



Education and Culture DG

Lifelong Learning Programme



Developing “A Roadmap To Inclusion”: Mapping Policies and Cultures to Champion Inclusion For SEN Students in Vocational Education and Training

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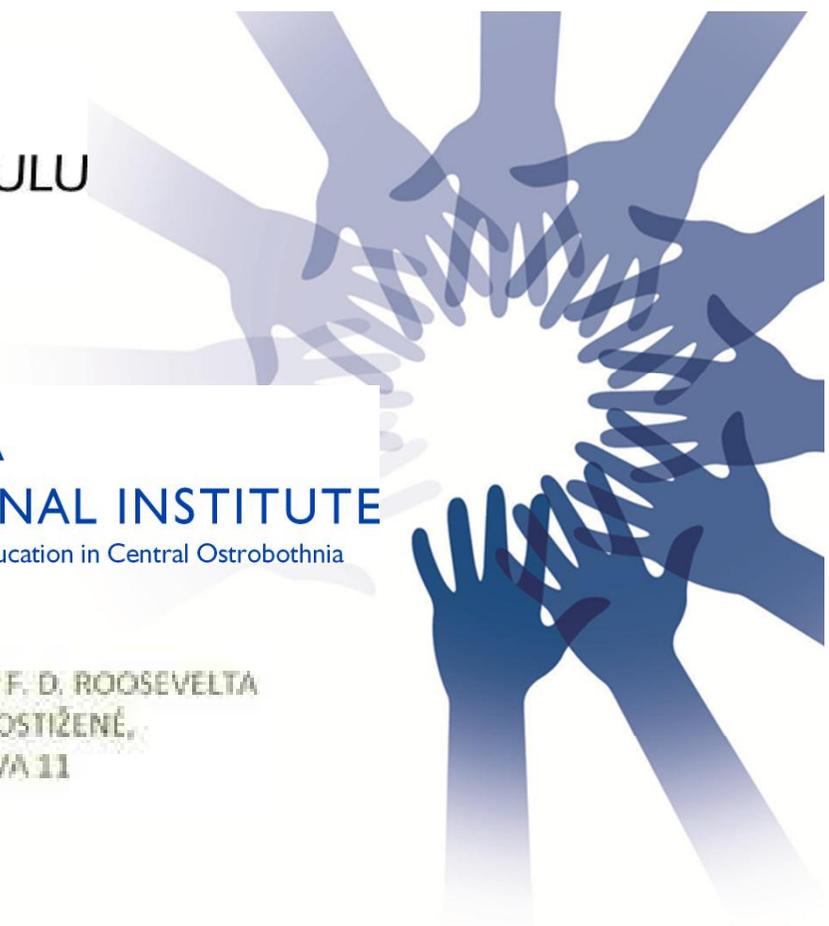


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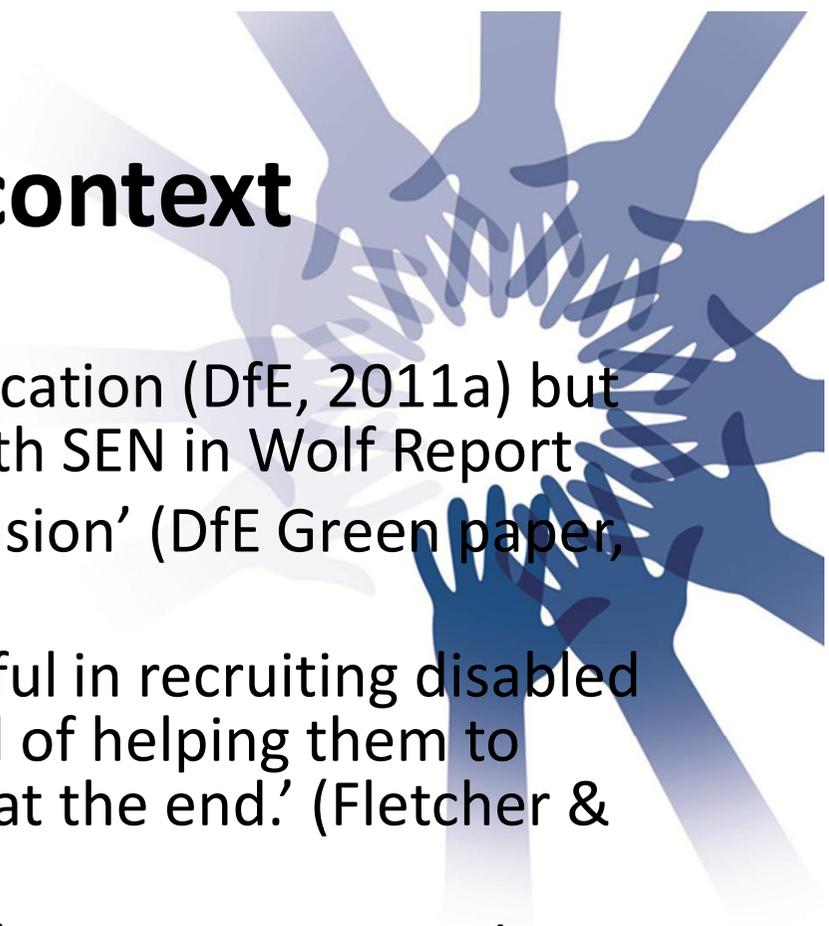


