



# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR INCLUSION

## COUNTRY SURVEY

### Introduction

The Agency ICT for Inclusion project activities will run during 2012 and 2013. The aim is to collect information on the use of ICT for Inclusion – that is using ICT to support the learning of learners with disabilities and special educational needs in inclusive settings within the compulsory school sector. This information will provide an update to the *Information Communication Technology in Special Needs Education* project that ran from 1999 – 2001 and involved 17 Agency member countries. It will also build upon work conducted as part of the practice review on the use of *ICTs in Education for People with Disabilities* conducted in 2010/2011 jointly with the UNESCO Institute for Information Technologies in Education (IITE).

More information on the project is available from:

<http://www.european-agency.org/agency-projects/ict4i>

The main tool for collecting information on priority issues on the topic is this survey directed to key stakeholders in the participating countries. The focus of the survey is upon country policy and practice for ICT in inclusive education settings in the compulsory school sector. An inclusive education setting is understood to be where a learner with a disability or special educational need follows education in a mainstream class with their peers for the largest part of the school day.

The survey aims to collect information on policy and practice relating to the five themes for the project:

1. ICT as a key tool for promoting equity in educational opportunities;
2. Access to appropriate ICTs as an entitlement;
3. Training of educational staff in the use of general and specialist ICT as a priority area;
4. The promotion of ICT research and development requiring a multi-stakeholder approach;
5. Data collection and monitoring of the use of ICT in inclusive education as an area requiring attention at all levels of educational provision.

### Instructions for completing the survey

There are four different sections to the survey. These can all be completed by 1 key person with an overview of both policy and practice, or you may prefer to get inputs from different professionals working in the ICT for Inclusion field.

Agency Representative Board members are asked to work with their country network members so that these sections are completed as follows:

*ICT for Inclusion – Policy Frameworks:* should be completed by decision makers with a national level overview of policy for ICT in inclusive education settings in the compulsory school sector. Only 1 response per country should be provided for this section.

*ICT for Inclusion – Country Practice:* should be completed by experts with a national level overview of implementation of policy for ICT in inclusive education



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settings in the compulsory school sector. Only 1 response per country should be provided for this section.

*Examples of Innovative Practice:* should be completed by practitioners working in inclusive settings in the compulsory school sector. Up to 3 replies per country can be provided for this section.

*Country Research Literature:* should be completed by researchers and/or practitioners working in inclusive settings in the compulsory school sector. There is no limit to the number of replies that can be provided for this section.



## ICT FOR INCLUSION: POLICY FRAMEWORKS

*This section should be completed by decision makers with a national level overview of policy for ICT in inclusive education settings in the compulsory school sector.*

*Only 1 response per country should be provided for this section.*

Country: \_\_\_\_\_

Date completed: \_\_\_\_\_

This information was provided by (please provide this information for all contributors):

Name: \_\_\_\_\_

Professional Role: \_\_\_\_\_

*Please use the text boxes below for your replies.*

1. Which policies impact on ICT for inclusion in the compulsory school sector for your country? What are the aims; who is responsible for what aspects of each policy; what is the focus of the policy (e.g. infrastructure, hard and software, assistive technology, procurement, eligibility criteria and funding / access, pedagogical issues)?

2. Please describe how current policy on ICT for inclusion in your country relates to the following themes:

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

(ii) Access to appropriate ICTs as an entitlement.

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

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



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

3. Please describe any strategic plans for implementing policy on ICT for inclusion in your country. Please describe the aims; who is responsible for what aspects of policy strategic implementation? How is policy communicated to key stakeholders in inclusive education (school leaders, teachers etc.)? To what extent are schools autonomous in making policy decisions on ICT for inclusion?

4. If policies or strategic plans relating to ICT for inclusion have been monitored and evaluated, are any outcomes or impact of the policies known? Please describe what information is available relating to changes in: provision or equipment; learning outcomes for learners; possibilities for teachers' professional development; etc? Is information available on cost-benefit analyses of ICT for inclusion?

5. Please describe the main policy developments in ICT for Inclusion that have taken place since 2000 in your country.

6. At the present time, what are the central issues facing your country in relation to ICT for Inclusion?

7. What do you see as being the most important short and long-term developments in ICT for Inclusion in your country? Please indicate if these planned developments will lead to an ideal situation, or what possible further changes may still be needed?



## ICT FOR INCLUSION: COUNTRY PRACTICE

*This section should be completed by experts with a national level overview of implementation of policy for ICT in inclusive education settings in the compulsory school sector.*

*Only 1 response per country should be provided for this section.*

Country: \_\_\_\_\_

Date completed: \_\_\_\_\_

This information was provided by (please provide this information for all contributors):

Name: \_\_\_\_\_

Professional Role: \_\_\_\_\_

*Please use the text boxes below for your replies.*

1. What main developments in practice in ICT for Inclusion can you identify that have taken place since 2000 in the following areas:

(i) ICT as a tool for promoting equity in educational opportunities. What have been the main developments in pedagogical approaches for using ICT; assessment methods; curriculum changes etc?

(ii) Access to appropriate ICTs as an entitlement. What have been the main developments in hardware and software to support all learners, including those with disabilities and special educational needs?

(iii) Training of educational staff in the use of general and specialist ICT. How have teachers' and other professionals' competences in using ICT to promote learning in inclusive settings developed?

(iv) The promotion of ICT research and development requiring a multi-stakeholder approach. How far has there been a move to involve ICT users – learners with disabilities and special educational needs, their families and teachers - in developing new hardware and software?



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(v) Data collection and monitoring in the use of ICT for inclusion. In what ways are data and evidence relating to aspects of using ICT to promote learning in inclusive settings available to inform practitioners' work?

