



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR INCLUSION

Hungary

1. Policy Frameworks

This information was provided by Maria Kőpataki Mészáros and Aniko Orbán (Counsellors, Ministry of Education).

1.1 Policies that impact on ICT for inclusion in the compulsory school sector

A number of learning objectives and practices related to ICT use that were adopted helped to increase:

- knowledge of computer hardware and electronics;
- computer use;
- mobile device use;
- office application use;
- information searches;
- multimedia use;
- the development of programming skills;
- social media use.

In its national Social Infrastructure Operative Programme 2007–2013, Hungary defines public education indicators, including an increased number of classrooms with an interactive whiteboard and the related workstations; increases in the proportion of students using a computer in school; increases in the number of classrooms with internet and ICT tools per 1,000 students; and a decrease in the inequalities between regions. Training courses were available for ICT mentors and ICT consultants, which covered ICT for inclusion.

Special Educational Needs (SEN) methodology institutes teach teachers and pupils how to use ICT.

The Microsoft Learning Gateway educational framework is applied to some of the special schools. It guarantees educational management and is suitable for creating exercises and tests and evaluating and maintaining document bases.

1.2 Current policy on ICT for inclusion in relation to the main project themes

1.2 (i) ICT as a tool for promoting equity in educational opportunities.

One of the basic aims of the new National Core Curriculum is that the use of ICT be promoted in mainstream education to address vulnerable social groups, such as students with disabilities, students with learning difficulties and socially disadvantaged students.

Regional and social inequalities can be lessened by providing ICT and library services. Making information accessible to all makes it possible to strengthen democracy.



1.2 (ii) Access to appropriate ICTs as an entitlement

Based on relevant pedagogical approaches, the new National Core Curriculum and new Frame Curriculum introduced in 2013 include tasks for ICT development at all levels of education.

1.2 (iii) Training of educational staff in the use of general and specialist ICTs

Teacher education, postgraduate education and teacher training courses include the use of ICT.

A Master of Arts in ICT teacher training is also available.

Teacher training on ICT is available through 30- and 60-hour courses for teachers at all education levels.

1.2 (iv) The promotion of ICT research and development requiring a multi-stakeholder approach

NGOs act as professional stakeholders to advise on policy-making for ICT in schools, taking into account new technology applications, curriculum development and pedagogy.

1.2 (v) Data collection and monitoring in the use of ICT in inclusion

Hungary evaluates the use of ICT in the context of EU-funded projects (European Social Fund). Monitoring of ICT application in schools has been conducted since 2011. The monitoring involves quantitative measures – questionnaires – and will also include a qualitative survey.

Data on the availability of ICT in schools is collected through the Public Education Information System (KIR: <http://www.kir.hu>) and all education establishments are obliged to provide information.

Good practices are collected and disseminated by agencies under the Ministry of Education and Ministry of Development.

1.3 Strategic plans for implementing policy on ICT for inclusion

The central level has exclusive responsibility for defining policy. In Hungary, this includes agencies under the Ministry of Education and Ministry of Development.

Professional stakeholders are involved in preparing ICT measures in the National Core Curriculum and Frame Curricula. Schools can get technical support to implement the National and Frame Curricula in their local pedagogical programmes.

Schools have a 10% margin of flexibility to take decisions about the content of local implementation.

1.4 Monitoring and evaluation of policies or strategic plans relating to ICT for inclusion

Monitoring reveals outcomes about classroom practices. Surveys were conducted about ICT equipment in schools and ICT infrastructure. Self-evaluation by teachers regarding access to and application of ICT in the classroom and school environment is also available.

See: http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/129EN.pdf



1.5 Main policy developments in ICT for Inclusion that have taken place since 2000

The National Core Curriculum of 2007 places the focus on competence-based development and sets out the required content of digital competencies.

Courses and training sessions are available to reinforce the role of teachers in ICT use.

EU-funded developments provided a basis for making ICT tools more available, i.e. interactive whiteboards, and offering mentoring activities in schools regarding the use of new technologies.

Good practices are collected and disseminated through a national database; schools offering best practices were designated as reference schools.

1.6 Current issues in relation to ICT for Inclusion

At the present time, the central issues include adopting the new Frame Curricula at local level – local pedagogical programmes – in order to renew pedagogical content and choosing a more complex, higher level programme in ICT usage.

Another central issue is the failure to place appropriate emphasis on ICT for inclusion in teacher training.

1.7 Important short and long-term developments in ICT for Inclusion

Infrastructural developments in ICT tools.

Compiling of best practices in ICT usage by schools; dissemination of practices and models.

National survey on the use of ICT in secondary schools conducted by Microsoft (2,198 teachers from 264 schools responded to the questionnaire).

In 2006 a national survey was conducted among teachers on the use of ICT in schools, which included self-assessment of attitudes and skills in the use of technical devices.

