

INTRODUCTION

The authors present the current state of a research, which had its origin in the dialogues between the class principal and the parents of the children of schools that in Portugal are classified as “Educational Territory of Priority Intervention”. A problem emerged: the low parental involvement in school life of children, especially of the caregivers from African ethnic minorities with low socioeconomic status. This became our main research problem. It aimed to answer the following question: Can digital technologies be a tool that contributes to the socio-educational integration of parents with low economic background and immigrant populations of African origin? This general question is transformed in two operative objectives: to develop training actions on the language of schooling using information and communication technologies (ICT); to help to reduce the levels of info-exclusion by learning how to use digital technologies, especially the tools most used in school.

This study used an action-research methodology, developed during a school year, with parents from four schools of basic education located in Lisbon, Portugal.