

# INVESTT

Inclusive Vocational Education and Specialised  
Tailor-made Training

Project number: 527924-LLP-1-2012-1-BE-LEONARDO LMP

## Strategy at EU level

**1/12/2012 – 30/11/2015**

*European Association of Service Providers for Persons with Disabilities*

- Prof. Dr. Wolfgang Plaute & Mag. Carina Laabmayr  
Pädagogische Hochschule Salzburg, Austria
- Dr. Gottfried Wetzel  
University of Salzburg, Austria
- Prof. Dr. Stein Erik Ohna  
University of Stavanger, Norway
- Tamara Narat & Dr. Polona Dremelj  
Social Protection Institute of the Republic of Slovenia
- Marleen Clissen & Dr. Katja Petry  
VVKBuO, Belgium

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## **INTRODUCTION**

Since the Salamanca Statement of 1994 and the UN Convention on the Rights of Persons with Disabilities (2006), there is a political aim within the EU countries that all children and adults with disabilities have the same right to inclusive education as everyone else. Although there are many efforts to reach this goal, we have still a long way ahead before reaching a society where equal opportunities are guaranteed for all. In many schools and training centres still much uncertainty and a lack of knowledge can be seen. For that reason, in 2009 the Comenius network 'Pathways to Inclusion' (P2i) was developed. While the focus in P2i was mainly on the compulsory education system in general, we now want to move our focus towards the vocational education system. In four schools in Austria, Belgium, Norway and Slovenia we develop and implement inclusive school programmes in the field of vocational educational training.

In order to evaluate our approach, we develop, design and plan the research using a four phases approach: 1) Research, design & planning phase, 2) Experience-based development phase, 3) Follow-up and optimisation phase and 4) Evaluation & reporting phase.

We present the results of phase 1 in two papers. Some are part of this "Strategy Paper":

- the national school programmes,
- results of the survey, and
- recommendation and conclusion

And some are part of the "Research Paper":

- methodology,
- theoretical background and
- the national school systems

During the first 9 months research has been done with regard to the most important theories: 'universal design' and reasonable accommodation. This research helped us to develop an overall strategy on the setting up of an inclusive learning environment in each school. In September 2013 the schools together with the service providers started implementing the concrete teaching programmes. With the implementing of the programmes the experience-based development phase started. The aim of this phase is to evaluate the teaching programmes for universal design on a continuous basis, in order to ensure high quality teaching programmes at local level and a high quality strategy at European level by the end of the project.

## **1. The Project INVESTT - Inclusive Vocational Education and Specialised Tailor-made Training**

The European Association of Service Providers for Persons with Disabilities (EASPD) and 13 European partners are developing Investt - a strategy at EU level for implementing a universal design for learning and innovative actions in the regular vocational education and training system (VET).

Four vocational schools in Europe - Austria, Belgium, Norway and Slovenia - are piloting a new approach in VET programmes together with local service providers and researchers.

### **1.1. THE PROJECT**

All children and adults with disabilities have the same right to inclusive and high quality education as everyone else. Since the Salamanca Statement of 1994 and the UN Convention on the Rights of Persons with Disabilities of 2006, there is a political will within the 27 EU countries to carry out the necessary changes in the field of legislation and school organisation. Still, we have a long way ahead before reaching a society where equal opportunities are guaranteed for all. In many special as well as regular schools and training centres still much uncertainty and a lack of knowledge can be seen. For that reason, the Comenius network 'Pathways to Inclusion' (P2i) was developed in 2009.

In the meantime, the strategic framework for European cooperation in education and training ("ET 2020") as well as the EU Disability Strategy 2010-2020 has been launched, both highlighting the importance of equity, social cohesion and inclusion in education. So, qualitative education for all is still high on the agenda in Europe today.

The EU 2020 Strategy on Smart, Sustainable and Inclusive Growth, which has been launched in 2010 as well, includes an agenda on New Skills and Jobs. Without involving persons with disabilities in Europe's activation and employment policies, the goals of this strategy will never be reached.

Especially now the Council of Education Ministers decided to create the conditions required for the successful inclusion of pupils with special needs in regular settings (Council conclusions on the social dimension of education and training, 8797/10 EDUC 73 SOC 274), it is of utmost importance to further develop the work done during the projects' lifetime of P2i, which has ended in September 2012.

While the focus in P2i was mainly on the compulsory education system in general, we now want to move our focus towards the vocational education system. Concretely, this means that:

- In Belgium: the focus will be on 17-21 years old pupils learning a labour oriented profession as part of their compulsory secondary education. E.g. carpentry, hairdresser.
- In Austria: the focus will be on 18-22 years old students learning a labour oriented profession in the field of social work.
- In Slovenia: the focus will be on 16 – 18 year old pupils learning a labour oriented profession as part of their compulsory secondary education.
- Norway: the focus will be on 16-19 year old pupils who receive special needs education in upper secondary vocational education and training age of the students will mainly be 15-21 years old, it might also be adults involved.

Indeed, a qualitative and inclusive VET system is crucial to improve the chances of persons with disabilities on the open labour market and to ensure their full citizenship in society.

Particularly, in times of economic crisis, extra attention should be given to the inclusion of persons with disabilities in the labour market. They can represent a significant addition to the labour force and thus contribute to economic production. Unfortunately, during the last years a dramatic decrease can be seen in the employment opportunities for people with disabilities across Europe: reports show that not only they have fewer opportunities to be employed than their non-disabled counterparts on the open labour market, but they are also among the first ones to be dismissed when economies have to be made.

Therefore, action should be taken. We want to further develop the network including this new target group, and strengthen the knowledge centre by adding new information. Furthermore, we want to develop concrete and inclusive VET programmes helping regular schools to include persons with special needs in their education. Previous research done at European level, as well as the principles 'Universal Design' and 'Reasonable Accommodation', as described in the UN Convention on the Rights of Persons with Disabilities (2006), will guide us in reaching the project outcomes.

These activities will translate the good intentions at policy level of integrating persons with special needs into regular education and training, to actions at grass root level.

## 1.2. INVESTT's OVERALL OBJECTIVES

A high quality VET for all

- 1) To support improvement in quality and innovation in vocational education and training systems, institutions and practices.
- 2) To facilitate the inclusion of pupils with special educational needs (SEN) into the regular VET system.

INVESTT's specific and operational objectives:

- A strategy: will be developed at European level to help professionals in their own VET context. Strategy based on existing policy documents and research results of EU projects.
  - 3-y project on VET initiated by the EU Agency for Development of Special Needs Education
  - Focus on 2 key principles of 'Reasonable accommodation' and 'Universal Design'. (UN Convention on the Rights of Persons with Disabilities, 2006).
- Innovative Teaching Programmes: will be implemented in 1 school in each partner country. This will help practitioners to create a universal design in their concrete learning environment, to include and follow-up students with disabilities into the regular VET system.
  - Continuously evaluated according to a cyclic process of research and action
  - Public target: 16-21 years old students learning a labour oriented profession or social work ...
- Better cooperation in Europe: To improve the quality and enhance the cooperation between institutions or organisations providing learning opportunities, enterprises and social partners ... throughout Europe.

## 2. The development of the school programmes

In this chapter we describe the school programmes of all four countries. This includes the preparation phases and the implementation.

### 2.1. THE AUSTRIAN PROGRAMME

The programme will be a concrete action plan for national project teams to start implementing the strategy at European level in their selected learning environment. It will include:

#### 1. A general description "Introductory Course for IBB plus"

This course is the first step into a vocational training for disabled people in the area of social care and health care. The "Introductory Course" lasts one year and consists of a few theoretical subjects and a practical training. The curriculum is a part of the full curriculum for the inclusive course (IBB plus), starting in September 2014. The Introductory Course

- wants to give disabled people the chance to experience a "soft form" of vocational training,
- helps disabled people to discover their skills and strengths.

Based on the experiences people make in the course, they can make up their minds more easily, whether they want to and can complete a vocational training,

#### 2. Description of the students

In September 2013, four women and one man began the Introductory Course. They are aged between 20 and 28 years old. Three of them are working in the field of gastronomy and two are still in education.

Because of their intellectual disability they need a special design for learning.

#### 3. Involvement of Stakeholder

- SOB Caritas Salzburg "School for social care". The provider of the school is the "Caritas Association of Archdiocese Salzburg"
- BZ Aschau
- Practical training in homes for seniors, homes for people with special needs and several kindergarten

#### 4. A timeline

- Our Welcome-Event took place on June, 7<sup>th</sup>, 2013. We had the pleasure to inform about 15 people with and without disability about the "Introductory Course" and the following "Inclusive Heimhilfe-Class (=IBB plus)", starting in September 2014
- The Introductory Course has started September, 9<sup>th</sup>, 2013 and will last until July, 4<sup>th</sup>, 2014
- Teaching for our IC-students takes place every Monday
- Practical training takes place in the summer semester
- Regular meetings (teachers, Investt-intern-meetings, coordination-meetings) are held at least once a month and more often if needed

#### A division of tasks

- Headmaster, Mag. Franz Promberger : he is the leader of the process
- Administrator, Mag. Jörg Nußbaumer : he is the administrative planner of the course
- Team leader IBB INVESTT, Mag<sup>a</sup> Johanna Harb : she is planning and implementing the course
- Several teachers from our school : they keep the lessons and support the students
- Internship companions, who are employees of the stakeholders

#### 5. Inclusive teaching methods

- Team-teaching three hours per school-day
- “Klassenrat”, a method to discuss the actual situation at school
- Special learning situations
- Excursions
- Communication-days at the beginning of the winter semester

#### 6. Curriculum adjustments

- We designed a curriculum for our IC-students, which is a part of the full curriculum for the inclusive course (IBB plus), starting in September 2014.
- The IC-students participate in the lessons of a regular course with a focus on “Behindertenbegleitung”, for employed persons.

Subjects	SWS (hours per semester)
General Basics (German)	2
Basic knowledge on nursing	1
Immersion/Deepening teaching	2
Practical training	200 h

Table 1: Austria Curriculum - Hours

For each of these subjects we first defined learning targets (e.g., “I learn to write down things I have experienced” or “I am learning to speak about problems”).

Secondly we defined the skills the students should reach (“I can describe what a group is” or “I am learning to work in a correct and hygienic way”).

And third we described the competences the students will reach (“I am responsible for the proper washing of my hands” or “I recognise when people want something or need something”).

In September 2014 we want to start an inclusive vocational training in social care and health care for all people, who need more time and intensive care for learning.

**7. Structural/organisational measures**

- Additional value-units for team-teaching
- Organisation of an additional room for the immersions (deepening teaching)
- Acquisition of various teaching aids (books, software and so on)
- Creation of a timetable for IC-students in the regular timetable of the course

**8. A revision of the evaluation methods**

- "Pensenbuch"
- Ongoing oral evaluation
- Electronic evaluation once per semester on a platform called "Qibb" ([www.qibb.at](http://www.qibb.at))
- Questionnaires from our project partner (University of Salzburg)

**9. A list of reasonable accommodation measures**

- Immersions (deepening teaching) on the theory once a week with a teacher from school
- Teaching aids as a "BIGtrack" (a special computer mouse) and special computer keyboard
- Constant mentoring during the internship
- The students get regular visits from the internship accompanying teacher during the internship.
- Supervision of the students by the internship accompanying teacher.

## 2.2. THE BELGIAN PROGRAMME

### Preparation phase of the project:

After an extensive desktop research by the research group the different concepts and theoretical frameworks were discussed with the school:

The local project meetings contained the following topics:

- Inclusion: vision, process and practices.
- Reasonable accommodations: legal background, procedural requirements, content conditions. The school provided us with a list of present accommodations. There were a number of accommodations for dyslexia, which were incorporated in the daily school life.
- Universal design for learning: universal design background, applications for learning and instruction.

Subsequently, more practicalities were discussed:

- The retrieval of the class groups with corresponding staff
- The involvement of other stakeholders
- The research methodology: action research (see later)
- How to establish a baseline through appreciative inquiry.
- How to collect relevant data (with questionnaires for students with special educational needs, parents, staff and employers).
- The first action

### Realisations during the first period (December 2012-July 2013):

#### Group of selected pupils and staff:

Scheppersinstituut Wetteren has selected two classes in BSO (vocational secondary education, see the overview of the national VET). The pupils are between 17 and 21 years old. One class is in the 6<sup>th</sup> form and another class is in the 7<sup>th</sup> form, which means that the former group will normally stay in school for one extra year and the latter group will go to work after having finished their 7<sup>th</sup> form, which is in fact a year of specialisation.

#### What do these pupils do?

- CLASS 1: 6 TB (10 pupils) is a class in horticultural training. The 6<sup>th</sup> form could be their last year of secondary education but the majority of pupils stay in school for one extra year to specialise as a florist or in garden lay-out. This extra year delivers them a diploma which is recognised as an equivalent to a 6 year technical training. Furthermore there is a course in business management which is essential for anyone who wants to start a business of his or her own.
- CLASS 2: 7 CV (6 pupils) is a class with training in central heating. They have background training as plumbers and in their 7<sup>th</sup> form they specialise in the field of heating. This means that they graduate with several certificates:
  - o certificate for controlling domestic fuel oil tanks

- certificate for installing and maintaining several domestic gas fuel installations
- certificate of business management

For these pupils there is a combination of lessons and internship:

- 6 TB has one day of internship per week throughout the school year.
- 7 CV has two weeks of internship in March. They choose their own firm, but the school helps whenever necessary.