The abovementioned developments contribute to the proper use of ICT in education, but the ideal situation would be if teachers could use technologies more confidently and more effectively and strengthen co-operation with SEN methodology institutes. SEN methodology institutes also need to broaden their ICT knowledge, especially in terms of adult-adult relation.

An on-going yearly survey on the use of ICT in schools is necessary.

2. Country Practice

This information was provided by Maria Kőpataki Mészáros and Aniko Orbán (Counsellors, Ministry of Education).

2.1 Main developments in practice in ICT for Inclusion since 2000 in relation to the main project themes

2.1 (i) ICT as a tool for promoting equity in educational opportunities

A number of learning objectives and practices related to ICT use that were adopted helped to increase:

- knowledge of computer hardware and electronics;
- computer use;
- mobile device use;



- office application use;
- information searches;
- multimedia use;
- the development of programming skills;
- social media use.

In its national Social Infrastructure Operative Programme 2007–2013, Hungary defines public education indicators, including an increased number of classrooms with an interactive whiteboard and the related workstations; increases in the proportion of students using a computer in school; increases in the number of classrooms with internet and ICT tools per 1,000 students; and a decrease in the inequalities between regions. Training courses were available for ICT mentors and ICT consultants, which covered ICT for inclusion.

SEN methodology institutes teach teachers and pupils how to use ICT.

The Microsoft Learning Gateway educational framework is applied to some of the special schools. It guarantees educational management and is suitable for creating exercises and tests and evaluating and maintaining document bases.

2.1 (ii) Access to appropriate ICTs as an entitlement

No additional support is available for ICT development for schools teaching students with special needs.

The Sulinet Digital Knowledge Base (sdt.sulinet.hu) contains personalised exercises that are accessible for students with SEN.

2.1 (iii) Training of educational staff in the use of general and specialist ICT

Teachers receive support for undertaking the European Computer Driving Licence (ECDL) and European Pedagogical ICT (EPICT) Licence.

Please see the Hungarian eTwinning website: www.sulinet.hu/tart/kat/Sf

2.1 (iv) The promotion of ICT research and development requiring a multi-stakeholder approach

Teachers mostly use computers and whiteboards for presentation; pupils and families do not have an active role in the use of these tools in general, although good practices are available.

2.1 (v) Data collection and monitoring in the use of ICT for inclusion

Hungary evaluates the use of ICT in the context of EU-funded projects (European Social Fund). Monitoring of ICT application in schools has been conducted since 2011. The monitoring involves quantitative measures – questionnaires – and will also include a qualitative survey.

Data on the availability of ICT in schools is collected through the Public Education Information System (KIR: <http://www.kir.hu>) and all education establishments are obliged to provide information.

Good practices – for ICT in inclusion as well – are collected and disseminated by agencies under the Ministry of Education and Ministry of Development.



2.2 ICT to promote learning in inclusive settings

2.2 (i) Country-based networks to support teachers in using ICT to promote inclusive learning

Association of Information Science Teachers;

SEN methodology institutes lend tools and provide training on how to use these tools and devices. This service is supported by EU funds.

Support teachers are available to visit schools to help with personalised teaching methods with special software.

2.2 (ii) Initial teacher education in using ICT to promote inclusive learning

Basic and special ICT courses for teachers are available at university for SEN teachers.

2.2 (iii) Practical support in classrooms to help teachers' use of ICT to promote inclusive learning

Infrastructural developments; teacher training; see above.

70% of teachers have access to the school server – and thus access to educational materials – from home.

Teachers and students can use notebooks, special software, screen-reading software and self-developed educational materials and devices.

2.2 (iv) Important information sources about new developments, hardware and software products and ideas for using ICT to promote learning in inclusive settings

Association of Information Science Teachers (<http://www.isze.hu/>); survey reports; dissemination of pilot projects through agencies under the Ministry (www.ofi.hu); Sulinet Digital Knowledge Base (sdt.sulinet.hu); Equal Opportunities of Persons with Disabilities non-profit Ltd. (www.fszk.hu).

2.3 Current obstacles to using ICT to promote learning in inclusive settings

Shortcomings in teachers' knowledge of ICT usage are hindering content-based development.

The services provided by SEN methodology institutes are irregular; services should be available for every school to integrate ICT practices into teaching methods in order to support students with special needs.

Regional and social inequalities still exist and impede access to ICT.

2.4 Factors that support using ICT to promote learning in inclusive settings

Teacher training for confident ICT use – it would be necessary for everyday use and would involve students.

Dissemination of best practices through reference schools would be the most effective way for teachers to learn about ICT use.

SEN methodology institutes must operate properly in order to provide a stable base for increased ICT for inclusion.



2.5 Perceived short and long-term developments that will have an impact on ICT for Inclusion practice

- National ICT strategy, implementing the strategy's aims and carrying out a yearly evaluation of the implementation;
- Guarantee access to ICT tools for all students, regardless of their region or social background;
- Students being true participants in the teaching process, through personalisation and common formulation of the teaching process based on pupils' needs.