

INVESTT

Inclusive Vocational Education and Specialised Tailor-made Training

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Research Paper

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European Association of Service Providers for Persons with Disabilities

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1. Introduction

Since the Salamanca Statement of 1994 and the UN Convention on the Rights of Persons with Disabilities (2008), 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, there is 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. Four schools in Austria, Belgium, Norway and Slovenia 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.

This report presents the results of phase 1 in two papers. Some are part of this "Research Paper":

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

and some are part of the "Strategy Paper":

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

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 on the one hand 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. On the other hand we want to identify new approaches and ideas for an inclusive education in VET (generating new hypotheses).

2. 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 new approaches in VET programmes together with local service providers and researchers.

2.1. 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 2008, 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. Gardening, Central Heating.
- In Austria: the focus will be on 18 - 28 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.

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.

2.2. 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.

2.3. Project partners and associated partners

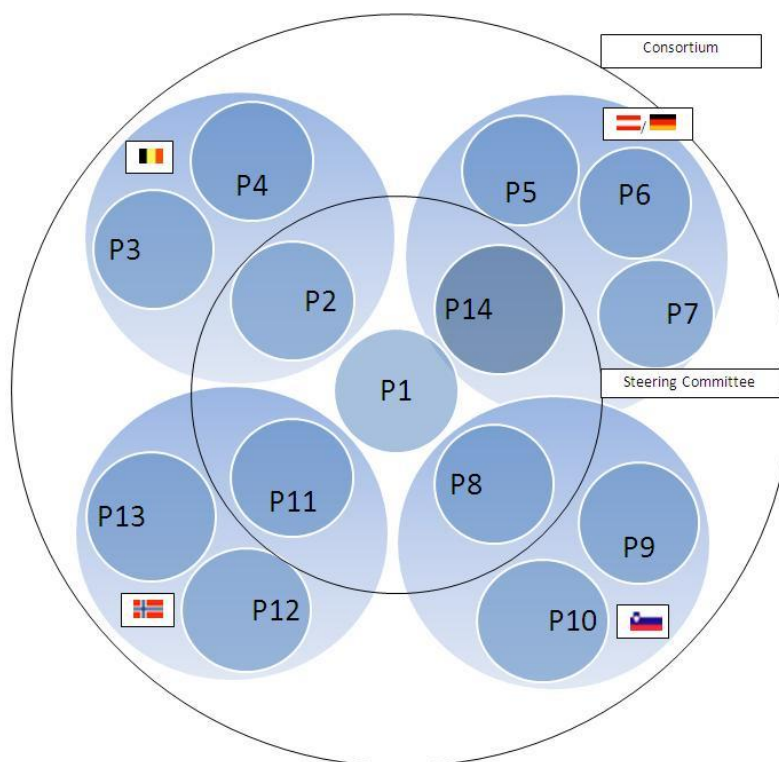


Figure 1: Project Partners of INVESTT

P1: EASPD	P6: PLUS (R)	P11: Statped Vest (SP)
P2: VVKbuO (SP)	P7: SOB (S)	P12: Univ. of Stavanger (R)
P3: KUL (R)	P8: CUDV Draga (SP)	P13: Gand upper school (S)
P4: Schepperinstituut (S)	P9: IRSSV (R)	P14: Pädagog. Hochschule (S)
P5: BZ-Aschau (SP)	P10: PKS Celje (S)	

- **Project Coordinator - EASPD**

P1:	European Association of Service Providers for Persons with Disabilities (EASPD)	Brussels, Belgium
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EASPD, the European Association of Service Providers for Persons with Disabilities, represents 10.000 social service and education provider organisations across Europe and across disability. The main objective of EASPD, based on the UN Convention on the Rights of Persons with Disabilities (2006), is to promote the equalisation of opportunities for people with disabilities through effective and high quality service and education systems. It believes in interdependence and partnership of user organisations, education providers and authorities at all levels to tackle the challenges ahead.