Moving towards inclusive learning environments in vocational education



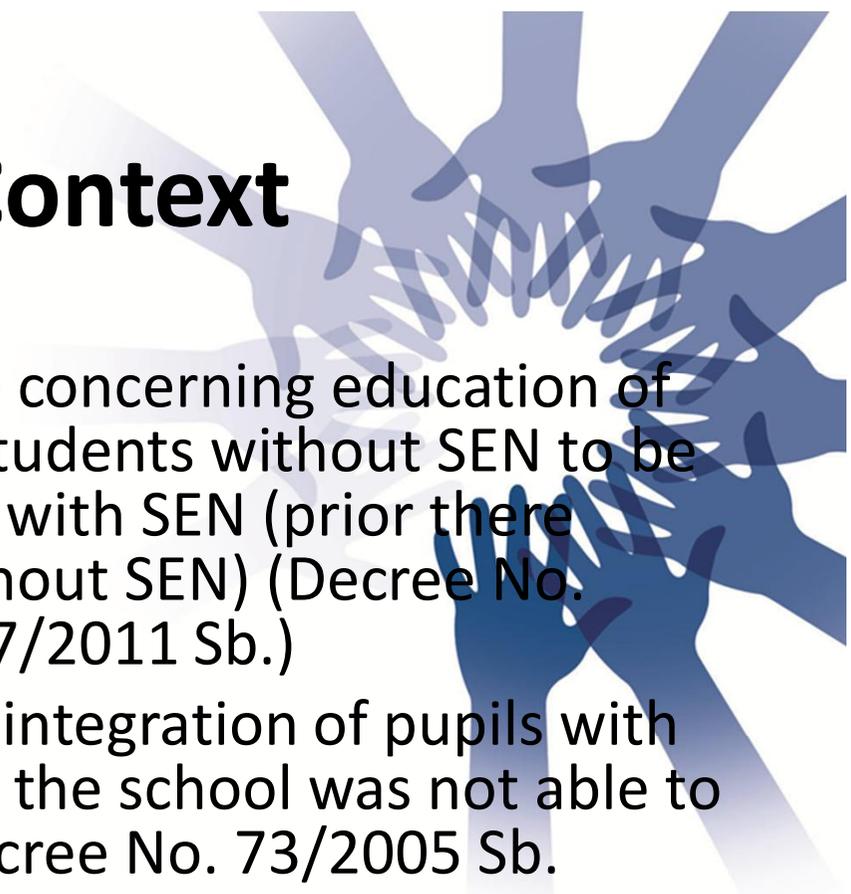
- 2 year project
- Funded by the European Commission
- Partner countries: England, Finland, Czech Republic, Estonia
- A university and a VET (Vocational education and training) or FE college in each country
- First time that an approach of this nature has been systematically developed for post-compulsory education/vocational education
- Dissemination is an integral part of project