#### What is their future prospect?

- The majority of pupils from this kind of training have a high chance to be employed in a normal working environment.
- Especially people from the plumbing / central heating field are really wanted. Therefore they are likely to work in the branch they have been trained for.
- Pupils from horticulture might have some more difficulty in finding a satisfying and challenging job in horticulture. The wages in horticulture are rather low and as a result a lot of untrained employees are from a foreign origin and not well paid. However, these pupils will have a specialised diploma at the end of the 7<sup>th</sup> form and therefore they can probably work in the field which they've chosen in school.

#### What diagnoses do these pupils have?

These two classes have been selected for INVESTT because there are quite a lot of pupils with a special diagnosis:

- 4 dyslectics
- 2 with autism
- 1 dysorthography
- 2 ADHD
- 1 concentration disorder
- 1 pupils is deaf
- one pupil suffering from ataxia\*
- one pupil with severe mental trauma.

Three of these pupils get integrated education support (GOn) as a result of their diagnosis:

<b>DIAGNOSIS</b>	<b>REASONABLE ACCOMODATION</b>
dyslexia	D-charter
dysorthography	D-charter
ADHD	GOn
deaf	GOn
autism	GOn
mental trauma	skipping lessons for therapy

Table 2: Diagnose overview - Belgium

\*Ataxia: a developmental disorder which disturbs co-ordination and equilibrium. This results in handwriting that is hard to read and a slower working pace than the average peer. This pupil was in special needs education until age 14.

## 2.3. THE NORWEGIAN PROGRAMME

According to regional policy documents (Ohna, 2013, p. 7) the classes termed *Special needs education in small groups; extended workplace practice*, aim at qualifying pupils for participation in the regular labour market as skilled or unskilled labourers, or for work in sheltered workshops. The course may also qualify for entering regular programmes in upper secondary education and for future work. Further, it is stated that the courses are tailored to pupils who learn through practical work and who are in need of additional support beyond what is offered in regular classes. More specifically, the target group is formally designated in terms of difficulties related to learning and social functioning (vilbli.no/2012).

The “extended workplace practice”-groups, is firmly positioned within the special education continuum. Pupils’ assignment to these classes is regulated by expert assessments of the Educational Psychological (counselling) Service (EPS). The act further requires individual subject curricula (an individual education plan, IEP) of decisions concerning contents and aims, and pedagogical and didactical adaptations. At the county and school level, the pupils’ special needs and how they disqualify for regular programmes are reflected in an extensive use of special needs labels, such as “complex learning difficulties”, “social and emotional problems”, and “specific subject difficulties”.

To accommodate adapted education and training the courses are organised in groups with a reduced number of pupils, eight at the maximum. Some courses are located at the school premises, others take place outside. Moreover, the courses are generously funded by the county administration. Per pupil this amounts to about three times the resources spent on regular classes.

### Gand upper secondary school

The INVESTT project in Norway is located in the classes termed *Special needs education in small groups – Extended work practice* at Gand upper secondary school. The school is one of the largest upper secondary schools in Rogaland County. In the school year 2011/12 there was about 1200 pupils and 197 employees. The school offers 7 of the 12 educational programmes, of these are 6 vocational education and training. *Extended work practice*-classes are an option at three of the VET programmes, *Building and Construction; Health care, childhood and youth development*, and *Technical and industrial production*.

### Learning arrangements

The teaching in “extended workplace practice”-groups is usually organised as a three year course. All of the pupils have an individual decision on education and training that leads to basic competence, which is a competence at a lower level than full vocational qualifications and qualification for higher education. The decision is based on the criteria for special needs education and follows the procedures regulated by section 5-1 in the Education Act. The pupils also have an Individual Education Plan (IEP) in all subjects. The teaching is related to one of the education programme, and work practice, both inside the school and in private/public enterprises, is considered and important part of the education.

Practice in private and public enterprises can be organised within two different arrangements. A *Training agreement* [no: opplæringsavtale] is a local arrangement in Rogaland county where training in an enterprise is an integrated part of the education and training. Pupils with

a training agreement are not considered regular apprentices, they are still considered pupils, and the school have the formal responsibility for the pupils' education and training. Contrary to training agreement, a *Training contract* is a part of the national VET system. Pupils aiming at competence at a lower level (official termed *basic competence*) can use the *Training candidature system* [no: lærekandidatordningen] and are entitled to sign a training contract. Then the pupils are qualified as apprentices and they have the same rights and obligations as regular apprentices. However, when the apprentice signs an apprentice agreement leading to the trade or journeyman's certificate, the training candidate signs a training contract leading to a competence exam, and documented in a vocational training certificate (also termed basic competence). At the school, the *Practice coordinator* [no: praksiskoordinator] is responsible for facilitating contact between the school/pupils and the private/ public enterprises.

The extended work place classes have their own classrooms and workshops, and are thus separated from regular pupils. Gand School has a learning arrangement called the *Study workshop* [no: studieverkstedet]. Here pupils from different classes and education programmes can study and receive supervision from different teachers. The aim of the study workshop is to support the pupils' skills and abilities for learning and to reflect on their own learning. One of the teachers is responsible for the activities at the study workshop.

Within the "extended workplace practice"-groups there are two categories of employees; teachers and assistants. The teachers teach in core subjects [fellesfag] and program subjects [programfag] and the assistant are supporting the pupils when they are working in the workshop work.

#### The aim of the project at Gand School

The focus of the Norwegian INVESTT project (*INVESTT.no*) is to integrate the principles from the overall INVESTT project into practice at Gand upper secondary school. The challenge is to implement the principle of Universal design and Reasonable accommodation and to investigate how these principles can contribute to increased goal attainment for pupils in *Special Needs Education in small groups; extended workplace practice*.

An overall challenge is to investigate how, and to what extent, an educational provision, constructed for emphasising individual adapted education, local autonomy and contact with local enterprises, also can ensure qualification with regard to regular learning aims and qualification for regular work.

In accordance with the overall aim of the INVESTT project, the aim of the Norwegian project is to focus on pupils' qualification with regards to regular standards in the National Curricula (at vg1 and vg2 level) and to qualify for *Training contract* in the practice part of the education (at vg3 level). Through these measures the aim is to improve the pupils' preconditions for qualification at the labour market. More precisely, the aim of the project at Gand School is given this formulation:

The aim of the INVESTT project at Gand upper secondary school is to enhance the possibilities for pupils in 'Special Needs Education in small groups – Extended workplace practice' to qualify for training contract as a frame for the practice part of the education and training in upper secondary school. This implies:

- The team at Gand upper secondary school are responsible for formulating the aim for the local school development project, based on the principles of the INVESTT project (UD/RA).
- The INVESTT project at Gand upper secondary school uses the 2+2 model for vocational education and training. (Pupils with special needs education have a right to extra teaching).
- The pupils' Individual Education Plan (IEP) shall document progression from year 1 to year 2.
- The pupils shall be given possibilities for education according to regular curricula in subjects at vg1 and vg2 level, as a strategy for qualifying for training contract.
- In the beginning of the project the pupils' IEP is evaluated and revised with regard to the aim and principles of the INVESTT project. Every pupils shall have a Learning book [no: opplæringsbok] accounting for the aim of the teaching and how to qualify for training contract.
- The study workshop [no: studieverkstedet] will be used as a learning arena in the "space" between regular classes and extended workplace classes.
- The Statped vest team are responsible for providing supervision and support to the school development project at Gand.

#### Project activities in spring 2013

The preparation for the project started during the late autumn 2012 and has continued until June 2013. Activities in this period have concentrated on:

- Defining target group for the project
- Develop a design for a research project based on principles from 'education action research'
- Establishing external reference group
- Prepare and involve teachers and staff at Gand school for the project
- Plan and carry out a two day seminar with teachers and staff from involved education programmes
- Send the notification form to the Data Protection Official for Research at the Norwegian Social Science Data Services (NSD 2013).

## 2.4. THE SLOVENIAN PROGRAMME

In the last decade the profile of students who attended Celje School of Economics has changed a lot. There has been an increase in the number of special needs students (SEN). Currently there are 14 such students whose needs are documented by specialists and they are offered adjustments and extra-curricular teacher assistance. However, a lot of students also have behavioural problems that have not been 'officially recognised' and such students can easily become drop-outs.

Within the school programme students with SEN can benefit from: a) extra-curricular teacher assistance, where the number of additional lessons is determined and approved by the Ministry of Education, students choose subjects themselves and can alter their choice whenever the need occurs, all such lessons are carried out within their timetable; b) a personal assistant (blind student, students on wheelchair); c) adjusted marking (out of classroom marking, topics separated into various sections and accordingly marked in parts); d) pedagogic contract, when their progress abilities/requirements differ from the rest; e) teacher-student time (the time when teachers are available to students for any queries they might have).

Our aim in this project is, according to the theory of Universal Design (UD), to reframe these adjustments and other adjustments that teachers have developed through practice in a way that all students will benefit from it.

The main goals initially written down for the INVESTT project were to ease the inclusion of students with special needs into the regular part of schooling and enable easier entry into the labour market for them. Wanting to achieve these goals, we found the following sub-goals proved important in the course of designing the programme:

- Increasing independence of students with special needs: it is important to limit the students' dependence on different support systems and lower it to the minimum level to strengthen the autonomy and independence. Otherwise these students will have a hard time fitting in the work environment in the labour market where adjustment are not available as a rule and consequently they will have difficulties getting employment. In achieving this sub-goal we will have to consider various agents: parents of these students, their attendants, and classmates. It needs to be emphasised not only students with special needs will benefit from this, but also others: classmates will gain various types of knowledge and social skills with the inclusion in the project, such as empathy, understanding persons with special needs, what problems and obstacles they face in school and everyday life, getting to know different adjustments such as Braille writing, etc. For example an attendant will only be available to a student with special needs when there are no other options, otherwise they will be at the disposal for the whole class. This will be beneficial to the teachers as they will be able to organise work in groups more easily. Classes will run more calmly and classmates will be able to ask the attendant for help when needed.
- Enable students with special needs further schooling: most students with special needs expressed their wish for further education in the questionnaire and some of them also fulfilled all of the conditions as they received higher marks in school. Achieving this sub-goal is as important as getting employment.

- Train teachers to work with students with special needs: the need to acquire knowledge in this field was expressed by teachers themselves as contents of special pedagogy in educating pedagogical personnel in faculties are not sufficiently represented.

Realising the stated sub-goals also represents the main challenge of our programme. The successful implementation of sub-goals requires help and support as well as knowledge and experience from experts in different profiles such as psychologists, special and rehabilitation pedagogues, occupational therapists, etc. This specialised support will be provided by CUDV Draga for the purposes of the project.

Further on, the development of the programme for each of the important agents in this field – teachers, students with special needs, parents and employers – will be presented.

### Teachers:

We performed the following activities for teachers in the framework of the programme development:

- As with all other target groups we asked teachers to fill in a short questionnaire
- We attended classes to provide the best possible counselling for teachers on how they can improve teaching students with SEN even more by making it beneficial to students with special needs as well as for their classmates and for the teachers themselves.
- Up until the end of August we intended to organise internal checks and supervisions for teachers. We are also planning to implement workshops and other types of education to train teachers to work with students with SEN. We will implement similar training for students with special needs, their classmates, and parents.

### Students with special needs

We performed the following activities for students with special needs when planning the programme:

- We made a short questionnaire for them to fill in to gain insight into their situation and the problems they face at work and in school
- We performed individual interviews with two students for similar intent as mentioned above.
- We implemented a two-day attendance at their classes to gain direct insight into how they cope in their school environment, which included two persons per day. This way we got important information on how to make inclusion in the school environment easier for these students. Experts from various fields participated in these attendances: psychology, specialised and rehabilitation pedagogy, pedagogy for the blind and visually-impaired, occupational therapy.

## Parents

We prepared the following activities for parents in the process of designing the programme:

- We implemented a short questionnaire for them to fill in and for us to familiarise us with their situation.
- The next step will be connected with familiarising parents on the importance of encouraging their children to be more independent.
- In the future we will organise training for parents in the form of lectures and workshops.

## Employers

For the needs of the project we are currently in talks with employers about their cooperation in preparing the programme for students with special needs.

### 3. Results of the Questionnaires

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In this part of the “Strategy at EU level” paper the results of the questionnaires, which has been realised in Austria, Belgium, Norway and Slovenia, are presented. The English original questionnaires are to be found in the Research paper.

#### 3.1. RESULTS OF THE AUSTRIAN QUESTIONNAIRES

In the German version of the questionnaires some modifications have been done according to the general conditions and the school system.

##### I. Students

5 out of 5 students responded on the questionnaires, which give a respondent rate of 100%. This makes the results valuable with regard to the aim of presenting a valid picture of the students' perspective-

Age and gender:

The age of the 5 respondent students is between 18 and 28. Four of them are females at the age 20; 22; 24 and 28, one is male at the age of 18.

Kindergarten:

All 5 respondent students attended a regular Kindergarten. All of them enjoyed being at the Kindergarten and were very satisfied with the relationships they had with other children and they had with kindergarten teachers. All 5 students were very satisfied or somewhat satisfied with the environmental conditions at kindergarten.

Primary school:

2 students out of 5 attended a regular primary school, 3 of the respondents attended a special school.

On the question *did you enjoy being at primary school?* 2 of the students (40 %) responded *somewhat satisfied*, while 2 responded (40 %) *very satisfied* and 1 (20 %) *somewhat satisfied*.

