



INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR INCLUSION

Slovenia

1. Policy Frameworks

This information was provided by Alen Kofol (General Director for Primary and Pre-school Education).

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

Policy on ICT for inclusion is included in the overall policy on ICT in education.

Professional development of the individual

The principal objective is to raise the level and quality of ICT-related knowledge of all pupils, teachers and management staff, who should become proactive factors in the education computerisation process. Emphasis will be placed on active use of ICT in order to improve the existing quality of knowledge.

Research and development and education processes

The objective is to expand and interlink research and development activities, as well as to raise ICT-based education and the training offer to a higher level with regard to teaching, learning and administration, and to upgrade the content of user support.

Contents

The objective is to expand the provision of e-materials and to improve the existing, up-to-date, high-quality and (publicly) available e-contents by exploiting the possibilities offered by new media (interactivity, multimedia). The creation of e-materials should involve participation by all types of experts and institutions. The multi-professional level of e-material production and distribution system should be established within the didactic and technological framework.

Organisation of the computerisation of the education system and related infrastructure

The objective is to improve the level of equipment used by individuals and education institutions, provide internet access and upgrade technical assistance and/or consultancy facilities, with a view to providing, via ICT, efficient and high-quality education, including the related administration and management.

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.

This includes:

- projects to encourage development (didactical aspect, personalisation);
- teacher training for promoting equity.

1.2 (ii) Access to appropriate ICTs as an entitlement

This includes:

- equipment co-financing for schools (computers, laptops, netbooks, interactive whiteboards, digital projectors, etc.);
- equipment co-financing for special schools (blind and partially-sighted learners).



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

This includes:

- e-competent teacher standard: seminars, consultations and support (face-to-face and online) for schools and teachers;
- SIRIKT conference.

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

This includes:

- supporting the projects (innovative teaching and learning with ICT integration for vulnerable groups; methodology);
- multimedia and interactive online material (Creative Commons licence).

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

No information is available on this issue.

1.3 Strategic plans for implementing policy on ICT for inclusion

Strategic plans are included in national policy on ICT in education.

Schools are autonomous, but comply with national and international guidelines.

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

No information is available on this issue.

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

These include:

- e-material (multimedia and interactive online material);
- e-education project (e-competent teacher standard);
- project on learning difficulties (<http://www.ucne-tezave.si/>).

1.6 Current issues in relation to ICT for Inclusion

These include:

- upgrading pedagogy (personalisation and individualisation);
- support for schools, teachers and specialists.

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

These include:

- e-material (multimedia and interactive online material);
- e-education project (e-competent teacher standard);
- project on learning difficulties (<http://www.ucne-tezave.si/>).

2. Country Practice

This information was provided by Borut Čampelj (Secretary of ICT in Education, Education Development Office).



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

- The six basic competencies included in the e-competent teacher standard project are:
 1. knowledge, awareness and critical use of ICT tools;
 2. communication and online collaboration;
 3. searching for, selecting, processing and evaluating data, information and concepts;
 4. safe internet use; ethical and legal use of information;
 5. designing, producing, publishing and adapting materials;
 6. planning, performing and evaluating learning and teaching by using ICT.
- project: innovative teaching and learning with ICT integration for vulnerable groups; methodology.

2.1 (ii) Access to appropriate ICTs as an entitlement

- equipment co-financing for schools (computers, laptops, netbooks, interactive whiteboards, digital projectors, etc.);
- equipment co-financing for special schools (blind and partially-sighted learners);
- online educational material.

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

The e-competent teacher standard project includes:

- seminars;
- consultations; and
- support (face-to-face and online) for schools and teachers.

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

This includes:

- e-education project (not only for learners with disabilities);
- co-operation between researchers, teacher trainers and practitioners (teachers).

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

This is not specially carried out for ICT for inclusion.

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

There is a Moodle study group for teachers and specialists on the Slovenian Educational Network.



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

At the University of Ljubljana's Faculty of Education (initial teacher training institution), there are a few courses in which students receive some information and training on the use of ICT to promote inclusive learning:

- Inclusive education – one-semester obligatory course for all students from all faculty departments that includes some training on the use of ICT for students with special needs;
- Strategy for Working with Young People and Adults with Specific Speech and Language Disorders – one-semester obligatory course for students of Special and Rehabilitation Pedagogy that includes training on the use of ICT for secondary and university students and adults with special needs;
- Fundamental Strategies for Working with the Blind and Visually Impaired – one-semester obligatory course for students of Special and Rehabilitation Pedagogy and students of pedagogy for students with hearing disabilities and speech pathology that includes training on the use of ICT for blind and visually impaired children;
- Adapted and Auxiliary ICT – one-semester general elective course.

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

This includes:

- an ICT organiser in every primary school (teacher);
- e-education project support: didactical and technical support (face-to-face and online).

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

This includes:

- support for students with dyslexia in the Balkans and Central Europe (<http://www.isheds.eu/>);
- e-material (multimedia and interactive online material: http://www.sio.si/no_cache/gradiva/repozitorij_gradiv_trubar/);
- e-education project (e-competent teacher standard seminars and consultations: http://www.sio.si/sio/izobrazevanje/pot_do_e_kompetentnosti/);
- project on learning difficulties (<http://www.ucne-tezave.si/>).

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

These include:

- hardware (due to budget cuts);
- national evaluation together with international evaluation;
- changing teachers' way of teaching and thinking (over 50% do not use ICT in everyday practice, despite a great deal of investment in training).

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

These include:



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- training for school principals and teachers;
 - appropriately adapted multimedia and interactive online material.

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

A new project on innovative teaching and learning with ICT integration for vulnerable groups; upgrading of methodology.