



Towards greater accessibility to learning in Europe's schools

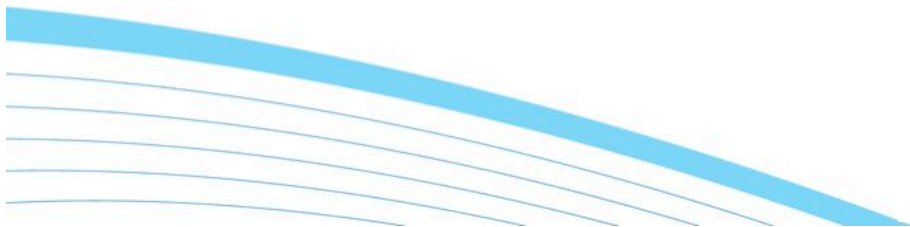
Copenhagen, June 2011

Roger Blamire. European Schoolnet

Topics

- Introductions
 - European Schoolnet
- Scope
 - Special needs
 - Educational technology
- Experiences, examples
- Issues
 - Barriers
 - Enablers

European Schoolnet



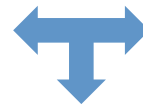
What is European Schoolnet (EUN)?

**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**

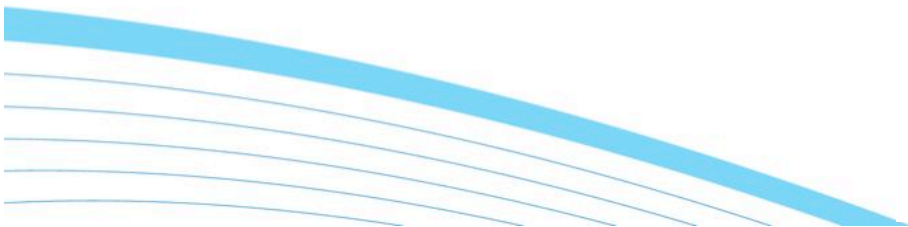
**Improve and raise
the quality of education
in Europe**

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

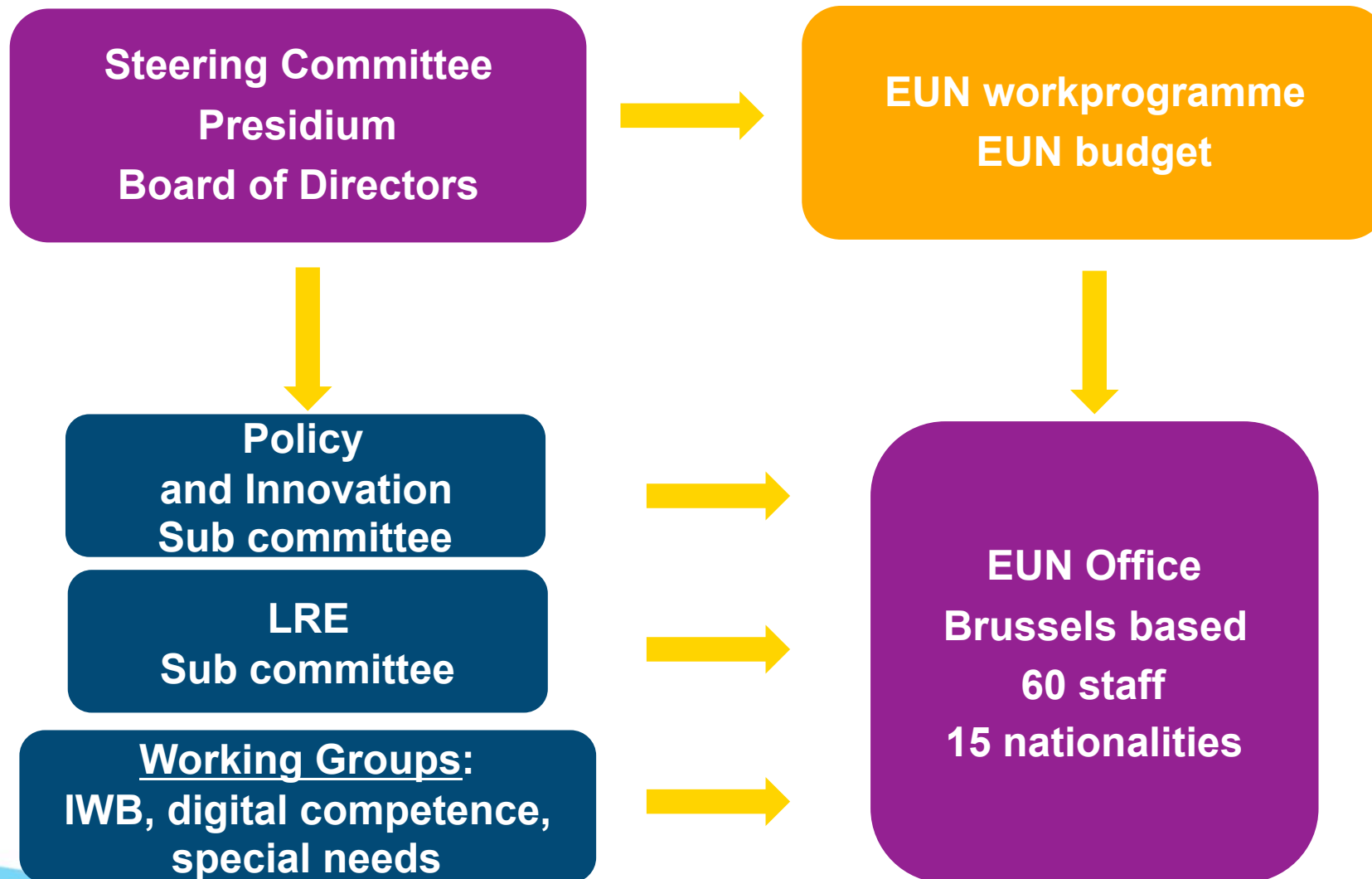
Supports professional
development of
teachers and school heads