On the questions *relation to other students* responded 1 student with *very satisfied* and all the others (80%) of the students with *somewhat satisfied*. On the question *relation to teachers* 2 students (40%) were very satisfied, 2 (40%) students were somewhat satisfied and only 1 student (20%) were somewhat dissatisfied.

The students were given 7 items on different conditions at the primary school: (i) The classroom in general, (ii) Textbooks, (iii) Equipment, (iv) The school building, (v) The school library (vi) The lavatories (vii) Outdoor areas the pupils can use in breaks. On this question all the students responded to be *very satisfied* or *somewhat satisfied* with the environmental conditions. Only 1 student was *very dissatisfied* with the lavatories.

The next question exists only in the German version of the questionnaires.

Secondary School:

2 Students were attending a regular school, 2 attended a special school and 1 of the respondent students couldn't remember.

With regard to the *choice of upper secondary school*, the students were asked to respond on 7 items. They were given four alternatives; *Affect very much*, *Affect*, *Did not affect* and *Did not affect very much*. The median value varied between *affect*, *did not affect* and *did not affect very much*.

- Students respond *affect very much* on following items: My own preferences (2 students), My parents' expectations (2 students), Decisions on choice of secondary school from my friends (2 students), Academic achievement in primary school (2 students), Closeness of school (1 student).
- Student respond *affect* on following items: My own preferences (1 student), My parents' expectations (2 students), Experts recommendations (2 students), Decisions on choice of secondary school from my friends (1 student), Closeness of school (1 student) Features of school that suits my individual needs (2 students).
- Student respond *did not affect* on following items: Experts recommendations (1 student), Academic achievement in primary school (1 student), Closeness of school (1 student), Features of school that suits my individual needs (1 student).

With regard to the *wellbeing in upper secondary school*, 2 students respond *very satisfied* and 2 respond *somewhat satisfied* and 1 student responded *do not enjoy a lot*.

On the question of the *relation to other pupils* in your class all 5 respondent students were very satisfied and on the question of the *relation to the teachers* 1 student was very satisfied and the other 4 students were somewhat satisfied.

The students were also asked about *different conditions at secondary school*: (i) The classroom in general, (ii) Textbooks, (iii) Equipment, (iv) The school building, (v) Outdoor areas the pupils can use in breaks.

Apart from 1 student who was *somewhat dissatisfied* with the textbooks all respondent students were *very satisfied* or *somewhat satisfied* with the *different conditions at secondary school*.

- Very satisfied: The classroom in general (2 students), Textbooks (2 students), Equipment (1 student), the school building (1 student), outdoor areas the pupils can use in breaks (2 students).
- Somewhat satisfied: The classroom in general (3 students), Textbooks (1 students), Equipment (4 student), the school building (3 student), outdoor areas the pupils can use in breaks (2 students).

One question was: *What kinds of adjustments do you have?* (Multiple answers possible).

Possible answers were:

Adjustments in curriculum (4 students)

Adjustments of the knowledge assessment and examination (3 students)

Adjustments in advancement (2 students)

Adjustments of the time organization of classes (4 students)

Adjustments in school equipment (2 students)

One question was: *Which of these adjustments you do not need?* (Multiple answers possible)

Possible answers were:

Adjustments in curriculum (3 students)

Adjustments of the knowledge assessment and examination (1 student)

Adjustments in advancement (1 student)

Adjustments of the time organization of classes (3 students)

Adjustments in school equipment (2 students)

On the question: *What more adjustments do you need?* The pupils asked for more support with studying and reading.

Motivation for learning:

Four items are related to motivation for learning. On the items (i) *Are you interested in learning at school?* 2 students responded with *"In all or most subjects"* and 2 students with *"In many subjects"* only 1 student was interested *"In very few subjects"*. On the item (ii) *Do you do your homework?* 2 students responded with *"In all or most subjects"* and 2 students with *"In many subjects"* only 1 student was interested *"In no subjects at all"*.

On the item (iii) *How well do you like school work?* All 5 students responded with *good*, and lastly (iv) *How well do you like school work?* 3 students responded with *very easy*, 1 student with *quite easy* and only 1 student with *quite difficult*.

Learning:

Six items concerns support for learning, and the students are supposed to choose between *always*, *often*, *seldom* or *never*.

- *How often do you manage to do your homework without asking for help?* Median value *always* (1 responded *always*, 1 responded *often*, 2 responded *seldom* and 1 responded *never*).
- *How often do you understand what teacher is going through and explaining?* (4 students responded *often* and 1 responded *seldom*).
- *How often do you give up when you are doing school work because you think is too difficult?* (2 students responded *often*, 2 responded *seldom* and 1 student responded *never*)
- *Receive help and support from teachers.* (3 students responded *In very few subjects*, 2 responded *in all or most subjects*)
- *From whom do you usually get support and help from?*  
From *teachers* (2 students responded *always*, 2 responded *often*)  
From *pupils in the class* (1 student *always*, 1 student *often*, 1 student *seldom*, 1 student *never*)

One item concern *need for help and support in school subjects?* 3 students responded *in very few subjects* and 2 students responded *in all or most subjects*.

Two items concern the relevance of learning for performance of future work and the life in general. The relevance of *learning for future work* is *very important* for 3 students, *important* for 1 student and *not important a lot* for 1 student. The relevance of the item *learning and life in general* is *very important* for 2 students and *important* for 3 students.

1 student *completely agreed* and 2 students *slightly agreed* on the item *I should have learned other things than what I have learned*.

### Working experiences

Three of the five students (60 %) have working experiences connected to school, and three of the students (60 %) have working experiences from working in school holidays.

Three items concerns satisfaction with the work, the co-workers and the employers. All 3 students with working experience responded *very satisfied* for all three items. The students were asked to specify, and they gave accounts like: “*good relations to the employer*” and “*good relations to the co-workers*”.

Two items concerns the connectedness between work and school: (i) In which degree is knowledge you gain from school useful for you to do your work practice? (ii) When I do my work practice I try to use knowledge I gain from school. In the first case all students responded *very useful* and in the second all students responded *complete agree*.

Three items concerns the students’ level of satisfaction in work experiences during summer holidays, with regard to (i) the work, (ii) *the* co-workers and (iii) the employees. On the first and second item 4 students responded *very satisfied* and on the third item 5 students responded *very satisfied*.

On the item “When I do any kind of paid work I try to use knowledge I gain from school” 2 out of 4 respondent students completely agreed and 2 slightly agreed.

### Expectations for the future:

Six items are concerning what the students’ consider important with regard to the choice of work: (i) My own preferences (*will affect very much* responded by 4 students, *will affect* responded by 1 student), (ii) My parents’ expectations (*will affect* responded by 3 students, *will not affect* responded by 1 student), (iii) Experts recommendations (*will affect very much* responded by 1 student, *will affect* responded by 1 student), (iv) Academic achievement in secondary school (*will affect* responded by 2 students), (v) Closeness of work (*will affect very much* responded by 3 students, *will affect* responded by 1 student, *will not affect very much* responded by 1 student), (vi) Features of work that suits my individual needs (*will affect* responded by 2 students).

Two items concerns the life after secondary school. How important is it to (i) Get a job, (ii) Continuing with my education. On the first item all 5 students (100%) responded *very important* on the second item 3 students responded *very important* and 2 responded *not important at all*.

On the question: *What kind of work you will be able to do after finishing secondary school?* Two students state they will do skilled work as well as unskilled work (e.g. working in an old-age home, as a chef or in a laundry shop).

On the question: *Do you think you will get the kind of job you wanted?* All 5 students reply yes.

## II. Parents

4 out of 5 parents have responded on the questionnaire, which give a respondent rate of 80%.

The first question concerns the *child's wellbeing at kindergarten*.

All 4 respondent parents (100%) *totally agreed* on the 3 items

- Child enjoyed being in kindergarten
- Child had a good relationship with kindergarten teachers
- Child had a good relationships with other children in the kindergarten

All respondent parents (100%) were very satisfied with the environmental conditions at kindergarten.

On question concerning the *child's wellbeing at primary school* the parents responded as follows:

- Child enjoyed being in primary school: 3 parents *totally agreed* (75%), 25% *partly agreed*
- Child had a good relationship with the teachers at primary school: 50% of the respondent Parents *totally agreed* and 50% of the parents *partly agreed*
- Child had a good relationships with other children in primary school: 50% of the respondent parents *totally agreed*, 25% *partly agreed* and 25% *partly disagreed*

The parents were given 7 items on different *conditions at the primary school*: (i) The classroom in general, (ii) Textbooks, (iii) Equipment, (iv) The school building, (v) The school library (vi) The lavatories (vii) Outdoor areas the pupils can use in breaks. On this questions are as follows:

- The classroom in general: 25% of the parents were *very satisfied* and 75% of them were *somewhat satisfied*
- Textbooks: 75% of the respondent parents were *somewhat satisfied* and 25% of the parents were *somewhat dissatisfied*
- Equipment: 50% of the parents were *very satisfied* and 50% of them were *somewhat satisfied*
- School building: 25% were *very satisfied*, 50% of the parents were *somewhat satisfied* and 25% were *very dissatisfied*
- School library: 50% of the respondent parents were *somewhat dissatisfied*, 25% of the respondent parents were *very dissatisfied* (1 missing)
- Lavatories: 25% of the parents were *very satisfied* and 75% of the respondent parents were *somewhat satisfied*
- Outdoor areas: 25% of the respondent parents were *very satisfied*, 50% *somewhat satisfied* and 25% of them were *somewhat dissatisfied*

### *Secondary schooling*

In the German version of the questionnaire the parents were asked what kind of secondary school their child was attending and what kind of 9<sup>th</sup> grade their child was attending.

- 1 child attended a special school and 2 children attended an integrative/inclusive secondary school (1 missing)
- The 9<sup>th</sup> grade was attended by 1 child in a special school (4 missing's)

The following 4 questions of the German questionnaire are different from the English questionnaire, all 4 of them concerning the wellbeing of the child in school and the environmental conditions at school, the first 2 questions are in regard to secondary school and second 2 questions are in regard to the actual school which the children attend during their vocational education. On this questions the finding are as follows:

Wellbeing of e child in secondary school and actual school:

- Child enjoyed/enjoys being in school: Secondary school: 1 of the parents responded with *totally agreed*, 2 of them responded *partly agreed* and 1 *partly disagreed*. Actual school: 100% of the respondent parents *partly agreed*.
- Child had/has a good relationship to the teachers: Secondary school: 3 of the parents responded with *totally agree*, 1 of them responded *partly agree*. Actual school: 75% of the parents *totally agreed*, 25% *partly agreed*.
- Child had/has a good relationship with other pupils in school: Secondary school: 1 of the parents responded with *totally agreed*, 2 of them responded *partly agreed* and 1 of the parents responded *totally disagreed*. Actual school: 25 of the parents *totally agreed*, 50%% *partly agreed* and 25% *totally disagreed*.
- Child receives adapted education (actual school): 50% of the respondent parents *totally agreed* and 50% of the respondent parents *partly agreed*.
- Child shows positive development at school (actual school): 25% of the parents *totally agreed*, 75% of them *partly agreed*.
- Child shows interest in work at school (actual school): 50% of the parents *totally agreed* and 50% *partly agreed*

Satisfaction with environmental condition at secondary school and actual school:

The parents were given 7 items on different *conditions at school*: (i) The classroom in general, (ii) Textbooks, (iii) Equipment, (iv) The school building, (v) The school library (vi) The lavatories (vii) Outdoor areas the pupils can use in breaks. On this questions are as follows:

- The classroom in general: secondary school: 50% of the parents were *very satisfied* and 50% of them were *somewhat satisfied*. Actual school: 75% of the parents are *very satisfied* and 25% of them are *somewhat satisfied*.
- Textbooks: 75% of the respondent parents were *somewhat satisfied* and 25% of the parents were *somewhat dissatisfied*. Actual school: 50% of the parents are *somewhat satisfied* and 25% of them are *somewhat dissatisfied* (1 missing).
- Equipment: 50% of the parents were *very satisfied* and 50% of them were *somewhat satisfied*. Actual school: 50% of the parents are *very satisfied* and 25% of them are *somewhat dissatisfied* (1 missing).
- School building: 50% were *very satisfied*, 50% of the parents were *somewhat satisfied*

Actual school: 75% of the parents are *very satisfied* and 25% of them are *somewhat satisfied*.

- School library: 50% of the respondent parents were *somewhat dissatisfied*, 25% of the respondent parents were *very dissatisfied* (1 Missing)

Actual school: 25% of the parents are *somewhat satisfied* and 50% of them are *somewhat dissatisfied* (1 missing).

- Lavatories: 75% of the parents were *very satisfied* and 25% of the respondent parents were *somewhat satisfied*.

Actual school: 75% of the parents are *very satisfied* and 25% of them are *somewhat satisfied*.

- Outdoor areas: 25% of the respondent parents were *very satisfied*, 75% *somewhat satisfied*.

Actual school: 50% of the parents are *very satisfied* and 50% of them are *somewhat satisfied*.

#### *Learning situation at school:*

The parents were asked to evaluate (agree-disagree) 5 statements concerning the learning situation at school.

*"The classes my child is in are quite and well behaved."* 2 of the respondent parents (50%) *totally agreed* and 1 of them (25%) *partly agreed* (1 missing).

50 % of the parents *totally agreed* that the teachers give clear instructions and have clear expectations and 50% of the respondent parents *partly agreed*.

*"The teacher stimulates my child to learn and to work hard."* 25% of the parents *totally agreed* on this statement, 50% of them *partly agreed* and 25% of the parents *partly disagreed*.

