



Digital Equal Opportunities (DE!) programme

The context for the use of ICT for Inclusion

One obstacle in schools is that there are gaps between ICT-literate and ICT-illiterate teachers.

Students with special needs often come from disadvantaged social backgrounds and they do not have access to ICT tools, internet, etc.

While new technologies are available, they are not widespread. Infrastructure problems persist and are hindering the integration of new technologies into teaching and learning.

In the framework of the Digital Equal Opportunities (DE!) programme, in addition to carrying out its own initiatives, the John von Neumann Computer Society offers co-operation with other ideas and programmes focusing on the support of elderly people, people with disabilities and socially disadvantaged groups.

The policy context

- Updating of computer equipment and procurement of educational software
- Changes in the technological, organisational, teaching and learning environments of classrooms and learning settings
- Personalised tools so pupils will have more opportunities for interaction.

The use of ICT

Schools can help their students develop their competences by using ICT from an early age to reflect on and manage their learning and to work autonomously and collaboratively, supporting them when necessary. At both primary and secondary level, a wide range of innovative teaching methods is needed. These methods are based on active and experimental learning and aim to increase student engagement and improve results.

Key outcomes and benefits

- Self-assessment can benefit from ICT, as pupils receive immediate feedback on their performance and information can be shared
- Assessment of learning outcomes, including digital literacy, by the teachers (and students)
- E-portfolio, which is an ICT-based assessment mechanism that serves as a record of students' achievements.

Main challenges and obstacles

ICT is included in regulations on teacher education, but practical ICT-related pedagogical skills are rarely addressed at central level. Pedagogical support is available to help teachers with the practical implementation of ICT in the classroom, but there are still regional differences in availability.

Additional information

<http://njszt.hu/en/de/digital-equal-opportunities-de-program>