The English context



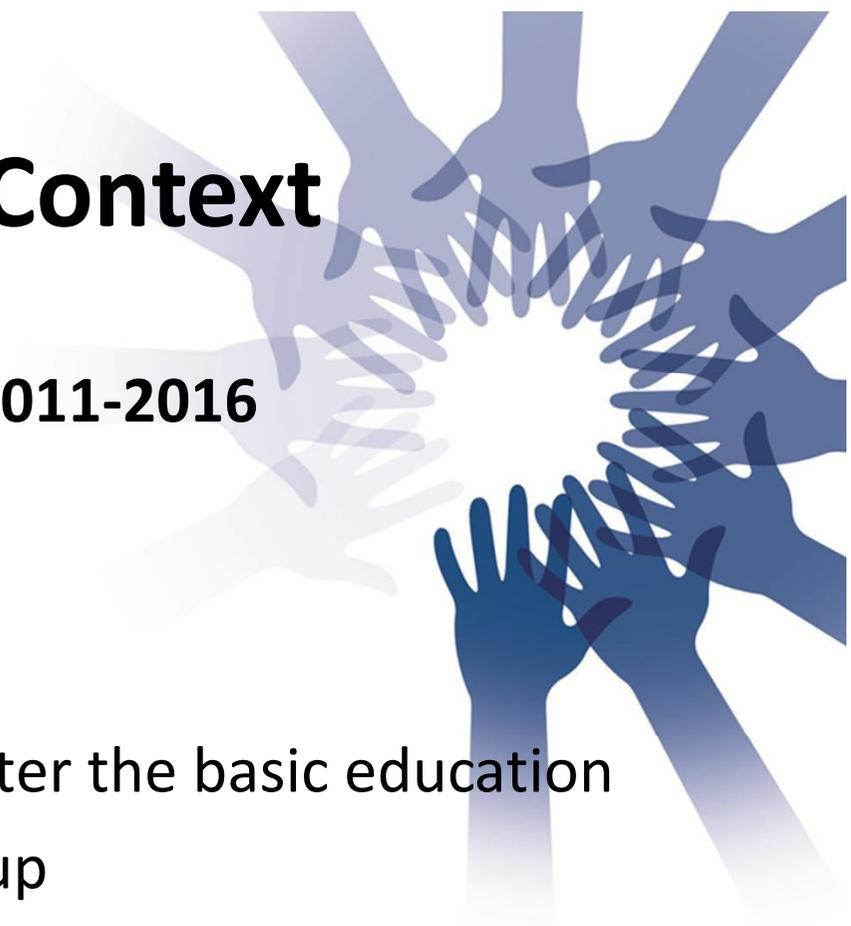
- Prioritising 16-19 year olds in education (DfE, 2011a) but very little mention of students with SEN in Wolf Report
- Policy to remove the 'bias of inclusion' (DfE Green paper, 2011)
- 'The FE sector is not only successful in recruiting disabled learners; it also has a good record of helping them to remain on course and to achieve at the end.' (Fletcher & Munoz, 2006)
- Public accounts committee (2012) – concerns over the way FE for Students with SEN 16-25 is organised and funded.
- Ongoing concern with rising NEETS (Not in employment, education or training) New statistics released yesterday: 954,000 16-24 year olds

The Czech Context



- Latest amendment of the decree concerning education of pupils with SEN does not allow students without SEN to be educated in schools for students with SEN (prior there could be up to 25% of pupils without SEN) (Decree No. 73/2005 Sb. amended by No. 147/2011 Sb.)
- Schools cannot refuse individual integration of pupils with SEN (prior it was possible in case the school was not able to ensure sufficient conditions) (Decree No. 73/2005 Sb. amended by No. 147/2011 Sb.)
- Due to population development overall number of students is decreasing, the greatest decrease can be observed in VET colleges. As a result of these population changes and economic pressure, VET colleges with lack of students are being closed down or merged with other schools.

The Finnish Context



**Development Plan for Education 2011-2016
(Ministry of Ed.)**

Vocational education:

