

# The Importance of Social Aspects in Teachers' Actions

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## Abstract

**Theoretical background.** According to the 2019 Eurostat report, Smarter, greener, more inclusive? Indicators to support the Europe 2020 strategy, in 2017 22.4 % of the EU population, almost 112 million of people, are at risk of poverty or social exclusion. The situation, according with UNESCO data, has further worsened with the recent pandemic.

**Aims.** Investigate the importance of social dialogue in addressing the challenges imposed by the pandemic situation and the global crisis.

The discussion will try to address the following aspects

- 1) Do learning institutions have the capability to rapidly adapt to a global crisis to ensure high- quality educational structures and professional development for their stakeholders?
- 2) If, how, and to what extent considering technology access as a basic need and computing as a basic literacy can improve the societal resilience to global emergencies like the current pandemic.

**Methods.** We will use a narrative literature review using SCOPUS, WEB of Science, Google scholar and other databases as well as publicly available open data.

**Results.** We will cover mechanism and technologies, practices and pedagogies, datasets and resource repositories, frameworks, projects, experience reports, and research papers related to the SDG 4 targets for an inclusive education in developing and developed countries, and how social aspects can be used to construct a network aiming at building a Partnership for the UNESCO SDG4 and relates UNESCO sustainable goals.

**Finding and Implications.** We will distil teachers' actions and practices towards enhancing inclusiveness using social dialogue.

**Keywords:** Inclusive education, social aspects in education, social dialogues, Technological pedagogical content knowledge