Towards greater accessibility to learning in Europe’s schools

Copenhagen, June 2011

Roger Blamire. European Schoolnet
Topics

• Introductions
  – European Schoolnet

• Scope
  – Special needs
  – Educational technology

• Experiences, examples

• Issues
  – Barriers
  – Enablers
What is European Schoolnet (EUN)?

Network of 31 Ministries of Education in Europe

Dedicated to
(according to the status when created)

- Support schools in bringing about the best use of technology in learning
- Promote the European dimension in schools and education
- Improve and raise the quality of education in Europe

www.europeanschoolnet.org - www.eun.org
EUN remit
refocused according to recent internal discussion

Transformation of Teaching and Learning Processes

How ICT and Digital Media contribute
EUN specific objectives

- Fosters and supports collaboration and cooperation among schools in Europe
- Offers pedagogical and information services with European added value to schools in Europe
- Contributes to development of technology-enhanced learning in schools
- Supports professional development of teachers and school heads
- Disseminates good practice and investigates new models for schooling and learning
- Provides services, content and tools based on ICT to members and partner networks

www.europeanschoolnet.org - www.eun.org
EUN working modalities

Steering Committee
Presidium
Board of Directors

EUN workprogramme
EUN budget

Policy
and Innovation
Sub committee

LRE
Sub committee

Working Groups:
IWB, digital competence,
special needs

EUN Office
Brussels based
60 staff
15 nationalities
EUN stakeholders and target groups

- Teachers, Pupils
- School Leaders
- Policy makers
- Researchers
- Developers

European Schoolnet
EUN activities

Think tank

Information and evidence sharing

Evidence-base knowledge building

Projects

Studies & surveys

Action research projects

Cooperation & collaboration projects

R&D projects
Three major strategic areas

• Providing concrete evidence and data for effective use of ICT in schools on which to base policy recommendations.

• The necessity to support schools and teachers in their teaching practices.

• Developing and sustaining of a network of schools engaged in the validation of innovative approaches on how to use ICT in classes.
Evidence based activities

3 Working Groups
- IWB
- Digital skills
- Special Needs

Major studies
- NETBOOK STUDY
- Analysis of the issue of serious games
- Survey of schools, ICT and education

www.europeanschoolnet.org - www.eun.org
Network of validation schools pilots

- EUN worked with innovative teachers and early adopters
- ICT innovative schools
- Challenge is now to scale up innovative ICT practice

Concept of Future Classroom Lab
Scope
Emerging technologies in schools

• Now: 1:1 computing, social media, learning platforms, interactive whiteboards
• 1-2 years: Cloud computing, mobiles
• 2-3 years: Game-based learning, open content
• 4-5 years: Learning analytics, personal learning environments

Experiences
Then and now?
How you would?
Tideway, Mundella
Physical disability and ICT
Marc Prensky
UK: SEND Green paper

A radically different system that:

- supports better life outcomes for young people
- gives parents more confidence by giving them control
- transfers power to front-line professionals and to local communities
- a new approach to identifying SEN
- a single assessment process and 'Education, Health and Care Plan'
- a local offer of all services available
- parents to have the option of a personal budget by 2014
- giving parents a real choice of school
- greater independence to the assessment of children's needs

The Green Paper proposes:
Achievement for all

- Achievement gap is not closing
- 70% of NEETS have SEN
- Access, aspiration, achievement in 450 schools
- AfA = framework, schools interpret
- Focus on outcomes
  - E.g. Reduction in bullying, increased attendance (down from 12 to 3.5%), social interaction improved
Three strands

• Assessment, tracking, intervention
• Termly conversation with parents / carer/s
  – Engagement – NEW
  • ‘makes an enormous difference’, even if 50 students are involved (i.e. 50 hours)
• Increased provision for wider outcomes
Success factors

• Leadership
  – Everybody’s business
  – Collaboration between schools

• Parent conversations

• Responsibility
  – Shift from SENCO to class teacher

• Use of information and data

• Creativity in removing barriers to education
Impact

- Better progress in English and Mathematics than others
  - Set high aspirations, remove barriers (e.g. being bullied)

- Structured conversation ‘has been the most powerful part of the project’
  - Cultural shift
Poland

• Elżbieta Neroj, Joanna Wrona, Janusz Krupa
Special Needs

- high abilities
- long term illness
- adaptive problems
- specific learning difficulties (dyslexia, dysgraphia, dyscalculia, dysorthography)
- speech impairment
- trauma-induced emotional and behavioural difficulties
- learning difficulties
Teamwork

• Team consists of teachers and specialists conducting activities with pupils.

• The tasks

• **planning and coordinating** the provision of psychological and pedagogical support for pupil with SEN
  • - analyze the level of pupil’s knowledge, skills and performance
  • - identify the difficulties encountered in working with pupil
  • - planning of individual learning path or educational-therapeutic program (Individual Card of Needs, Assistance Action Plan, Individual Educational and Therapeutic Program)

• **evaluation of the effectiveness and efficiency of the support**
Forms of Education

- Mainstream schools
- Integration schools
- Special schools
- Residential special schools
- Centre of sociotherapy
- Centre of reclamation
Organisation of education and teaching methods

- Individual Educational and Therapeutic Program (IPET)
- Teaching resources (adapted manuals), specialized equipment (instrumentation)
- Periodic assessment of pupil's level of performance as the basis for modification of the IPET
- Revalidation
- Examination papers tailored to the type of disability
E-learning in individual learning

- **Goals**
  - Increasing the quality of education
  - Providing an opportunity to participate in distance learning
  - Direct contact with peers – long-term sick children are at risk of social exclusion
Cyprus

• Maria Pieri
## Total Number of Pupils with Special Needs 2010

<table>
<thead>
<tr>
<th></th>
<th>Mainstream Classes</th>
<th>Special Units</th>
<th>Special Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre &amp; Primary</td>
<td>2469</td>
<td>343</td>
<td>283</td>
</tr>
<tr>
<td>Secondary And Technical-Vocational</td>
<td>2235</td>
<td>196</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4704</strong></td>
<td><strong>539</strong></td>
<td><strong>5526</strong></td>
</tr>
</tbody>
</table>
Assistive and other technologies used in Cyprus schools

Department of ICT of MoEC
- Desktop computers
- Laptops
- Printers
- Video-Projectors
- Whiteboards
- Educational Software

Department of Special Education
- Assistive Technologies such as:
  - Closed Circuit Televisions
  - Communication Devices
  - Touch screens
  - Alternative mice and keyboards
  - Switches
  - Special Needs software
Provision of Assistive Technology

Procedures:

• Referral for assessment after needs are identified (by the parents, or teachers, or special education teachers, or special needs coordinators)

• Formation of multidisciplinary team responsible for assessment procedure

• Assessment with the presence of the team, the students, and the parents

• Submission of a consensus report with suggestions regarding AT development and application

• Approval or disapproval of suggestions by the District Committee for Special Education and Training; in case of approval, AT is acquired and distributed to the students

• AT officer follows up with helping the teachers including the AT in the Individualized Educational Plan (IEP) and with training the teachers into using the technology (who, respectively, have to disseminate the instruction to the parents and other teachers)

• Follow-up sessions; re-assessment preferably every 2 years
Challenges

• ICT in Special Education is in a very early stage of development in Cyprus
• Evaluation process is time-consuming and technology provision is usually belated
• Difficulties in training the special education teachers/therapists about the new technologies
• Difficulties in sustainability and technical support
Barriers and enablers

• People
• Resources
• Processes