25% of the respondent parents *totally agreed* that the teachers give support if needed; 50% of them *partly agreed* and 25% *partly disagreed*.

*"The way in which the teachers plan the learning/teaching functions well for my child."* 25% of the respondent parents *totally agreed*, 25% of them *partly agreed*, 25% *partly disagreed* and 25% of the parents *totally disagreed*.

#### *Support from parents:*

The parents were asked to evaluate (agree-disagree) 3 statements concerning their own follow-up of their child's schooling.

All 4 parents 100% *totally agreed* on *"I've often talks with my child about how much he/she enjoys school."*

75% of the respondent parents *totally agreed* on the statement that they have to support and help their child with homework. 25% of the parents *partly agreed* on this statement.

75% of the respondent parents *totally agreed* on the statement that they inform school about their child's development. 25% of the parents *partly agreed* on this statement.

#### *Support for parents:*

The parents were asked to evaluate (agree-disagree) 3 statements concerning support and help they get from school.

50% of the respondent parents *totally agreed* that they receive good advice from the school about the support they can give to their son/daughter, 25% *partly disagreed*.

75% of the parents *totally agreed* that they receive good information from school about the

development of their son/daughter, 25% of them *rather disagreed*.

50% of the parents *totally agreed* that they get good information about adaptations for their child, 25% of the parents *partly agreed* and 25% of the respondent parents *totally disagreed* on this statement.

#### *Expectations for the future:*

All the respondent parents (100%) *agreed* on the importance of a job for their child, after finishing school.

75% of the parents would like their child to continuing their education, only 25% of the Parents responded *not important a lot*

25% of the respondent parents *totally agreed* that their child received good knowledge for later employment and is going to perform his or her potential job well, 50% of the parents *partly agreed* and 25% of them *partly disagreed* on this statement.

75% *agreed* that their child is going to find a job of their own choice, 25% of them *partly disagreed* on this statement.

### III. Teachers/school staff (response of 5)

#### General information:

40% of the staff has experience with SEN, between 1-5 years.

2 teachers are mainstream teachers, 1 on general courses and 1 teacher for nursing, 1 Educational Sciences and Sociology, 1 Missing

#### School conditions for SEN (overview of the relevant results):

Condition	Very satisfied	Rather satisfied	Rather dissatisfied	Very dissatisfied	Missing's
Classrooms	0 %	100 %	0 %	0 %	
Textbooks	20 %	20 %	40 %	0 %	20%
Equipment	20 %	80 %	15.8 %	0 %	
School building	0 %	100 %	0 %	0 %	
Library	0 %	80 %	0 %	0 %	20%
Toilets	40 %	20 %	40 %	0 %	
Playground/outdoor areas	40 %	60 %	0 %	0 %	
School climate	100 %	0 %	0 %	0 %	
Smaller classes	0 %	20 %	40 %	0 %	40%
Supervision	0 %	60 %	0 %	0 %	40%
Further education	40 %	40 %	0 %	0 %	20%

Adjustments in curriculum	60 %	40 %	0 %	0 %	
Adjustments in examination	40 %	40 %	0 %	0 %	20%
Adjustments in advancement	20 %	0 %	40 %	0 %	20%
Adjustments of the time	20 %	80 %	0 %	0 %	20%
Adjustments in material	0 %	60 %	0 %	0 %	40%
Counselling offered by int-teacher	0 %	20 %	40 %	0 %	20%
Additional teacher	100 %	0 %	0 %	0 %	
Social worker	60%	0 %	0 %	0 %	40%
Exchange with IVET colleagues	40 %	0 %	40 %	0 %	20%

Table 3: Results of the Austrian questionnaires

Support for students/parents: (overview of answers on open questions)

*How are parents/other caregivers being informed and included in the processes of planning and implementation such an educational course?*

The students are of age, hence three of the following questions are not relevant and remain unanswered.

4 Missings

Below are some statements about how you as a teacher evaluate support and help children/parents. Tick the appropriate box for each statement to show how much you agree or disagree with the statement.				
	Totally agree	Partly agree	Partly/ totally disagree	Missing's
We give parents/guardians good advice for children's best support with their schooling	40%			60%
The school informs parents/guardians about what adapted learning means for children		40%		60%
We teacher support and help the children with homework	60%			40%
We inform the parents/guardians about children's development	40%			60%

Table 4: Results of the Austrian questionnaires

Overview of answers on open questions.

*How do you cooperate with students regarding planning and implementation of an educational course focusing on inclusive vocational training?*

Ongoing discussions for individual support.

4 Missings

*Adapted Learning: How is teaching arranged for students with different abilities/SEN who enter into inclusive vocational training?*

Additional resources to be purchased, currently by the teachers further needs are raised; own curriculum;

3 Missings

Below are some statements about design for all students and adapted learning. Tick the appropriate box for each statement to show how much you agree or disagree with the statement.				
	Totally agree	Partly agree	Partly/ Totally disagree	Missings
Class climate: I adopt practices that reflect high values with respect to both diversity and inclusiveness?	60%	20%		20%
I invite students to meet with you to discuss disability-related accommodations and other special learning needs?	60%			40%
Interaction: I encourage regular and effective interactions between students?	60%			40%
I ensure that communication methods are accessible to all participants?	60%	20%		20%
I assign group work for which learners must support each other?	80%			20%
I assign group work that places a high value on different skills and roles?	20%	60%		20%

Table 5: Results of the Austrian questionnaires

Below are some statements about design for all students and adapted learning. Tick the appropriate box for each statement to show how much you agree or disagree with the statement.				
	Totally agree	Partly agree	Partly / Totally disagree	Missings
Physical environments and products: I ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students.	20%	80%		
I ensure that all potential student characteristics are addressed in safety considerations. Example: Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users.	40%	20%		40%
Delivery methods. I use multiple, accessible instructional methods that are accessible to all learners. Example: Use multiple modes to deliver content; when possible allow students to choose from multiple options for learning; and motivate and engage students—consider lectures, collaborative learning options, hands-on activities, and internet-based communications.	20%	40%		20%

Table 6: Results of the Austrian questionnaires

Below are some statements about design for all students and adapted learning. Tick the appropriate box for each statement to show how much you agree or disagree with the statement.				
	Totally agree	Partly agree	Partly disagree	Totally disagree
Information resources and technology: I ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students.	80%	20%		
I choose materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins.	20%	60%	20%	
I allow adequate time to arrange for alternate formats, such as books in audio format. 20% miss.		40%		40%
Feedback. I provide specific feedback on a regular basis. Example: Allow students to turn in parts of large projects for feedback before the final project is due. 40% Missings		40%		20%
Assessment. I regularly assess student progress using multiple accessible methods and tools. 20% Missings		60%	20%	
I adjust instructions accordingly.	80%	20%		

Table 7: Results of the Austrian questionnaires

Below are some statements about design for all students and adapted learning. Tick the appropriate box for each statement to show how much you agree or disagree with the statement.				
	Totally agree	Partly agree	Partly disagree	Totally disagree
I assess group and cooperative performance, as well as individual achievement. 20% Missings	80%			
Accommodation. I plan for accommodations for students whose needs are not met by the instructional design. Example: Know campus protocols for getting materials in alternate formats, rescheduling classroom locations, and arranging for other accommodations for students with disabilities.		80%	20%	

Table 8: Results of the Austrian questionnaires

Overview of answers on open questions

*in your perspective, what are the greatest obstacles related to offering students a scheduled education for competence in inclusive vocational training?*

I cannot answer yet.

4 Missings

*What conditions have been valid when you succeeded?*

More adjustments and opportunities in inclusive education

Learning progress, positive feedback from the outside

3 Missings

*How is connection to companies regarding inclusive vocational training?*

Good

#### IV. Employers (one Respondent)

*Background information about the company:*

Institution for people with chronical impairment

Number of employees: 25

*Is there a lot of teamwork in your company?*

Teamwork is essential.

*Do employers often work alone?*

Only partial.

Expectations about the competences of the employers:

*Initiative (works independently, initiates work):* Important

*Determination (commits to work, uses resources conscientiously):* Very important

*Dedication (persists, has the power to carry on, is motivated):* Important

*Discipline (follows regulations):* Important

*Accuracy (is punctual, precise):* Very important

*Personal care (dresses properly, is hygienic):* Important  
*Dealing with stress (withstands pressure):* Very important  
*Problem Solving (looks for solutions):* Very important  
*Flexibility (can adapt):* Very important  
*Creativity (innovates):* Very important

Organizational skills and attitudes:

How important do you consider the following items in your company?

*Care for people (takes responsibility):* Very important  
*Care for material (handles carefully):* Very important  
*Care for the environment (recycles):* Very important  
*Personal planning (follows work schedules):* Important  
*Personal work-organization (plans en manages time):* Very important  
*Care for quality (works qualitatively):* Very important  
*Result orientation (revises work):* Very important  
*Work methods (micro level):* Very important

How important do you consider the following items in your company?

*Social attitude (contributes to working community, commits to team):* Very important  
*Leadership (motivates, takes responsibility):* Important  
*Assertiveness (is self-conscious):* Important  
*Communication (technical aspects):* Important

Cognitive skills and attitudes:

How important do you consider the following items in your company?

*General knowledge:* Important  
*Specific knowledge, job related:* Very important  
*Ability to analyse:* Very important  
*Ability to summarize and draw conclusions:* Important  
*Interest in the different elements of the job:* Very important

Other:

How important do you consider the following items in your company?

*The use of public transportation:* Important  
*Behaviour during breaks:* Not so important  
*Creating an effective communication:* Important

## 3.2. RESULTS OF THE BELGIAN QUESTIONNAIRES

The questionnaires were administered to a small sample: 16 students (including the students with special educational needs), 14 parents, 19 staff members. For that reason, we could not do any formal significance-measures. Around 21 % receives GON (integrated education). For the students, one of the teachers clarified the questionnaire within the framework of the project and each question was written together. The staff evaluated the questionnaire as very difficult with a lot of concepts and words they did not understand. Some teachers became even somewhat unsecure about their work. There are important issues to take into consideration.

With regards to the data analysis, the following procedure was installed:

- 1) All the data of the questionnaires were put in 4 different Excel-spreadsheets (students with SEN, parents, staff and employers). These spreadsheets can be found in separate attachments.
- 2) Frequency tables were drawn from each item. These frequency tables can be found in separate attachments.
- 3) Conclusions were made, based on the most obvious results on items, connected with UD00. We did not include results from questions about kindergarten and primary education because we considered the results would not be relevant to the UDL-design.

### I. Students: (response of 16/16)

*In the questionnaire we asked the students what kind of adjustments they need and which of these adjustments they do not need.*

#### a. Accommodations:

- 0 % has adjustments in the curriculum; 56.2 claim no adjustments
- 56.3 % has adjustments in examination; 37.5 % claim no adjustments
- 62.5 % has adjustments in time; 37.5 % claim no adjustments
- 43.8 % has adjustments in organization; 37.5 % claim no adjustments
- 43.8 % has adjustments in material; 37.5 % claim no adjustments

#### b. Motivation for learning:

- *More than half of the students are interested in the subjects: 62.5 % are interested in many subjects; but 31.3 % are only interested in very few subjects.*
- *The majority of students are negative towards homework, but most of the students comply: 37.5 % does not like homework; 56.3 % does not like homework at all and 31.3 % does homework for most subjects; 56.3 % does homework for many subjects.*

#### c. Learning:

- *The majority of the students makes homework independently: 50% makes homework independently; 43.8 % makes homework often independently*  
*The majority of the students understand what the teacher teaches, but ¼ (25 %) don't: 62.5 % understands often what the teacher teaches; 25 % understands seldom what the teacher teaches.*

- *The majority of the students claim no support for some or all subjects: 56.3 % claims need no support of for most of the subjects; 37.5 % claims no need of support for all subjects. What seems to be a positive fact can be questioned: do they realise that they have a need for support; do they know how to ask for support?*
- *If support is given, it comes from teachers (50% often, 31.3 % seldom), peers (37.5 % often, 50 % seldom) and parents (31.3 % often, 43.8 % seldom).*
- *25 % finds learning very important for future work; 50 % finds learning important, 25 % finds learning not so important.*
- *56.3 % finds learning important for future life; 37.5 % finds learning not so important for future life.*
- *43.7 % thinks that other things should have been learned.*

d. Work experiences:

*All of the students have work experience as an apprentice or outside the school. The scores on satisfaction are comparable between all students.*

- *68.8 % is rather satisfied with the internship; 31.3 % is very satisfied.*
- *56.3 % was rather satisfied with colleagues; 43.8 % was very satisfied.*
- *43.8 % considers knowledge, gained at school, useful for work; 50 % considers knowledge, gained at school, not useful for work.*
- *At work, 50 % more or less uses knowledge, gained at school; 50 % does not use knowledge, gained at school.*

e. Expectations for the future:

- *For 75 % of the students, it is very important to have a job after secondary school.*
- *68.75 % think that they will get the job they want.*

Conclusive working points for the program:

*Comprehension:*

- *¼ of the students with SEN seldom understands what the teacher teaches.*

*Engagement:*

- *¼ of the students with SEN does not think learning is important.*
- *37.5 % does not consider learning important for the future.*
- *43.7 % thinks something else should have been learned.*
- *For 68.8 % of the students, continuing education is not very important, for 18.7 % it is not important to continue school.*

## II. Parents: (response of 14/16)

### a. Wellbeing:

- 35.7 % totally agrees that their son/daughter has a good relationship with the teachers, 64.3 % rather agrees.
- 42.9 % totally agrees that their son/daughter has a good relationship with the other students, 57.1 % rather agrees.
- 50 % rather agrees that their son/daughter receives adapted teaching in all subjects and according to his/her abilities; 28.6 % does not agree at all.
- 35.7 % totally agrees that their son/daughter shows a positive development; 64.3 % rather agrees.
- 42.9 % totally agrees that they show interest in the school work of their son/daughter; 57.1 % rather agrees.

