



## **An inclusive curriculum that encourages active learning supported by ICT**

### **The context for the use of ICT for Inclusion**

In the context of inclusive education, the purpose and importance of ICT in education becomes differentiated and takes on another meaning. ICT complements and reinforces the reform of the educational process (objectives, contents, materials, processing and presentation of learning outcomes) in a way that engages all students and each student individually in the educational process. ICT's ultimate purpose is to support the personal development of all students, with an emphasis on scientific literacy and critical thinking.

### **The policy context**

During the previous academic year, the Institute for Educational Policy (IEP), under the supervision of the Ministry of Education, Culture and Sport, in response to the need for improvements in education, proceeded to draw up a new curriculum that uses modern research and scientific data. This new framework promotes the integration of technology in the context of inclusive teaching and learning and highlights the use of ICT as a tool for discovery, creation and expression in the context of daily activities as a source of inspiration and opportunity for communication, collaboration and discussion among students.

### **The use of ICT**

The use of ICT in inclusive classrooms is a powerful tool and it creates motivation for learning. Through the involvement of children and parents, we can create prospects for the effective use of ICT in education.

### **Key outcomes and benefits**

A key component of a successful ICT programme is to ensure that learning is achieved through active and empirical knowledge discovery. Technology is ideally suited to this kind of learning because it gives the students the opportunity to combine and connect the educational process with their own personal interests, experiences and concerns. As students use and evaluate the sources of knowledge and experience, they create a pattern of active learning and knowledge discovery, which differs substantially from the knowledge that can be acquired through texts, information and suggestions alone. The active learning framework acts as a mobilising force for students and pushes them to discover and design their own study methods and approaches for new knowledge.

### **Main challenges and obstacles**

In an effort to determine the main challenges and potential barriers, we can identify two key issues: the first concerns the design and organisation of the national curricula and the second is teacher training and education in ICT and inclusive education.