.

5. Ensure Inclusive Digitalisation Without Widening the Digital Divide

While digital tools can enhance accessibility and engagement, exclusive reliance on technology may inadvertently exclude individuals with limited digital literacy or restricted access to digital resources. Policymakers should promote digital inclusion strategies that ensure all learners, including those in underserved communities, benefit from technological advancements. This includes investing in infrastructure, providing digital skills training for both educators and learners, and supporting the development of low-tech or offline alternatives to digital learning resources.

6. Prioritise Continuous Professional Development for Educators

The successful implementation of inclusive and digital educational practices depends heavily on the ability of educators to integrate them effectively into their teaching. However, many educators lack the necessary training or support to utilise these tools to their full potential. Policymakers should mandate continuous professional development programmes focused on inclusive teaching strategies, digital pedagogy, and adaptive learning methodologies. This will ensure that educators are equipped to navigate

evolving educational landscapes and provide high-quality learning experiences for all students. Mentoring programmes that enhance knowledge exchange between more and less experienced professionals will also ensure an effective capacity building in working places.

7. Foster Structured and Ongoing Dialogue with Key Stakeholders

To ensure that educational policies and initiatives genuinely address the needs of learners with disabilities, structured and ongoing dialogue must be fostered between people with disabilities, their families, education professionals, relevant stakeholders, and policymakers. Too often, decisions about inclusivity in education are made without directly engaging those most affected, leading to solutions that may not fully address real challenges. Policymakers should establish formal consultation mechanisms—such as advisory councils, participatory forums, or co-creation processes—that actively involve these groups in shaping policies, designing learning materials, and evaluating existing practices. By embedding this collaborative approach into policymaking, education systems can become more responsive, effective, and aligned with the lived experiences of diverse learners.

The A.M.O.R. project addresses the social skills gap and digital divide, exacerbated by COVID-19, particularly for people with disabilities and students with special educational needs who have been excluded from recent digital and non-digital solutions. By equipping teachers, trainers, and social workers with inclusive pedagogical tools, the project aims to enhance social participation and combat exclusion. A.M.O.R. provides innovative, practical solutions to support inclusive digital education and social work in both formal and informal settings.

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Project details:

Action: Erasmus+ KA220-YOU- Cooperation partnerships in youth

Project coordinator: [Internationaler Bund - IB Mitte gGmbH](#)

Duration: 2023-2025

Project website: amor.erasmus.site