### b. School conditions:

- Most of the parents are totally (22.4 %) or rather (62.22 %) satisfied with classrooms, books, material, the library, the school building, toilets, the playground.

### c. Learning situation:

- 21.4 % totally agrees that the teachers give clear instructions and have clear expectations; 71.4 % rather agrees.
- 35.7 % totally agrees that teachers stimulate to learn; 57.1 % rather agrees.
- 28.6 % totally agrees that the teachers give support if needed; 64.3 % rather agrees.
- 21.4 % totally agrees that the teachers plan learning/teaching; 71.4 % rather agrees.
- 78.6 % rather agrees that the class is quiet and well-behaved; 21.4 % rather disagrees.

### d. Support for parents.

- 35.7 % totally agrees that they receive good advice about the support they can give to their son/daughter; 42.9 % rather agrees
- 42.9 % totally agrees that they receive good information about the development of their son/daughter; 35.7 % rather agrees; 21.4 % rather disagrees.
- 28.6 % totally agrees that they get good information about adaptations for their son/daughter; 50 % rather agrees.

### e. Expectations for the future

- 85.7 % agrees with the importance of a job after secondary school.
- 42.9 % totally agrees that their son/daughter received good knowledge for later employment; 50 % rather agrees.
- 28.6 % believes that their son/daughter will find a job of their own choice; 71.4 % rather agrees.

### Conclusive working points for the program:

It is obvious that a majority of the parents are satisfied, although a significant part has still questions or doubts: about adapted teaching, about the positive development of their son/daughter, about the learning conditions, about the curriculum as preparation for work.

III. STAFF: (response of 19/22)

a. General information:

- 100 % of the staff has experience with SEN, 73.68 more than 5 years.
- All teachers are regular teachers, 52.6 % on general courses and 47.4 % on vocational training (3% are internship coordinators)

b. School conditions for SEN (overview of the relevant results):

Condition	Very satisfied	Rather satisfied	Rather dissatisfied	Very dissatisfied
Classrooms	0 %	78.9 %	21.11 %	0 %
Textbooks	0 %	89.5 %	0 %	0 %
Equipment	0 %	78.9 %	15.8 %	0 %
School building	0 %	73.7 %	26.3 %	0 %
Library	0 %	63.2 %	21.1 %	0 %
Toilets	21.1 %	68.4 %	0 %	0 %
Playground	15.8 %	68.4 %	15.8 %	0 %
School climate	36.8 %	57.9 %	0 %	0 %
Smaller classes	0 %	73.7 %	15.8 %	0 %
Supervision	26.3 %	63.2 %	???	0 %
Further education	0 %	52.6 %	10.5 %	0 %
Adjustments in curriculum	0 %	47.4 %	16.7 %	0 %
Adjustments in examination	21.1 %	52.6 %	21.1 %	0 %
Adjustments in lesson plans	0 %	73.7 %	15.8 %	0 %
Adjustments in schedules	15.8 %	52.6 %	15.8 %	0 %
Adjustments in material	0 %	78.9 %	15.8 %	0 %
Counselling from GON	36.8 %	52.6 %	0 %	0 %
Additional teacher	15.8 %	26.3 %	26.3 %	0 %
Exchange with colleagues	0 %	31.6 %	26.8 %	0 %

Table 9: Results of the Belgian questionnaires

c. Support for students/parents: *(overview of answers on open questions)*

- Most of the information from and involvement between schools and parents/students happens through GON (integrated education) and the “zorgcoördinator” (care manager). Direct contact with the school is always possible.
- 36.8 % totally agrees that the staff advises the parents about the support they can give; 52.6 % rather agrees.
- 47.4 % totally agrees that the staff informs parents about adapted teaching; 42.1 % rather agrees.
- 26.3 % totally agrees that the staff support the students with their homework; 73.7 % rather agrees.
- 47.7 % totally agrees that the staff informs parents about the development of their son/daughter; 47.4 % rather agrees.
- Most of the teachers cooperate with the students through personal, individual contact. There is no real consensus on this question. The teachers provide different options.

d. Adapted learning/ universal design:

- On the open question, the teachers provide different options for adapted learning, such as personal contact, structure, clear instructions. GON (integrated education) is mentioned several times.

- Overview:

Statement	Totally agree	Rather agree	Rather disagree
Value for diversity/inclusion	21.1 %	68.4 %	0 %
Conversations with students about SEN	21.1 %	47.4 %	0 %
Interaction between students	52.6 %	47.4 %	0 %
Accessibility for all communication methods	26.3 %	63.2 %	0 %
Group work with mutual support	21.1 %	52.6 %	0 %
Group work with value for diversity	0 %	36.8 %	26.3 %
Physical accessibility	26.3 %	57.9 %	0 %
Safety conditions for all students	5.26 %	73.7 %	5.26 %
Statement	Totally agree	Rather agree	Rather disagree
Use of multiple methods for instruction, student's choice, motivation	21.1 %	73.7 %	0 %
Use of accessible sources of information and technology	33.3 %	66.7 %	0 %
Possibility for the student to prepare for the lesson	26.3 %	42.1 %	0 %
Extra time for alternate formats	21.1 %.	47.4 %	0 %
Feedback adaptations	36.8 %	57.9 %	0 %
Multiple accessible ways of assessment	26.3 %	57.9 %	0 %
Accommodations in instructions	31.6 %	52.6 %	0 %
Assessment of group and individual results	47.4 %	42.1 %	0 %
Accommodations for SEN when needed	26.3 %	57.9 %	0 %

Table 10: Results of the Belgian questionnaires

e. Views about inclusion:

- Teachers give different obstacles for inclusive vocational training. Most common obstacles are: large class groups, high standard curriculum, not enough support/finances, diversity.
- Teachers give different conditions for a successful inclusion, such as GON (integrated education), good communication, resources and finances.

- Teachers express different values and views on inclusive vocation education: some are positive, some are rather suspicious and some have no idea.

Conclusive working points for the program:

*In general, the teachers are rather satisfied with their work.*

*School conditions for students with SEN:*

- *Some teachers are very satisfied about conditions for students with SEN: 1/3 of the teachers is very satisfied about school climate and advices from GON (integrated education), 1/4 of the teachers is very satisfied about supervision*
- *About the other conditions, the teachers are rather satisfied.*
- *Opinions are divided about adjustments in examination and schedules and in some extent (rather negative) about exchange with colleagues about inclusion.*

*UDL/adapted teaching: the majority agrees or rather agrees with the statements (except for group work with value for diversity and safety conditions).*

*Views on inclusion are very diverse.*

#### IV. Employers:

After closer consideration, the Flemish project team came to the conclusion, that the questionnaire would not be meaningful at this moment. The results would not give any significant data, usable as a comparison at the end of the project. As an alternative, the project team will do semi-structured interviews (September, 2013) with the employers to set a baseline

### 3.3. RESULTS OF THE NORWEGIAN QUESTIONNAIRES

The questionnaire for four groups of informants; pupils, parents, teachers (school staff) and employers, are translated from English to Norwegian. In addition, some questions are slightly changed in order to adapt the Norwegian school system. Before we could send the questionnaires to the informants group they received a letter informing about the project and they signed a consent form for to participate in the research project. Because of limited time, only teachers (school staff) received the questionnaire in June. The pupils have summer holiday from June 15 until August 15. Pupils, parents and employers will receive their questionnaire in August.

By October 30, we have received following questionnaires: Teachers/school staff (N= 12), students (N=7, 14 students are participation in the project), parents (N=3). So far, no employers have received a questionnaire.

#### I. Teachers/school staff

##### *Staff experience and staff education*

All of the teachers/school staff has some experience with teaching students with special educational needs. 50 % of the teachers have between 1 and 5 years of experience, 42 % has more than 5 years of experience and 8 % has less than one experience.

25 % of the teachers are trained as teacher in academic subjects, 50 % are trained as vocational teachers and 25 % are holding a journeyman's certificate in VET subjects.

##### *The conditions at school concerning students with disabilities/SEN:*

The teachers were asked to comment on 18 items on different issues regarding conditions at the school on a four-grade scale ranging from very satisfied, somewhat satisfied, somewhat dissatisfied and very dissatisfied. Here the median value is used to show the variance in the replies.

Most answers (10 items) centred on *somewhat satisfied*, indication a slightly positive response. 3 items were given a *somewhat dissatisfied* response. Of these two concerned the physical facilities (building and lavatories) and one concerned the item *transfer to the next level*. While the school is being renovated the items concerning the physical facilities are less important, the negative response on the item, *transfer to the next level* is an important finding. 5 items received a positive response (very satisfied). This concerns the school library, *the size of the classes*, use of *extra teachers*, access to *social adviser* and *collaboration on inclusive issues*.

##### *Information to parents/other caregivers about INVESTT*

42 % of the teachers stated that the parents are informed about INVESTT, 16 % stated that the parents have received little information and 42 % did not know if the parents have received information.

##### *Support and help to parents.*

The teachers were asked to comment on 4 items on different issues regarding support and help to parents on a four-grade scale ranging from *very satisfied*, *somewhat satisfied*, *somewhat dissatisfied* and *very dissatisfied*. Median value is used to show the variance in the replies.

The four statements are:

- We give parents/guardians good advice for children's best support with their schooling
- The school informs parents/guardians about what adapted learning means for children
- We teacher support and help the children with homework
- We inform the parents/guardians about children's development

For three of the items the teachers (school staff) responded *totally agree* and for one item they responded *partly agree*. This indicates that the teachers (school staff) respond that the parents are receiving adequate support and help.

If we look at the three groups of teachers (school staff), there are differences between teachers in academic subjects, teachers in vocational subjects and school staff holding a journeyman's certificate in VET subjects (cf. table 1). The group of staff holding a journeyman's certificate were more positive (median value was *totally agree*), and teachers in academic subjects were more negative (median value was *partly agree*). Teachers in vocational subjects were in between the two groups.

	<b>Median value teachers in academic subjects</b>	<b>Median value teachers in VET subjects</b>	<b>Median value Skilled worker</b>
We give parents/guardians good advice for children's best support with their schooling	2	1	1
The school informs parents/guardians about what adapted learning means for children	1	1	1
We inform the parents/guardians about children's development	2	1.5	1
We support and help the children with homework	3	2	*

Table 11: Support and help to parents

cf. Item 3 in Norwegian questionnaire. N=12. 1=Totally agree, 1.5=Totally/partly agree, 2=Partly agree, 3=Partly disagree, 4=Totally disagree, \*=No answer

#### *Organising and co-operation with students regarding planning and implementation of INVESTT*

The teachers responded that 33 % of the teachers have presented information about INVESTT to students, while 42 % only have presented little or no information. 25 % did not respond in this item.

With regard to the organisation of teaching in INVESTT, 50 % of the teachers said it would be organised teaching in small groups, and 8 % stated they would emphasise practical work and little use of theory. 42 % did not respond on the item.

*Design for all students and adapted learning.*

The teachers were asked to comment on 17 items on different issues regarding design for adapted learning for all students on a four-grade scale ranging from *very satisfied*, *somewhat satisfied*, *somewhat dissatisfied* and *very dissatisfied*. The results are presented as median value.

Two items concerns *class climate*, (i) I adopt practices that reflect high values with respect to both diversity and inclusiveness and (ii) I invite students to meet with you to discuss disability-related accommodations and other special learning needs. Both were given a positive response; *totally* and *partly agree* as median value.

Four items concerns *interaction*, (i) I encourage regular and effective interactions between students, (ii) I ensure that communication methods are accessible to all participants (iii) I assign group work for which learners must support each other and (iv) I assign group work that places a high value on different skills and roles. All were given a very positive response, *totally agree* as median value

Two items concerns *physical environment and products*, (i) I ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students and (ii) I ensure that all potential student characteristics are addressed in safety considerations. Both were given a positive response; *totally* and *partly agree* as median value.

One item concern delivery methods, (i) I use multiple, accessible instructional methods that are accessible to all learners. This was given a very positive response; *totally agree*.

Three items concerned *information resources and technology*, (i) I ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students, (ii) I choose materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins, and (iii) I allow adequate time to arrange for alternate formats, such as books in audio format. All were given a positive response; *totally* and *partly agree* as median value.

One item concern *feedback*, (i) I provide specific feedback on a regular basis. This was given a very positive response, *totally agree* as median value

Three items concerns *assessment*, (i) I regularly assess student progress using multiple accessible methods and tools, (ii) I adjust instructions accordingly, and (iii) I assess group and cooperative performance, as well as individual achievement. They were given slightly positive response, *partly agree* as median value.

One item concerns *accommodation*, (i) I plan for accommodations for students whose needs are not met by the instructional design. This was given a slightly positive response, *partly agree* as median value.

If we compare the responses from the three groups, there is the same kind of differences between the three professional groups as identified in table 1. In questions regarding *class climate* and *interaction* the teachers in academic subjects are more negative compared to

teachers in VET subject, while the skilled workers are more positive. On the other hand, in questions regarding *information technology and resources, feedback, assessment and accommodation*, the teachers in VET subjects are more negative compared to teachers in academic subject, while the skilled workers differ from both teacher-groups.