Contributes to development
of technology-enhanced
learning in schools

Disseminates good practice
and investigates new
models for schooling
and learning

Provides services, content
and tools based on ICT
to members and
partner networks

EUN working modalities



EUN stakeholders and target groups



Teachers, Pupils

**European
Schoolnet**

School Leaders

Policy makers



**Researchers
Developers**

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

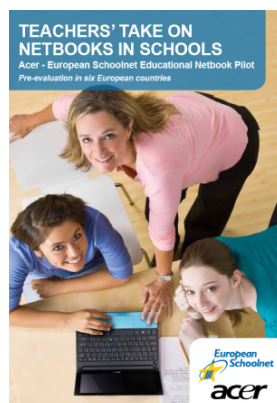
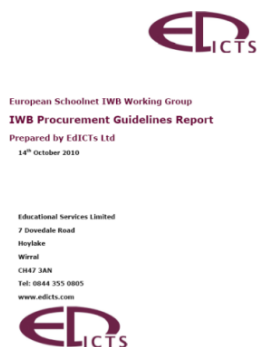
3 Working Groups

IWB
Digital skills
Special Needs

Major studies



Analysis of
the issue
of serious games



Survey of schools,
ICT and education

NETBOOK STUDY



Support to schools and teachers

School networking



eSafety

- Teachtoday
- Insafe

MST /STEM

- eSkills
- Xplora
- ECB (MST platform)
- Intelligent energy

**International
education network**

**International
cooperation**

**Community
of practices
(teachers, pupils)
eTwinning, games, LRE**

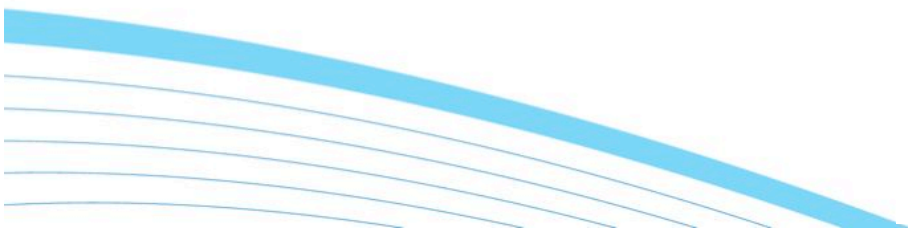
**Competitions &
campaigns**