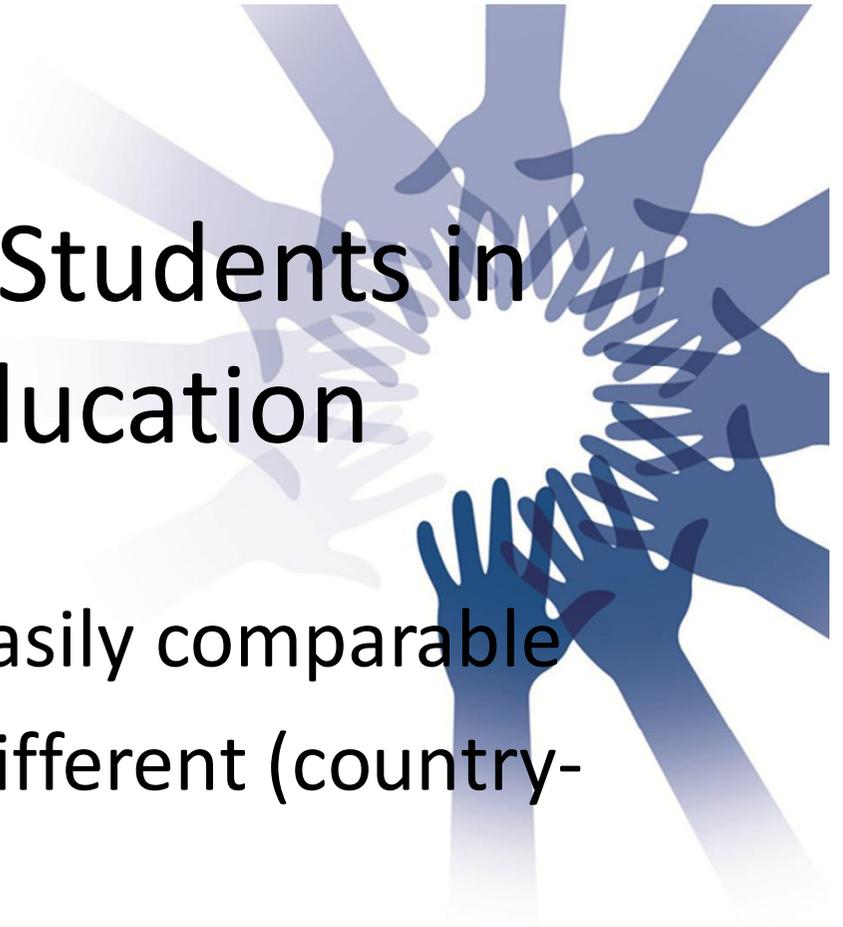
- Educational guaranteed for all after the basic education
- Education for the whole age group

Main goals:

- to give knowledge and skills needed in working life
 - preparation for life
 - prevention of marginalisation
- Equality of education: inclusive settings.

Statistics of SEN Students in Vocational Education

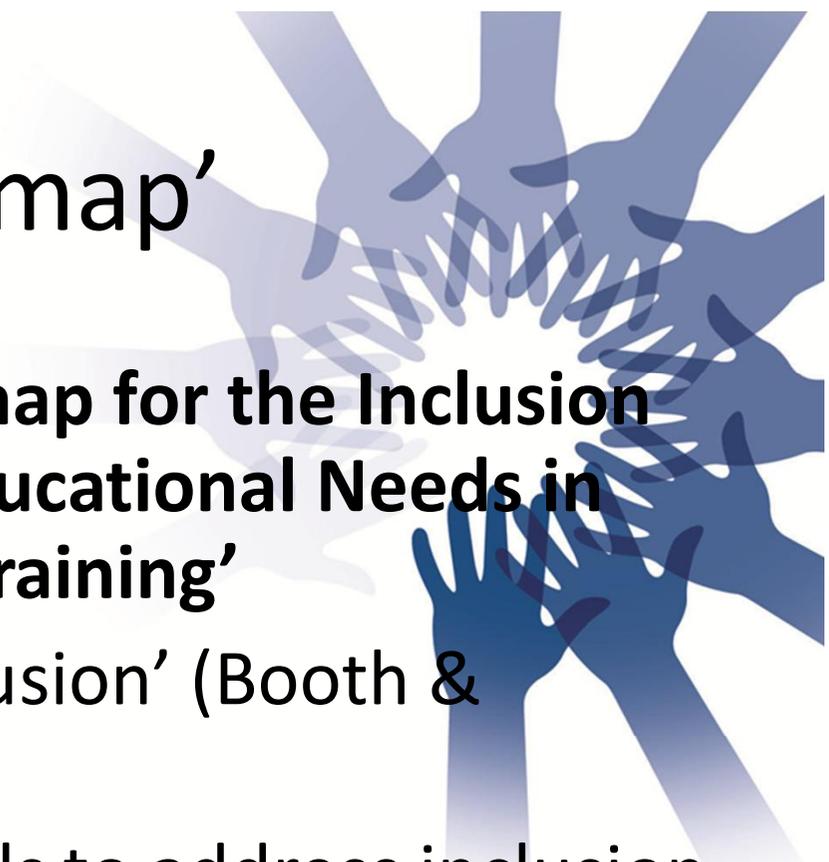
- Statistical data are not easily comparable
- Definitions for SEN are different (country-based)
- National approaches of inclusion are different



