



## **The benefits of Skoldatatek – ICT and inclusion support at municipal level**

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

The benefits of *Skoldatatek*:

See minutes 5:30–12:30 in the film about Fredrik: <http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=240>

To succeed with ICT for inclusion, two things are necessary: a well-functioning school administration and the organisation of skills, time, technologies and support to the school and municipality. In this case, the teacher had a special needs teacher to turn to for support. The municipality also had a *Skoldatatek*, with the comprehensive task of supporting the activities of all the municipal schools in terms of ICT and reading and writing difficulties. The staff there could help the pupil and his teacher test the tools. The *Skoldatatek* was also responsible for demonstrating the tools for individual pupils or groups of pupils, providing support to individual teachers and helping groups of teachers develop their ICT skills.

Moreover, the head teacher at the school was keenly aware of the importance of this type of tool and its significance for inclusion and participation. She contacted the *Skoldatatek* early on and made plans for co-operative efforts in the school over time.

### **The policy context**

The Education Act and 'A Strategy for Implementation of Disability Policy'.

### **The use of ICT**

The head teacher's way of investing in and making it possible to introduce alternative tools to the school is one success factor.

A well-functioning *Skoldatatek* in the municipality was also crucial to finding suitable tools and teaching Fredrik and his teacher how to use them in schoolwork. The institution of the *Skoldatatek* has grown over the past ten years and is now available in more than half of Sweden's municipalities. It plays an important role in inclusion and accessible education for pupils with reading and writing difficulties.

### **Key outcomes and benefits**

Pupils with reading and writing difficulties can participate in school instruction on equal terms with their friends. More pupils reach the curriculum goals and the *Skoldatatek* activities have a positive influence on pupils' goal achievement in the municipalities.

### **Main challenges and obstacles**

Please see other examples provided.

### **Additional information**

Name: Lars Furubom

Email: [lars.furubom@hudiksvall.se](mailto:lars.furubom@hudiksvall.se)

Link to the Gothenburg region's website:  
<http://www.grkom.se/grutbildning/laromedel/iktochspecialpedagogik/skoldatatek.4.14d044ed1122968bf3a80004034.html>