- eLearning Awards
- Euro competition

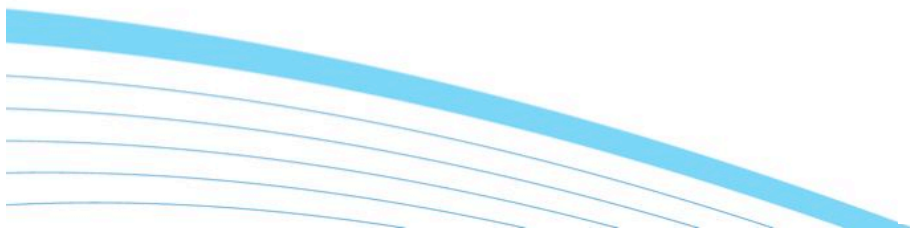
Network of validation schools pilots

- 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

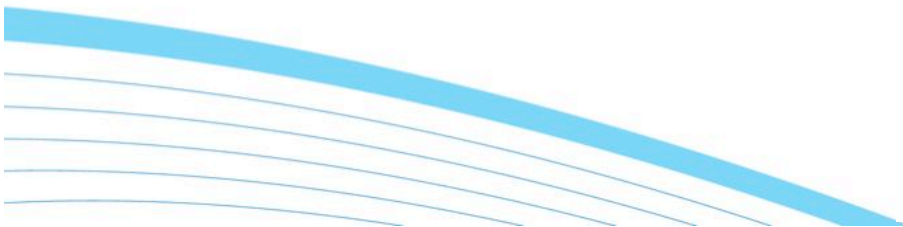


speech impairment
intellectually disabled multiple impairments
blind risk of social maladjustment visually impaired
high abilities dyslexia, dysgraphia, dyscalculia
adaptive problems autistic, incl. Asperger syndrome
specific learning difficulties socially maladjusted
trauma-induced emotional and behavioural difficulties deaf
long term illness SEN
learning difficulties physically disabled hearing impaired

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

Source: Horizon K-12 Report 2011 Edition



Experiences



Videos

Then and
now?

How
youwould
?

Tideway,
Mundella

Physical
disability
and ICT

Marc
Prensky



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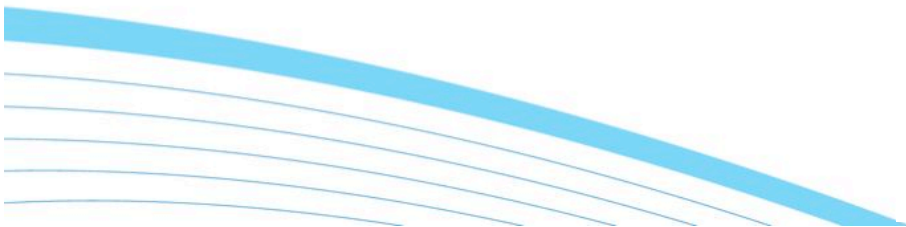
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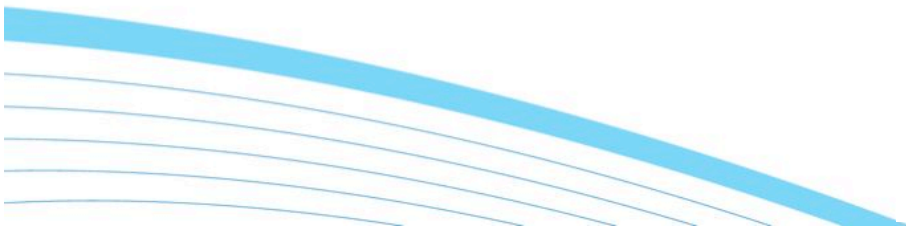
Achievement for all