Data about VET Colleges in Study

	UK	Czech	Finland	Estonia
No of SEN students	1419	215	245	74
% of all students	12%	93%	22%	2%
No of people directly involved with SEN students	91	44	13, but all others are involved also	8
Worker :student ratio	1:127.5	1:5.75	?	1:400

The 'Roadmap'



- Develop and pilot **“A Roadmap for the Inclusion of Students with Special Educational Needs in Vocational Education and Training”**
- Based on the ‘Index for Inclusion’ (Booth & Ainscow, 2002)
- Can be used for professionals to address inclusion in their own VET settings
- Other users – SEN and VET teacher educators, disability associations, student groups, employers...

Roadmap

- Adopts ‘a far broader notions of ‘support’ as all activities which increase the capacity of a school to respond to student diversity’ (Booth & Ainscow, 2002)
- Uses the social model of disability, and so looks at the institution rather than the individual
- Can be adapted by end users for any purpose – except as an inspection tool!



Three 'dimensions' of inclusion

- Policy
 - Culture
 - Practice
-
- The indicators are statements which can be used by **any** group for discussions and development

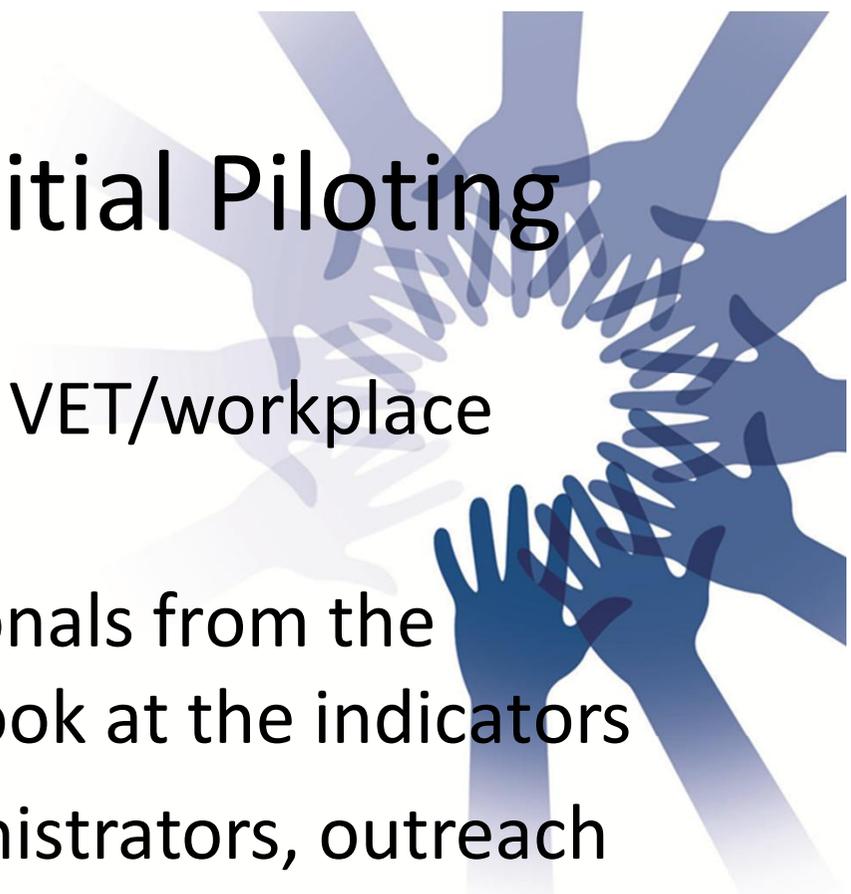


For example: Policy

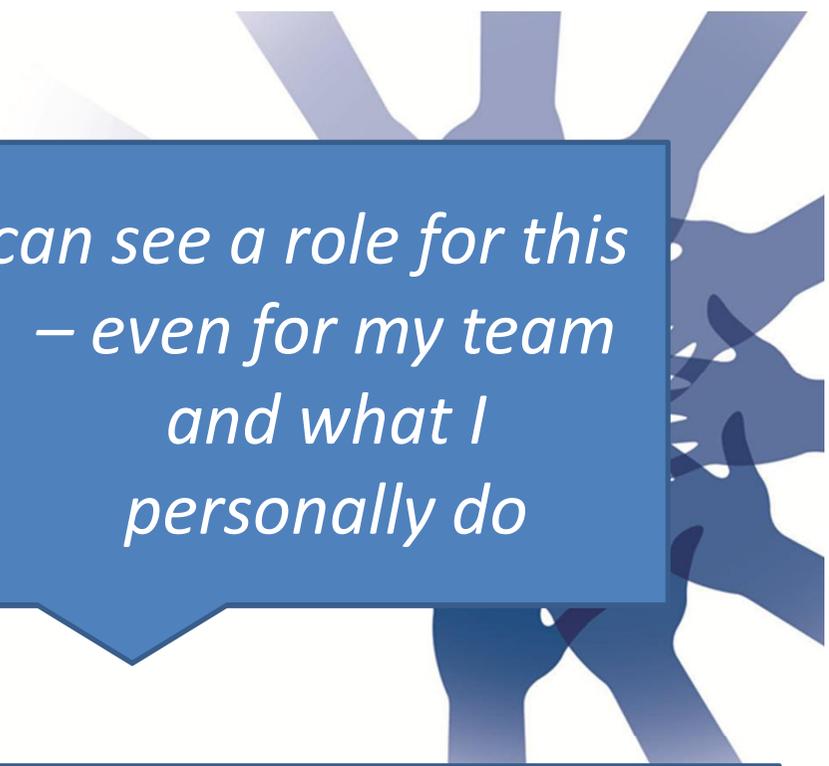
- **B1 DEVELOPING THE ORGANIZATION FOR ALL (structural solutions)**
- **B1.1 Organisation is open for all**
- Inclusion underpins all written documents
- Everyone has the equal right to apply for this educational institution
- Everyone has the equal opportunity to apply for any training / programme of study
- Etc.....



Methodology: Initial Piloting



- Indicators are redrafted for VET/workplace settings
- Each country asks professionals from the associated VET college to look at the indicators
- Lecturers, managers, administrators, outreach workers involved in pilot focus groups
- Students will be involved in final pilot and a separate student questionnaire will be provided.



It would be quite interactive to generate discussion

I can see a role for this – even for my team and what I personally do

This could lead to actions from ‘first contact’ procedures

The indicators can be used by individuals, small groups, whole departments as well as by whole-college management

This provides a particularly holistic overview