	<b>Median value teachers in academic subjects</b>	<b>Median value teachers in VET subjects</b>	<b>Median value Skilled worker</b>
Class climate (2 items)	2;2	1;2	1;1
Interaction (4 items)	2;2;2;2	1;1;1.5;1	1;1;1;1
Physical environment and products (2 items)	2;*	2;1.5	1;1
Delivery methods (1 item)	1	1	
Information resources and technology (3 items)	2;2;1	2;2;2	*;1;*
Feedback (1 item)	1	1.5	1
Assessment (3 items)	1;1;1	2;2;2	*;*,1
Accommodation (1 item)	1	2	1

Table 12: Support and help to parents

cf. Question 5-8 in Norwegian questionnaire. N=12. 1=Totally agree, 1.5=Totally/partly agree, 2= Partly agree, 3= Partly disagree, 4=Totally disagree, \*=No answer

*What are the greatest obstacles related to offering students a scheduled education for competence in inclusive vocational training?*

This is an open question and we received 16 statements from 10 of the 12 teachers: Teachers competence (3), Structure, planning and collaboration (4), Contact with employers (2), The physical work environment (3), Resources (1), Dependent on students (3).

An interesting finding is that the teacher only has 3 statements that obstacles are depending on the students, while 13 of the statements are concerning conditions within the school.

*What conditions have been valid when you succeeded*

This is an open question and we received 19 statements from 11 of the 12 teachers: Systematic work with teaching (2); Support from school leaders (1); Resources, class size (4); Relation teacher-student (3); Collaboration with parents (3); Collaboration with employers (1); Work experiences (2); Dependent on student (3).

The same finding goes for the conditions for success, only has 3 statements relate conditions for success on the students, while 16 of the statements are concerning conditions within the school.

#### *How is connection to companies regarding inclusive vocational training*

This is an open question and we received 7 statements from 8 of the 12 teachers: Very good (3); Variable (2); Few employers are motivated (1); Can be better (1).

#### *Summing up the teacher survey*

The general picture is that the responses are on the positive end of the scale. Three issues are worth mentioning:

1. When the teachers are asked about conditions at school concerning students with special needs, they reply that there are constraints with regards to the transfer to the next level. This is an important issue for the course at Gand School.
2. There are differences between the three occupational groups on the questions regarding support and help to parents and design for adapted learning. Teachers in school subjects are more negative, and the skilled workers are most positive while the teachers in VET subjects are positioned in between.
3. The teachers (school staff) do not regard individual issues within students as a critical point for the success of INVESTT programme. Rather they see that obstacles and success is more related to conditions at the school level.

## II. Students

7 of 14 students have responded on the questionnaire, which give a respondent rate of 50 %. This makes the results less valuable with regard to the aim of presenting a valid picture of the students' perspectives.

#### *Age and gender*

Of the 7 students that responded, 2 are girls and 5 are boys, one of the boys is 18 years and remaining 6 students are 17 years.

#### *Compulsory schooling*

All of the students attended regular classes in primary school. At lower secondary school 1 of the students (14 %) attended an alternative class while the rest (86 %) attended regular classes.

On the question *did you enjoy being at primary school?* 5 of the students (72 %) responded *somewhat dissatisfied*, while 1 responded (14 %) *very satisfied* and 1 (14 %) *somewhat satisfied*. The median value is *somewhat dissatisfied*, which is an interesting finding.

On the questions *relation to other students* and *relation to teachers* the median value was *somewhat satisfied* in both cases. However 43 % of the students responded *somewhat dissatisfied* on relation to other students and 2 students were either *somewhat dissatisfied* or *very dissatisfied* with the relation to the teacher. Only 2 of the 7 students responded that they were *very satisfied* with relations to other students and teachers. These responses indicate that a relatively high percentage of the students early received an outsider position in the school community.

The students were also asked about the education in general in compulsory school. The median value is *very dissatisfied*. Only 1 student responded *very satisfied* and 2 responded *somewhat satisfied*. The rest responded *very dissatisfied*. This is also an interesting finding.

The students were given 7 items on different conditions at the compulsory school: (i) The classroom in general, (ii) Textbooks, (iii) Equipment, (iv) The school building, (v) The school library (vi) The lavatories (vii) Outdoor areas the pupils can use in breaks. For all of the items the median value is *somewhat satisfied*.

#### *Upper secondary school*

With regard to the *choice of upper secondary school*, the students were asked to respond on 7 items. They were given four alternatives; *Affect very much*, *Affect*, *Did not affect* and *Did not affect very much*. The median value varied between *affect*, *did not affect* and *did not affect very much*.

- Students respond *effect* on following items: My own preferences, Experts recommendations, Features of school that suits my individual needs.
- Student respond *did not effect* on following items: My parents' expectations, Academic achievement in primary school, Closeness of school.
- Student respond *did not affect very much* on following items: Decisions on choice of secondary school from my friends.

With regard to the *wellbeing in upper secondary school*, the median value is *very satisfied*. 4 students respond *very satisfied* and 3 respond *somewhat satisfied*. This is an interesting finding when compared to the experiences on the responses from compulsory school.

On the question of the *relation to other pupils* in your class and the *relation to the teachers*, the median value in both questions is *very satisfied*.

The students are also asked about *different conditions at upper secondary school*: (i) The classroom in general, (ii) Textbooks, (iii) Equipment (iv) The school building (v) Outdoor areas the pupils can use in breaks. Here the median value is either *very satisfied* or *somewhat satisfied*.

#### *Motivation for learning*

Four items are related to motivation for learning. The median value in all of the items is slightly positive. On the items (i) Are you interested in learning at school? and (ii) Do you do your homework? The median value is *in many subjects*. On the item (iii) How well do you like school work? the median value is *good*, and lastly (iv) How well do you like school work? the median value is *quite easy*.

#### *Learning*

Six items concerns support for learning, and the students are supposed to choose between *always*, *often*, *seldom* or *never*.

- *How often do you manage to do your homework without asking for help?* Median value *always* (2 responded *always* and 2 responded *seldom*, 3 did not respond).
- *How often do you understand what teacher is going through and explaining?* Median value *often*.

- *How often do you give up when you are doing school work because you think is too difficult?* Median value is *seldom*.
- *Receive help and support from teachers.* Median value is *always*.
- *Receive help and support from other students:* Median value is *often*.
- *Receive help and support from parents:* Median value is *often*.

One item concern need for help and support in school subjects? Median value is *in very few subjects*.

Two items concern the relevance of learning for performance of future work and the life in general. The median value for relevance of the learning for future work is *very important*, while the median value for learning and life in general is *important*.

On the item *I should have learned other things than what I have learned* the median value is *slightly agree*.

#### *Working experiences*

Five of the seven students (71 %) have working experiences connected to school, and three of the students (43 %) have working experiences from working in school holidays.

Three items concerns satisfaction with the work, the co-workers and the employee. The median value in all of the items is *very satisfied*. The students were asked to specify, and they gave accounts like: “learning something new” through the work, “good relations to co-workers”, “high expectations” and “support” from the employee.

Two items concerns the connectedness between work and school: (i) In which degree is knowledge you gain from school useful for you to do your work practice? (ii) When I do my work practice I try to use knowledge I gain from school. In the first case the median value is *very useful* and in the second the median value is *complete agree*.

Three items concerns the students’ level of satisfaction in work experiences during summer holidays, with regard to (i) the work, (ii) the co-workers and (iii) the employees. In all items the median value is *somewhat satisfied*.

On the item “When I do any kind of paid work I try to use knowledge I gain from school” the median value is *slightly agree*.

#### *Expectations for the future*

Two items concerns the life after secondary school. How important is it to (i) Get a job, (ii) Continuing with my education. The median value for both items is that it is considered *very important* both to get a job and to continue education.

Six items are concerning what the students’ consider important with regard to the choice of work: (i) My own preferences, (ii) My parents’ expectations (iii) Experts recommendations (iv) Academic achievement in secondary school, (v) Closeness of work, (vi) Features of work that suits my individual needs. The students consider *own preferences* and *individual needs* as something that *will affect very much* their choice, while the *parents’ expectations* *will not affect* their choice. For the remaining three items, *Experts recommendations*, *Academic achievement in secondary school*, and *Closeness of work* they consider that this *will affect* their choice.

On the question *What kind of work you will be able to do after finishing secondary school?* Two students state they will do skilled work, while three state they will do non-skilled work. The same pattern goes for the question *What kind of job you want to do in the future?*

On the question *Do you think you will get the kind of job you wanted?* Four students reply yes while three do not reply the question.

#### *Summing up the student questionnaire*

It is hard to sum up results when only 50 % of the students have replied on the questionnaire. However, the findings with regard to students' experiences in compulsory schooling are interesting. Many of the students did not enjoy being in primary and lower secondary school, and the results indicates that the students' early got an outsider position in the school. This is contrasted with the situation in upper secondary school, where they report of increased wellbeing and good relations with the teachers and other students.

### III. Remaining surveys

#### *Parents*

So far only 3 questionnaires are returned from the parents. Therefore we should wait with further analysis of these. They will hardly give any valid information about parents' situation.

#### *Employers*

So far, no questionnaires are returned from employers.

## 3.4. RESULTS OF THE SLOVENIAN QUESTIONNAIRES

### Methodology

The basic literature, on which we based our work for this report, is the *White Paper on Education in the Republic of Slovenia* (Krek & Metljak, 2011) which is one of the most widely used analysis on the education system in Slovenia. Findings from the aforementioned White Paper are complemented by results from questionnaires filled in May and June by key agents in this area: students with special needs, parents, teachers, and employers.

The aim of this research was to get insight into the situation and determine guidelines for designing and further developing the programme. Due to the small number of units (five students with special needs, five parents, thirteen teachers, and seven employers) it was not possible to perform statistical analyses nor simple frequency divisions; but this was not our intention anyway – as previously mentioned we primarily wanted to gain information through these questionnaires on “where we stand” and “where we want to go” with the design of this programme.

Researchers forwarded the questionnaires via e-mail to the school, which then forwarded them to the persons included in the research. On average it took the respondents from twenty minutes to an hour to fill in the questionnaires. Filling in the questionnaire took the longest with the blind students, where another person wrote down his answers. Questionnaires were prepared for students with special needs to be visually appealing (each mark from one to four had a corresponding smiley face – from happy to sad, which showed their agreement with a certain claim). The questions were also simplified, but with the aforementioned blind student it was not possible to fill in the questionnaire without assistance due to the nature of his disability.

### Analysis of the questionnaires

With the aim of designing an adequate programme which would enable students with SEN to be included into the regular schools more easily and facilitate their entry into the labour market we considered various factors in designing this project, which are – in one way or another – included into the education process. We listed the results of the questionnaires for each of the aforementioned target groups by considering the context of the Slovenian national school system.

#### I. Students with special needs

The research work “*Factors of school efficiency in vocational education*” (Flere etc., 2008) unveiled the following profile concerning students of three-year long vocational schools: they are intellectually less capable, not as successful in school, more attached to pin their own failure on external circumstances rather than their own internal attributes, they turn to help more often not only in the family but also in their circle of friends and in school, they stand out due to their negative self-image, are less satisfied with school and less attached to it, come from families with significantly lower educated parents, and have a weaker bond with their mother than their father.

Our research touched some of the listed factors, whereby it confirmed some assumptions, but not all. Interestingly data showed that students included in the project generally had a positive attitude towards school (they liked to go to school and had good relationships with teachers and classmates) and were motivated to study (they liked to study, do homework, do projects for school). The average marks were even higher for secondary school than with primary school, even though marks were already high there.

They were also generally happy with conditions in secondary school; they found textbooks and school equipment the least pleasing.

They found course material to be quite important for life and for performing their future vocation and accordingly do not agree with the claim that they should be learning about subjects other than those they are studying now.

Data showing on the one hand that students did understand the teacher's explanation and found things they learned at school considerably easy is contradictory to the data showing on the other hand that they often needed help in doing their homework, and the majority of the questioned persons also needed help and support in some classes. They most often received help from their teachers and parents, rarely from classmates.

Various adjustments (see Table 5) enable easier inclusion into regular education programme. The majority of the questioned students had adjustments in the method of knowledge examination and evaluation<sup>1</sup>, adjustments in the time arrangement of classes<sup>2</sup>, and additional expert assistance. There were already visible problems in practice with the latter as *“additional expert assistance is based on a disability defined in a decision on guidance, and does not consider the real child's needs. In many cases it is divided in a teaching and special pedagogic and rehabilitation assistance. The latter is usually performed only by one specialist for a defined disability. When a child has several disabilities or problems in other areas, help for these areas are missing”* (Košir etc. 2011, 288). Problems can also occur with adjustments because they were taught to depend on the help of others (*ibid.*). This is especially important to consider in including students into the labour market, and that is why students should be trained in advance to have as much independence as possible. This will also be one of the most important emphases in the Slovenian programme design.

Notwithstanding all the help and support received by students with SEN, they were unable to gain sufficient knowledge in general education classes (this applies to all students in three-

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<sup>1</sup> Adjustments are implemented by using the means of communication which the individual is most efficient in. Guidelines show that in deaf and hard-of hearing students writing is the dominant way of evaluation and examination, with the blind this is listening-speaking. Students with poor physical condition require a shorter period of evaluation or breaks and rests in-between. Examination and evaluation should be coordinated without surprises. Exceptionally bad days of students should be considered. Examination and evaluation should be planned in cooperation with the student and the PP (Sectoral Commission for vocational and technical education of children with special needs 2004).