- 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



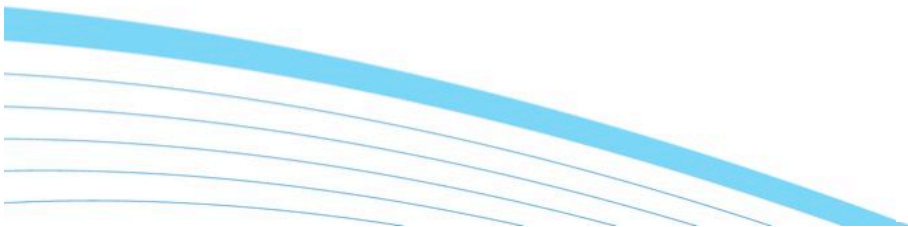
Success factors

- 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



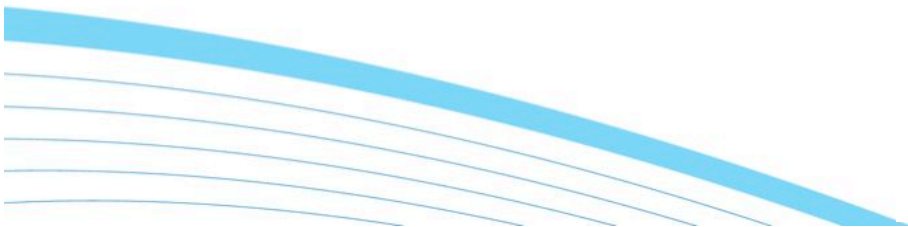
Impact

- 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

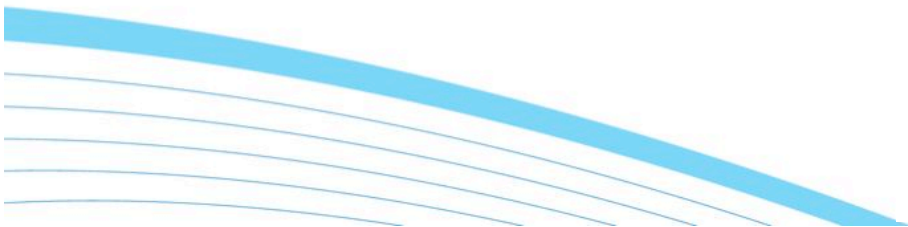


Teamwork

- 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**

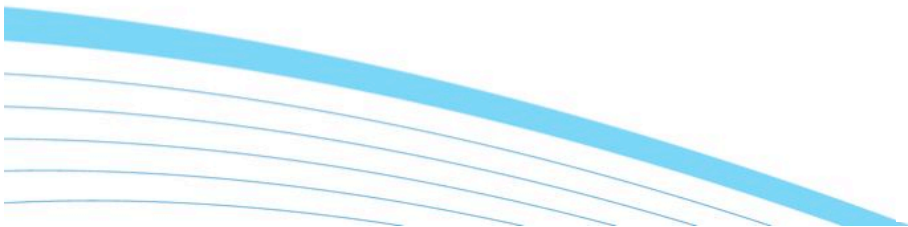
Forms of Education

- 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

	Mainstream Classes	Special Units	Special Schools
Pre & Primary	2469	343	283
Secondary And Technical-Vocational	2235	196	
Total	4704	539	5526

Assistive and other technologies used in Cyprus schools

Technology
Provision

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

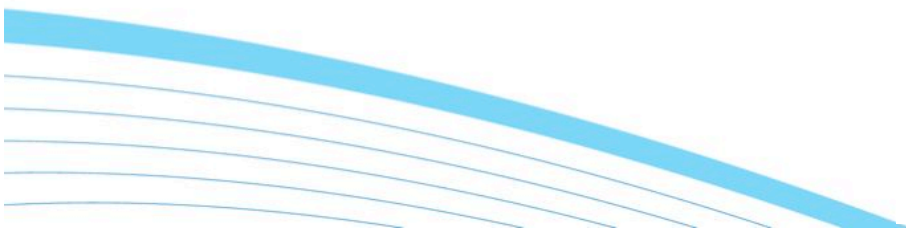
Provision of Assistive Technology

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