A good opportunity to review and develop cross-working between all aspects of the college and develop common communication – particularly between administrative systems and management.

A very thorough checklist which isn't too specific and inflexible

This should be considered as 'best practice' in ensuring that any FE College (VET organization) can meet the full inclusive needs of both staff and students

The final roadmap

- Users are invited to say whether they agree with the statements with regards to their institutions
- Documents are free to all and can be adapted – there are already some small differences between countries.



Developing a 'TILE Culture'



Question: *“Do you find it difficult working with people from different countries and different cultures?”*

A difficult but interesting and pertinent question. However, the answer was a simple one:

Answer: *“No, because we created our very own ‘culture’ based around our shared understanding of the nature of social and educational inclusion and our belief in engaging in this meaningful partnership work which will have an impact above and beyond our own countries. This was firm in the beginning and has been significantly strengthened as the project develops – this sense of our own ‘TILE group culture’ is also underpinned by a true sense of collegiality, social interaction and common communication and administrative structures.”*

We’ve even started to understand each other’s jokes!

Publication

- **Roadmap** - published on the project website in English, Finnish, Estonian and Czech
- Indicator lists which can be adapted by any user
- A **free** resource!
- Need for further action research and longitudinal study



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Visit our website

- www.tileinvet.net
- There will be dissemination events in all four countries in September 2013

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References

- Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M. and Shaw, L. (2002) *Index for Inclusion*. Bristol: CSIE Ltd
- Department for Education (2011) *Review of vocational education: the Wolf Report*. London: DfE.
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- Public Accounts Committee.(2012) *Oversight of special education for young people aged 16-25 70*. London: House of Commons.



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