2. How is ICT to promote learning in inclusive settings currently supported in your country? Specifically:

(i) What country-based networks exist to support teachers in their use of ICT to promote learning in inclusive settings?

(ii) How are teachers prepared in their initial teacher education to use ICT to promote inclusive learning in their teaching?

(iii) How are teachers practically supported in classrooms to help their use of ICT to promote inclusive learning?

(iv) What are the most important information sources about new developments, hardware and software products and ideas for using ICT to promote learning in inclusive settings? Please describe these and give links to these sources wherever possible.

3. What factors seem to be obstacles to using ICT to promote learning in inclusive settings? Which three factors would you describe as being main obstacles and why?

4. What factors seem to support using ICT to promote learning in inclusive settings? Which three factors would you describe as providing most effective support and why?



5. What do you see as being the most important planned short and long-term developments that will have an impact on ICT for Inclusion practice in your country? To what extent, and in what way, do you feel these will lead to an ideal situation, or what possible further changes may still be needed?



## ICT FOR INCLUSION: EXAMPLES OF INNOVATIVE PRACTICE

*This section should be completed by practitioners working in inclusive settings in the compulsory school sector.*

*Up to 3 replies per country can be provided for this section.*

Country: \_\_\_\_\_

Date completed: \_\_\_\_\_

This information was provided by (please provide this information for all contributors):

Name: \_\_\_\_\_

Professional Role: \_\_\_\_\_

A specific request from Agency member countries is for information on examples of innovative practice in the area of ICT in inclusive education settings in the compulsory school sector. The examples should provide information about new and interesting ways to overcome potential barriers to the use of ICT and to support learning in inclusive settings.

The aim of this section is to collect information on innovative examples of practice that illustrate the five project themes.

Please indicate using the tick boxes below which of the five themes of the ICT for Inclusion project work your example illustrates (you may select as many as are relevant).

- ICT as a key tool for promoting equity in educational opportunities;
- Access to appropriate ICTs as an entitlement;
- Training of educational staff in the use of general and specialist ICT as a priority area;
- The promotion of ICT research and development requiring a multi-stakeholder approach;
- Data collection and monitoring in the use of ICT in inclusion.

*Please use the text boxes below for your replies.*

*The six points below should be use as a framework for describing your example.*

(i) Please give a short description of the context for the use of ICT for Inclusion including the educational situation, location, key partners involved, stimulus for change etc.

(ii) Please give a short description of the policy context that you feel supports the use of ICT for Inclusion in this example.



(iii) Describe the use of ICT and highlight arrangements that are particularly effective in supporting learning in inclusive settings. (This may include information on assessment and identification of ICT support needs/on-going planning/joint working with parents and with specialist ICT support staff etc.)

(iv) Give an overview of key outcomes/benefits to learners/schools/local community/others. Please include any information/data on evaluation and plans to sustain/further develop this work.

(v) Provide an overview of key challenges / obstacles to using ICT (e.g. attitudes, staff training, provision of resources, maintenance costs, and speed of technological progress) and how these were overcome.

(vi) Where can additional information – key contacts, supporting web links, full reports – be found?

It is hoped to use all practice examples submitted within the project. However, in addition a small number of examples will be selected as case studies for further, more detailed information collection. These more detailed case studies will be analysed and key messages for ICT in inclusive education settings at the European level will be highlighted.

If you are willing to provide more information on this example of practice should it be selected as a case study, please give the contact details of a person able to provide more details:

Name: \_\_\_\_\_

Email: \_\_\_\_\_



## ICT FOR INCLUSION: COUNTRY RESEARCH LITERATURE

*This section should be completed by researchers and/or practitioners working in inclusive settings in the compulsory school sector.*

*There is no limit to the number of replies that can be provided for this section.*

Within the ICT for Inclusion project, one key activity is to conduct desktop research to draft a research literature review. This review examines currently available research literature, which focuses on the use of technology to support inclusive teaching and learning in mainstream classrooms. The literature review will lead to an English only document and will be available via the Agency website in 2013.

The current draft of this review is available to download from: <http://www.european-agency.org/agency-projects/ict4i/draft-literature-review>

The final review will cover international sources (such as UNESCO and OECD work), but also European and national level information.

As the aim is to make the review as comprehensive as possible your help is needed to identify relevant national literature on ICT for Inclusion that the project staff team may not otherwise be able to access.

Please provide in English, abstract information on relevant research literature from your country – published material (articles, books and reports) as well as grey literature (unpublished research reports, theses, etc.) - that presents national language information relating to the project themes.

Materials for consideration in the review should be from the year 2000 onwards. However in recognition that rapid changes in both technology and resulting practice approaches, more recent research - from 2008 onwards - will be prioritised for consideration in the final review.

If you have information on relevant materials from non-European countries, please also send details.

Please complete the grid below in order to send us the required information relating to each article, book or report you want to be considered for inclusion in the final literature review:

Author	
Date	
Title (in your own language)	
Title (in English)	
Abstract (in English - maximum 200 words)	
Main findings (in English - maximum 500 words)	
Type of material (book, journal article, thesis etc.)	
Web link for additional information (if available)	



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Please indicate using the tick boxes below which of the five themes of the ICT for Inclusion project work your example illustrates (you may select as many as are relevant):

- ICT as a key tool for promoting equity in educational opportunities;
- Access to appropriate ICTs as an entitlement;
- Training of educational staff in the use of general and specialist ICT as a priority area;
- The promotion of ICT research and development requiring a multi-stakeholder approach;
- Data collection and monitoring in the use of ICT in inclusion.

If you are willing to provide more information on this resource, please give the contact details of a person able to provide further details:

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Professional Role: \_\_\_\_\_