<sup>2</sup> Guidelines say that classes should be organised as to consider physical and mental fitness of every student. That is why classes should not be strictly bound to a typical school hour. It should have short intense parts and intermediate breaks and rests when needed. Intense and straining forms of learning should be complemented by more relaxing forms. The sole implementation should include individual specifics of every student (Sectoral Commission for vocational and technical education of children with special needs 2004).

year long vocational schools) (Dular etc., 2011). The level of knowledge has therefore dropped as teachers were forced to adjust criteria.

The wish for further education was nonetheless high – over 70 % of all students continue schooling after the final exam (Dular etc., 2011) (meaning that they enrol into two years of a vocational technical programme which leads to vocational matura). Students who participated in our project were no exception. They wished to continue schooling more than take on employment when finishing an education programme. In accordance with this we added another goal to the goals of our project, that is, *“to enable students to gain adequate qualification which will suffice for further education”*. This is even more important considering the fact that more than half of all students do not complete vocational matura, whereby they are put in an unequal position with students enrolled into secondary technical education programmes, whose success rate in matura is in an unparalleled higher level than with students of the vocational technical education. This is clearly an indicator that three plus two years of education after acquired knowledge do not equal four years of education (Dular etc., 2011).

Aside from insufficient knowledge these students did not reach vocational socialisation and practical competence for independent work. Nowhere did practical training in programmes of secondary vocational education exceed 45 % of teaching content, which should definitely be increased (Dular etc., 2011, p. 234). All students except one in the group which filled in the questionnaire have performed work-related internships. In general, they were quite pleased with their internships – with the work, colleagues, and employer; the important part for them was that the work was interesting and not too hard, and that they received help from others when needed. They found knowledge gained in school important for performing the internship and apply it in their work.

Interestingly none of the students who filled in the questionnaire has performed student work, which could be connected with their abovementioned lack of independence and attachment to help and support from others, due to which student work could present a source of fear of the unknown for them. Here, we have to consider the fact that due to the current economic situation in the country student work is less interesting for employers and that is why candidates for performing student work consequently have a harder time in getting a job.

Generally students included in the project were optimistic about their future and almost all believe that they will get the job they want. Their work aspirations were mostly connected with their field of expertise for which they were educated. The most important factor when choosing a job will be the location of their workplace, and especially their own wishes and characteristics of the employment which correspond to their specific needs.

## **II. Parents**

If we already determined with students that they ranked their well-being and conditions in primary school and secondary school highly, then evaluations from parents were even a bit higher, which applies for all levels of education. Even secondary education was no exception as conditions in the secondary school attended by their child and the child's well-being had also received high marks from parents. The point they agreed on least was that their child is receiving adjusted education in all classes according to their abilities and capabilities. Teachers explained that in some cases – when a child does not stand out as much in class or has some special needs which are not visible on the outside (for example: has emotional

and behavioural disturbances) it can occur that they “forget” that this child has some sort of special need and requires additional adjustment.

Parents perceived the mood in the classroom as very good, whereby they gave the lowest marks to order and peace in the classroom. This complies with the findings of teachers saying that they see problems with concentration in children they teach one of the main problems and obstacles in implementing an education programme.

The only area where the parents' marks were not as high was that of their own monitoring of their child's schooling, which is on the level of providing help when doing homework and regularly notifying the school about a child's learning progress. The low level of parental involvement in doing homework is necessarily not something negative as we can also understand this information in the sense that students are more independent in this chore and do not require this type of help. But data from questionnaires filled out by students, showed that this is not the case – their answers prove that they do need help in writing their homework.

Schools should provide parents with complete information on a) a child's progress or learning achievements, capabilities, and the level of adjusted behaviour of a child, b) educational needs of a child, c) characteristics of various education programmes, d) opportunities for further education and employment, e) rights arising from social and medical assistance and other rights, f) obligations arising from legislation. It is important that communication between parents and the school runs in a way that enables cooperation of parents in planning help options. Data on the national level shows that most parents cooperated in designing an individualised programme, but data also unveils that they did not know it well (Košir etc. 2011). Our research showed that parents ranked help and support received from school highly.

Parents were – similar to their children – positive and optimistic about the future of their children and – same as their children – had a larger desire for them to continue schooling rather than get employed.

### **III. Teachers**

The structure of students in secondary vocational schools has been changing in the last few years. More students with special needs have been enrolling into secondary programmes with adjusted implementation and adjusted programmes. This is how we noted 900 students in 2000, and in 2011 this number went up to 3,814 students (it is true that the number of Decisions on directing children with special needs has been increasing) (SURS, 2013).

The key problem for teachers was therefore related to their inadequate training for teaching students with special needs and adjusting teaching techniques to their specific needs (Košir etc., 2011). Our research also confirmed this, where it turned out that only one teacher (from a total of 12 teachers included in the research) had any additional knowledge necessary to work with students with SEN.

Experts believe that we mostly do not find the best conditions for implementing a programme with adjusted implementation in schools along with additional specialised help. Equipment is also mostly inadequate and implementing specialised pedagogic help is – due to insufficient knowledge and experience of some specialised pedagogues or because a special

pedagogue is not available in remote schools – largely hindered (Košir etc., 2011). Teachers marked conditions at schools relating to teaching children with special needs with relatively high marks, except for the following: norms for reducing the number of students in a class, adjusting the syllabus, exchanging knowledge and experience on inclusive vocational education with other teachers, textbooks, and guidance-counselling. Therefore, more attention should be paid to the aforementioned factors in the future.

Successful work with students with special needs requires the teachers to know the students' specific needs and be familiarised with their situation. That is why communication between teachers and students is exceptionally important. Teachers' answers showed that communication between them and the students' parents was good, the majority also believed that parents were informed and included in the planning and implementation processes of the education programme through various meeting (for example: parent-teacher meetings, office hours, joint meetings of the departments teaching committee, form masters of guidance counselling, students with special needs and parents), office hours, guidance counselling, etc.

According to the teachers students were quite included in the education programme via meetings, conversations with teachers, the department community, and individualised programmes. In the latter, experts warn of the problem arising in practice as there are no guidelines or instructions for the production of individualised programmes on how the schools are supposed to design time, what they should include, how they are supposed to implement legal provisions and that is why each school does this in their own way (Košir etc., 2011, p. 294).

Based on the teachers' answers, planning work for all students is marked with a lower emphasis on mastering different skills and roles at work in groups, enabling students the opportunity of preliminary insight into assignments before school start and allowing enough time to prepare and use alternative aides

Among the main obstacles in ensuring inclusive education the teachers listed inadequate norms, lack of sufficient teaching material and too extensive subject material which the students were supposed to master in a year, and students themselves (in the sense of their lack of motivation for work and difficulty due to behavioural problems). When they were able to ensure inclusive education in spite of it all, the following conditions proved to be most relevant: adequate norms and work in smaller groups support from management, the importance of individual work.

Teachers were far less optimistic about the future of their students than the students themselves. In their opinion students will have difficulties in finding employment and in that sense the connection between schools and employers is also bad. Here we see the need for strengthening the activities of planning and managing careers as there is currently an insufficient and non-systemized number of hours intended for counselling activities. Lack of counselling activities in the curriculum of secondary schools regarding goals, contents and methods is also visible. The inadequacy is also visible in the training of teachers and school counselling workers for this field (Košir idr, 2011).

According to data gained with the help of questionnaires filled in by teachers, we can summarize that they use UD (Universal Design) and RA (Reasonable Accommodation) in their work points presented in the table below.

UD	RA
Students with SEN included in regular classes as other students	Additional expert assistance for students with SEN
Explanations in a manner understandable to students with SEN and other students alike	Extended time in knowledge assessment
Teaching in the form of working in groups, whereby the meaning of managing different skills and roles comes to show where students provide support for each other	The chance of individual knowledge assessment and evaluation
Communication methods necessary for teaching available to all students	Teachers are available to students for discussions on special adjustments and other subjects regarding their special needs
Encouraging regular and efficient interactions between students	Planning adjustments for students with SEN
Assuming values pertaining to diversity and inclusion	
Physical environment and material available to all students (meaning activities, teaching material, and equipment)	
Considering the safety issue (for example using teaching aids safe for all students including those with special needs)	
Using different teaching methods available to all students (for example enabling students to choose between different methods of studying; motivation and encouraging students: via lectures, online communication, studying in groups, etc.)	
Making sure that information sources and technology are interesting, adjustable and accessible to all students (for example teaching material, notes, and other information sources)	
Ensuring feedback information to students on their work	
Regular assessment of learning progress of students with the help of various teaching methods	
Giving instructions about different characteristics of students	

Table 13: UD in RA and teachers' work ( those indicators are considered where the average of answers on a scale of 1 to 4 – whereby 4 means the highest, and 1 the lowest mark – was higher or equalled 3).

#### IV. Employers

All employers who filled in the questionnaire did not employ students from the School of Economics Celje – general secondary high school and secondary school (the school that

participates in the INVESTT project). We therefore had to adapt the questionnaire a little. We did this by not only asking how satisfied employers were with different competences of employees who were schooled at the aforementioned school, but also adding questions on how important they found the listed competences in employees in general. We were able to compare the meaning attributed by employers to certain characteristics of employees and to which extent these actually reflect in employees who came from the school that participates in this project.

Companies that cooperated in our research vary considerably from each other (in number of employees: from a minimum of two to up to 4,300 employees, as in activities they perform: sales, care services with people, education, business counselling), but they still gave very similar answers meaning they have similar expectations from their employees.

Competences and characteristics which employees should possess – according to employers – are shown in the table below. Blue marks the spaces where the idea of employers on employees matches the actual state of things. We need to mention that employers also ranked other characteristics of employees highly, but table 8 only considers those with the highest mark.

<b>Ideal profile of an employee</b>	<b>Characteristics of employees schooled at the School of Economics Celje – general high school and secondary school</b>
Handling stress Discipline (obeying rules) Solving problems (finding solutions) Flexibility (the ability to adapt) Initiative (independence, self-initiative performing tasks) Punctuality and precision Work commitment (persistence, motivation)	Flexibility ( the ability of adapting)
Work organisation (following through tasks in agreed upon time) Care for quality performed work Goal-orientation Work planning (considering a work plan)	Care for people
Self-confidence Attitude towards other employees in the company (the ability of teamwork)	Relationship with other employees in the company (the ability of teamwork)
Specific, job-related knowledge Adequate behaviour in time of breaks	Specific, job-related knowledge The ability to summarize and form conclusions The ability to use public transportation
Tolerance of different people, tolerance	Tolerance of different people, tolerance

Table 14: Comparison between an ideal profile of an employee with the actual situation according to the estimation of employers

As shown in table 8 characteristics of employees who trained at the aforementioned school in Celje match the images of employers to some degree, but in some parts fail to meet the criteria (but as said these are not major deviations as employers also ranked other characteristics of employees very highly).

Interestingly employers ranked specific work-related knowledge in their employees who come from the mentioned school highly as the research from 2011 showed that less than half of employers believed that schools can train students for a vocation. In secondary schools more hours should be used for practical training for a vocation, which should be performed by employers and mentors at a verified learning area at school according to employers. Currently practical education for secondary vocational education is performed at school and with the employer (Dular etc., 2011).

A challenge for our project will be how to ensure that students with SEN are interesting for employers in the current economic crisis, as the rest of the young population has a hard time gaining employment. Here it would be especially important that the state would ensure proper stimulation for employers. In Slovenia there are stimulations for employing disabled persons in the form of awards for exceeding quota, paying costs of services in the supporting employment and exemption of payment of contributions for PDII (Pension and Disability Insurance Institute of the Republic of Slovenia). Aside from that employers in Slovenia who employ more than 20 employees, are obligated to filling a quota for employing disabled persons (Fund of the Republic of Slovenia for Promotion of employment of disabled persons 2013). In practice employers would most often rather pay the contribution than filling in a quota.

Communication between employers and schools is also important. Employers cooperating in our research estimated that communication between them and the school in Celje worked well, but they wished to gain a bit more information on students from the aforementioned school which should be a good thing to consider in the future.

## 4. Recommendation and Conclusions

In the following part of this paper every country gives their recommendations based on the project.

### 4.1. RECOMMENDATIONS OF AUSTRIA

#### A general description

The implementation of UD in Austria will take place in two steps. The first year we have five students with SEN in an Introductory Course, which means, that they are actually integrated in a full training for „Fachsozialbetreuung“, but they participate only in certain subjects and do less practical training.

The next step in the second year will be the implementation of the inclusive training „Fach-Sozialhelfer/in“ and „Heimhelfer/in“ which will start in September 2014 with up to 16 students with SEN or other disabilities.

#### Inclusive teaching methods

- Teamteaching
- Students working in small groups
- „Klassenrat“, a method to discuss the actual situation at school
- Special learning situations
- Offer different ways of learning
- Excursions
- Communication-days at the beginning of the winter-semester

#### Curriculum adjustments

In the first step we designed a curriculum for our Introductory-Course-students, which is a sector of the full curriculum for the inclusive course (IBB plus), starting in September 2014. The Introductory-Course-students participate a few subjects in a regular course with focus „Behindertenbegleitung“ for employed persons.

The subjects are General Basics (German), Basic knowledge on nursing, Immersion/Deepening teaching and a practical training for 200 hours.

