



European Commission

# BLENDED LEARNING FOR INCLUSION

In 2021, education ministers in the EU adopted a *Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education*, supported by a *handbook*.

‘Blended learning’ in formal education and training can be a blend of:

- school site and other physical learning environments (companies, training centres, distance learning, outdoor, cultural sites, etc.)
- or blending different digital and non-digital learning tools.

The European Education Area Strategic Framework *Working Group schools* identified key messages on how change makers can support inclusive and effective blended learning approaches to teaching, learning and assessment.



## EU-level policy makers can support blended learning in formal school education by:

### Communicating the aims of the EU approach to blended learning and how it can support quality and inclusive education

Blended learning is an important approach to adaptive and innovative teaching, learning and assessment in schools, online and in communities.

### Providing opportunities for continued international peer learning and research on effective blended learning policy and practice

A systematic mapping may include information on the extent to which blended learning is highlighted in initial and continuing teacher education, how it features in school monitoring and evaluation, dissemination of good practices, and other strategies.

**Country-, regional- and/or local-level policy makers can create conditions for effective blended learning by:**



**Ensuring that school leaders and teachers have the time and flexibility to innovate**

Blended learning opportunities may be integrated and embedded across curricula, with attention not only on what should be taught but also on how learning should take place (e.g. active approaches). Curriculum overload should be avoided.



**Sharing the results of research, pilot projects and good practice examples on blended learning for inclusion**

National good practice databases with examples of effective blended learning approaches at different school levels can illustrate how blended learning can support specific learning aims, address diverse learner needs, and inspire teachers to try new approaches in their own contexts.



**Ensuring that schools have sufficient financial resources to support blended learning design, implementation and evaluation**

Investments in digital devices and content or non-digital tools to facilitate learning in different settings will be important, as well as access to appropriate expertise and continuing professional development opportunities on blended learning pedagogies.



**Ensuring that school leader and teacher standards, competence frameworks and/or professional profiles reflect the range of skills needed to facilitate effective blended learning**

Teachers need to know not only how to teach subject content, but also how to design, select and implement learning experiences that blend technologies and environments in accordance with needs, context and learning outcomes.



**Encouraging and creating incentives and opportunities for professional learning opportunities related to blended learning, for both school leaders and teachers**

This can include formal continuing professional development courses and collaboration within and between schools, for example: access to centres of expertise, teacher professional learning communities, staff exchanges and peer learning, etc.



## School leaders and their teams can support blended learning by:

### Supporting a culture of collective engagement and responsibility within their school

Using strategies of distributed leadership, school leaders may draw on the complementary competences of school staff to support mutual learning and to create innovative opportunities for blended learning. Developing a shared vision for blended learning and ensuring strong communication between schools, parents and learners is also essential.

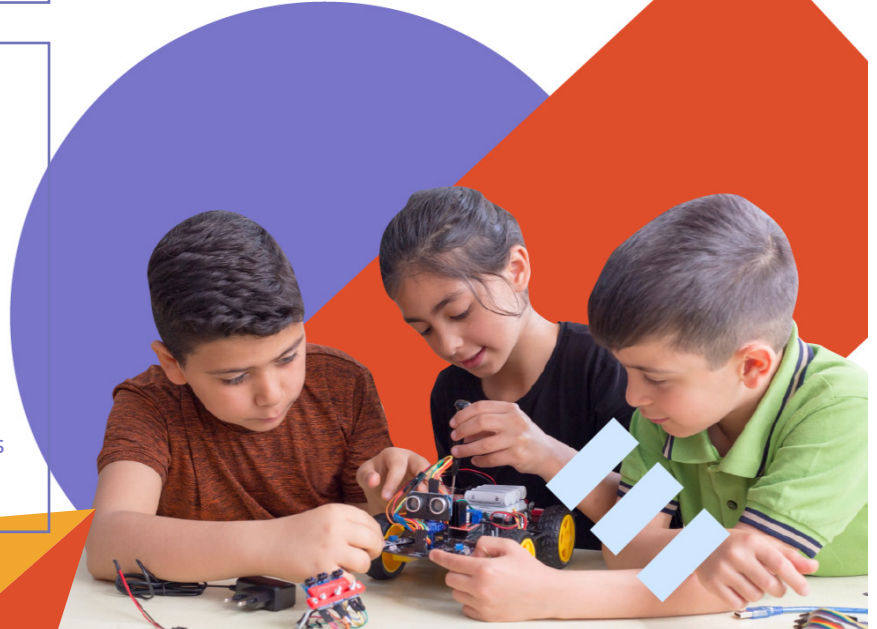
### Mobilising resources within the school and community

School leaders play important roles in bringing in new resources and forging new partnerships with members of the broader community. An empowerment approach which supports autonomous decisions within a collaborative school culture and draws in more resources to work in partnerships with teachers should be applied where possible (e.g., parents, local community partners).

### Encouraging participation in networks

School leaders may encourage staff to participate in networks which bring together different types of experts and may have different areas of focus

Networks may support collaboration among school leaders and school communities and with community partners. They also provide opportunities for collective learning.



## Get inspired by examples:



Learning in the heart of nature in Belgian primary schools:  
**LA LEÇON VERTE**  
*Belgium-Wallonia*



Schooling for families on the move:  
Blended learning in the  
**RIJDENDE SCHOOL**  
*Netherlands*



Widening learning spaces and opening up the timetable at the  
**GIOVANNI XXIII SCHOOL**  
*Italy*



How inclusion and digitalisation go hand-in-hand at the  
**DANNEWERKSCHULE**  
*Germany*