For each of these subjects we defined learning targets as, e.g., „I learn to write down things I have experienced“ or „I am learning to speak about problems“.

Secondly we defined the skills, the students should reach.

(„I can describe, what a group is“ or „I am learning to work correct and hygienic“)

And third we described the competences, the students will reach.

(„I am responsible for the proper washing of my hands“ or „I recognise when people want something or need something“)

### Structural/organisational measures

- Informative meeting in spring for interested people (students with SEN, their parents or guardians, employers, mentors in the practical field)
- Additional value-units for team teaching
- Organisation of an additional room for the immersions (deepening teaching)
- Acquisition of various teaching aids (books, software, etc.)
- Creation of a timetable for Introductory-Course-students in the regular timetable of the course
- Regularly meetings of the teachers from the teams
- Weekly meetings of the project-team

### A revision of the evaluation methods

- “Pensenbuch” (After a self-assessment on learning on general, in this „Pensenbuch“ the targets, skills and competences, the students can reach are described; instead of tests and certification the students achievements are described in four categories („yes“, „no“, „with this support“, „we didn` t talk about at school“)
- Ongoing oral evaluation
- Electronic evaluation once per term on a platform called “Qibb” ([www.qibb.at](http://www.qibb.at))
- Questionnaires from our project partner (University of Salzburg)

### A list of reasonable accommodation measures

- Immersions (deepening teaching) on the theory once a week with a teacher from school.
- Teaching aids are a “BIGtrack” (a special computer mouse) and special computer keyboard.
- Easy-to-read worksheets.
- Constant mentoring during the internship.
- The students get regularly visits from the internship accompanying teacher during the internship.
- Supervision for the students by the internship accompanying teacher.

## 4.2. RECOMMENDATIONS OF BELGIUM

### General conclusion:

Based on a number of rather striking results on the questionnaires, viewed in the UDL-framework we conclude that we will put the focus of the first actions in the first phase on the sensibilisation process of teachers and parents and on the engagement-principle for the students.

### Design of action research:

For each UDL-action, we will write a research-question and explore this in the following format (*source Sanneke Bolhuys*):

Research question	<i>What is your question?</i>
Co-researchers	<i>How will they be involved?</i>
Subjects (participants)	<i>How will they be involved?</i>
Other stakeholders	<i>What do you/they expect?</i>
Sources of expertise and information	<i>Research evidence?</i>
What data and how to collect	<i>What type(s) of data collection?</i>
Data analysis	<i>Measures</i>
Conclusions	<i>Outcomes</i>
Communication and reporting	<i>Communication plan</i>

Table 15: Belgian research design

### **Action 1:**

Based on a study (see article “Effects of Training in Universal Design for Learning on Lesson Plan Development”, Spooner et al), with the following conclusion “... a simple introduction to UDL can help teachers to design a lesson plan accessible for all students.....” the Belgian partners decided that our first action would be this introduction. We developed a two-hour session on UDL for the staff of the involved class groups. This session will be presented in October 2013.

### **From UD00 to UD01:**

After the sensibilisation phase (action1), supplemented with new ideas from the UDL summer course in the CAST Institute (Marleen Clissen will attend this course in August 2013), and proposals from the staff, a more extensive and detailed timeline will be developed.

Subsequently, all further actions will be based on a diversity-blueprint and inventory of actual accommodations (see figure 1) and will be developed in the following way:

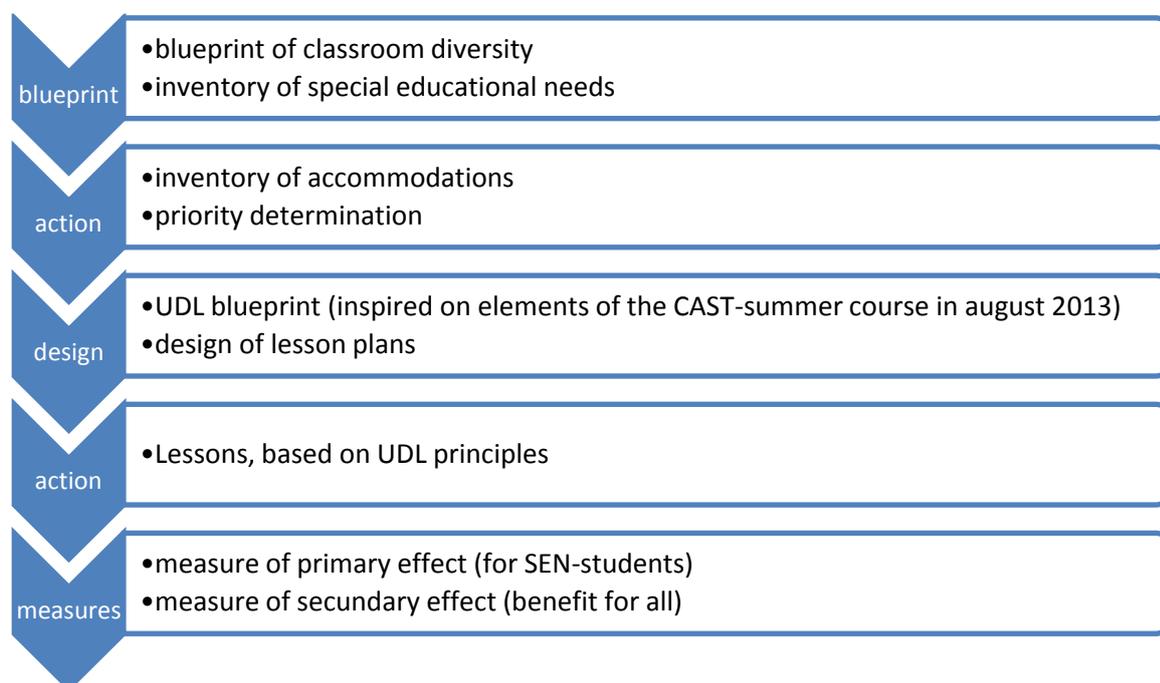


Figure 1: Development plan

### Recommendations:

Based on careful conclusions, drawn from the questionnaires, we would recommend an important phase of sensibilisation. Teachers need to be consciously aware of the diversity in their classroom and the challenge and chances it can offer. The opinions about inclusion are very often diverse and a lot has to do with fear: fear of change, fear of the unknown, and so on. Understanding the framework of Universal Design and the benefits it offers is a process, and from the point of view of the daily work of the teacher, it offers a very attainable way of teaching. But as pointed out: this is a process that leads to another way of thinking about teaching.

Next to this sensibilisation, we value highly an inquiry stance: teachers need to learn to work evidence based, ranging from learning spontaneously (as an aspect of living) to practitioner research (as a professional learning strategy). That is why we promote the action research design. This way, we will be able to explore the opportunities and benefits of UDL in a structured and evidence based way.

## 4.3. RECOMMENDATIONS OF NORWAY

In this part we will refer to the Paper UD00. This paper summarised the recommendations for the project based on the principles of Universal Design and Reasonable Accommodation.

### 1) A division of tasks

#### Tasks and responsibilities Gand School

- Pupils education plan, evaluate and revise pupils' IEP
- Education plan 2013/14 (WHAT to learn).
  - Key notion: FYR<sup>3</sup> (Core subjects, vocational orientation and relevance)
  - Individual, class time table
  - Teaching in core subjects and program subjects
  - Learning book [no: opplæringsbok]
- Learning areas 2013/14 (WHERE to learn)
  - In segregated/integrated areas (classrooms/workshops)
  - Study workshop [læringsverkstedet]
  - In enterprises, training agreement [no:opplæringsavtale]
- Participation in school
  - Identifying issues that constrains the pupils participation in school community and learning arrangements
  - Strategies for enhancing pupils' participation in school community.

#### Tasks and responsibilities Statped vest

- Making a plan for supervision
  - Pupils issues
  - Curricula issues
  - Organisational (class/school) issues
- Presenting a model for "consequence pedagogy"
- Presenting experiences from similar work/projects – what are relevant success factors

### 2) Inclusive teaching methods

This includes a variety of activities and learning arrangements.

- Use of study workshop [studieverkstedet], where regular and project pupils are studying and learning in a common learning arrangement.
- Taking point of departure in what all of the pupils is a part of within the regular education. This implies (cf. Gand paper, Ljubljana May 3-8):
  - Implementing basic competences [no: grunnleggende ferdigheter].
  - Use the 2+2 structure
  - Use FYR (core subjects, vocational orientation and relevance)

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<sup>3</sup> FYR refer to the Norwegian term Fellesfag, Yrkesorientering og Relevans [Core subjects, Vocational orientation and Relevance]

- Vary number of pupils in groups
- Strategies for enhancing pupils' participation in school community.

## 2) Curriculum adjustments

All of the pupils in the extended workplace classes have an IEP in all subjects when they enter upper secondary school (in fact this is a requirement for entrance in these classes). A key issue in the project is to improve the pupils' possibilities for qualification for training contract. This implies that they need teaching and grades in a number of school subjects (both core subjects and programme subjects).

## 3) Structural/organisational measures

- Parents meeting at the beginning of the school year, informing the parents about the INVESTT project.
- A meeting every week in the project team at Gand School
- The pupils will be divided into different year groups and subject groups according to what subjects they are to take according to their IEP.
- As many as possible qualify for training agreement in the course of year two (the first project year).
- As many as possible into Training candidature system or apprentice contract in year three (project year two).
- The Practice coordinator is responsible for facilitate contact between the school/pupils and the employer.

## 4) A revision of the evaluation methods

- Each term the pupils are evaluated through a report written by the contact teacher. The report says something about how and if the pupil has reached the goals/competences set up for them in the IEP.
- Use of Learning book [opplæringsbok]
- The Individual Education Plan (IEP) is supplemented with a new ICT log system developed by the school owner (the school authorities in the county)

## 5) A list of reasonable accommodation measures

Gand School has made a list of different tools to be used in the project; primarily the two years in school and the first year in enterprise (cf. Gand paper).

- A focus on basic competences in the various curricula subjects
- Use of learning book [opplæringsbok] and the use of European Qualification Framework (EQF) and the Norwegian Qualification Framework (NQF).
- Use of learning agreement [opplæringsavtale]
- Organisational work related to time schedule and collaboration
- Progression in subjects and learning
- Enhanced focus on IEP
- Use of Practice coordinator [praksiskoordinator]
- Making plans for teaching and learning in core subjects
- Operationalization of curricula aims for individual pupils
- Making a system for absence and behaviour, "consequence pedagogy".[no: konsekvenspedagogikk]
- Close school- home collaboration
- Making a system and routines for key concepts: emotional support, learning support and organisational support.

#### 4.4. RECOMMENDATIONS OF SLOVENIA

Based on current experience we are offering the following proposals to design the programme which complies with the goals of the INVESTT project:

- Before starting the programme design, familiarisation with the current situation is necessary to see which problems the students with SEN are facing and how they connect with other agents. That is why it is recommended to use the case study method as they can precisely study the situation this way and gain insight into how various agents are connected to each other and how they affect each other. It is recommended to consider as large a circle of agents around the students with SEN as possible, their parents, teachers, classmates and employers and social providers, as we have done in the framework of our project.
- In planning the programme we do not have to start with radical changes in the existing programme as smaller changes and adjustments suffice. Often teachers for example through years of practical work with students with special needs/SEN subconsciously develop adjusted teaching methods, but do not realise it. With the support of a specialist or in the framework of education they can become aware of them and expand and transform them to benefit all the other students in the class. Example: the last part of the school hour when the students with SEN lose concentration should be spent performing more dynamic activities such as working in groups and more practical tasks, etc., which would also benefit other students in the class as they become tired come the end of the class.
- Teachers have a very important role in the process of the programme design. That is why it is of extreme importance that teachers receive the required attention in the sense of education and training for work with the mentioned target group. This is especially important in cases such as in our national school system where the school faculty does not get informed about contents in this field during their training for this profession. To start with it would be recommended to implement various training and workshops for teachers run by competent specialists.
- All other agents in this field should be trained. Other students in the class, parents, and employers should also be educated on the importance of inclusive education along with teachers. It is recommended to produce some sort of guidance or manuals for all the listed target groups that would be available in an easy to read version.
- In order to come as close to UD as possible we propose the following:
  - o Explaining learning material should be performed in a way that is understandable for students with SEN as well as other students
  - o Teachers should use various teaching methods in their work and these should be available for all students (for example: enable students to choose between different ways of learning; motivating and encouraging students with: lectures, online communication, studying in groups, etc.)
  - o Teachers should also incorporate work in groups into their teaching, where managing different skills and roles are important and where students offer support to one another. This is especially important for countries that have a

school system similar to Slovenia, where – as evaluated by teachers – norms for lowering the number of students in the class are inadequate. With a larger number of students in a classroom, lessons can usually run more easily if students are divided into smaller groups

- Teachers should evaluate individual achievements of students as well as their work in groups
  - Teachers should make sure that methods of communication for laying down teaching material accessible to all students
  - Teachers should make sure that the physical environment and material is accessible to all students (for example activities, learning material, and equipment)
  - Teachers should make sure that information sources and technology are interesting, adjustable and accessible to all students (for example: learning material, notes, and other information sources)
- In order for students with SEN to be included into the regular education system certain additional adjustments are required (RA). In accordance with practices existing in the Slovenian education system, we propose the following:
- Adjustments in the curriculum
  - Adjustments in the method for knowledge evaluation and assessment
  - Adjustments in advancement
  - Adjustments in time arrangement of classes
  - Adjustments of school equipment
  - Providing additional expert assistance for SEN

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