The work of the organisation is based on 3 interconnected pillars:

- Impact (European policy)
- Innovation (research and development)
- Information (from and to the members)

The organisation has 4 standing committees, each of them working permanently on 1 important topic:

- Standing Committee on Education (working on education related policies and organising training courses and education conferences every 2 years)
- Standing Committee on Employment
- Standing Committee on Enlargement of the EU
- Policy Impact Group, working on other important policies

EASPD and its members are committed to using and developing best practices to promote respect, inclusion and rights based on effective participation and full citizenship for those it supports.

EASPD has a broad membership, many of whom directly provide education, and all of whom are committed to enabling persons with special needs to be fully included both in childhood and adulthood. The organisation wants to bridge the gap between education and employment. Giving its connections in both fields, EASPD offers a unique perspective in this respect.

More information to be found on www.easpd.eu

- **Belgium**

2:	Vlaams Verbond van het Katholiek Buitengewoon Onderwijs (VVKBuO)	Brussels, Belgium
	Flemish Association of Catholic Schools for Special Education	
P3:	Katholieke Universiteit Leuven, Faculteit Psychologie en Pedagogische Wetenschappen, Onderzoekseenheid Gezins- en Orthopedagogiek (KUL)	Leuven, Belgium
	University of Leuven, Faculty on Psychology and Education Sciences, Research Unit on Parenting and Special Education Research	
P4:	Scheppersinstituut	Wetteren, Belgium
	Scheppers Institute, Vocational and technical secondary school	

- **Austria/Germany**

P5:	Behandlungszentrum Aschau GmbH (BZ-Aschau)	Bernau, Germany
P14:	Pädagogische Hochschule Salzburg	Salzburg, Austria
	University of Education	
P6:	Universität Salzburg (PLUS)	Salzburg, Austria
	University of Salzburg	
P7:	Schule für Sozialbetreuungsberufe (SOB)	Salzburg, Austria
	School for professions in the social sector	

- **Slovenia**

P8:	Center za usposabljanje, delo in varstvo Dolfke Bostjancic Draga	Ig, Slovenia
	Training, Occupation and Care Centre Draga	
P9:	Inštitut Republike Slovenije za socialno varstvo (IRSSV)	Ljubljana, Slovenia
	Social Protection Institute of the Republic of Slovenia	
P10:	Poslovno-komercialna šola Celje (PKŠ)	Celje, Slovenia
	School of Business and Commerce Celje	

- **Norway**

P11:	Statleg spesialpedagogisk (Statped Vest)	Paradis, Norway
	National Support System for Special Needs Education	
P12:	Universitetet i Stavanger	Stavanger, Norway
	University of Stavanger, Department of Education and Sports Science	
P13:	Gand videregående skole (GVS)	Sandness, Norway
	Gand upper secondary school	

- **Associated partners**

AP1:	The Finnish Association on Intellectual and Developmental Disabilities (FAIDD)	Helsinki, Finland
AP2:	Open the windows- An association for support and promotion of Accessible Information technology for persons with disabilities	Skopje, Republic of Macedonia
AP3:	Innovia	Innsbruck, Austria
AP4:	Association for Lifelong Learning (ALLL)	Budapest, Hungary
AP5:	Dachverband "Die Steirische Behindertenhilfe"	Gleisdorf, Austria
AP6:	Mutualité Française Indre-Touraine	Tours, France
AP7:	International Labour Organisation (ILO)	Geneva, Switzerland
AP8:	Karel de Grote University College (Katholieke Hogeschool Antwerpen vzw)	Antwerp, Belgium
AP9:	Diakonische Akademie für Fort- und Weiterbildung e.V	Moritzburg, Germany
AP10:	Fontys OSO	Tilburg, Netherlands
AP11:	National Federation of Voluntary Bodies Providing Services to People with Intellectual Disability Ltd	Galway, Ireland

3. RESEARCH - Design & Methodology

3.1. A 4-phase-approach

To develop, design and plan the whole research the partnership is using a four phases approach (see work package 3 to 6). Part 3 to WP6 are content based and deal with the research, the implementation of the programmes in schools and continuous evaluation of inclusive teaching methods for VET. They are enabled and supported by quality assurance, communication and management activities.

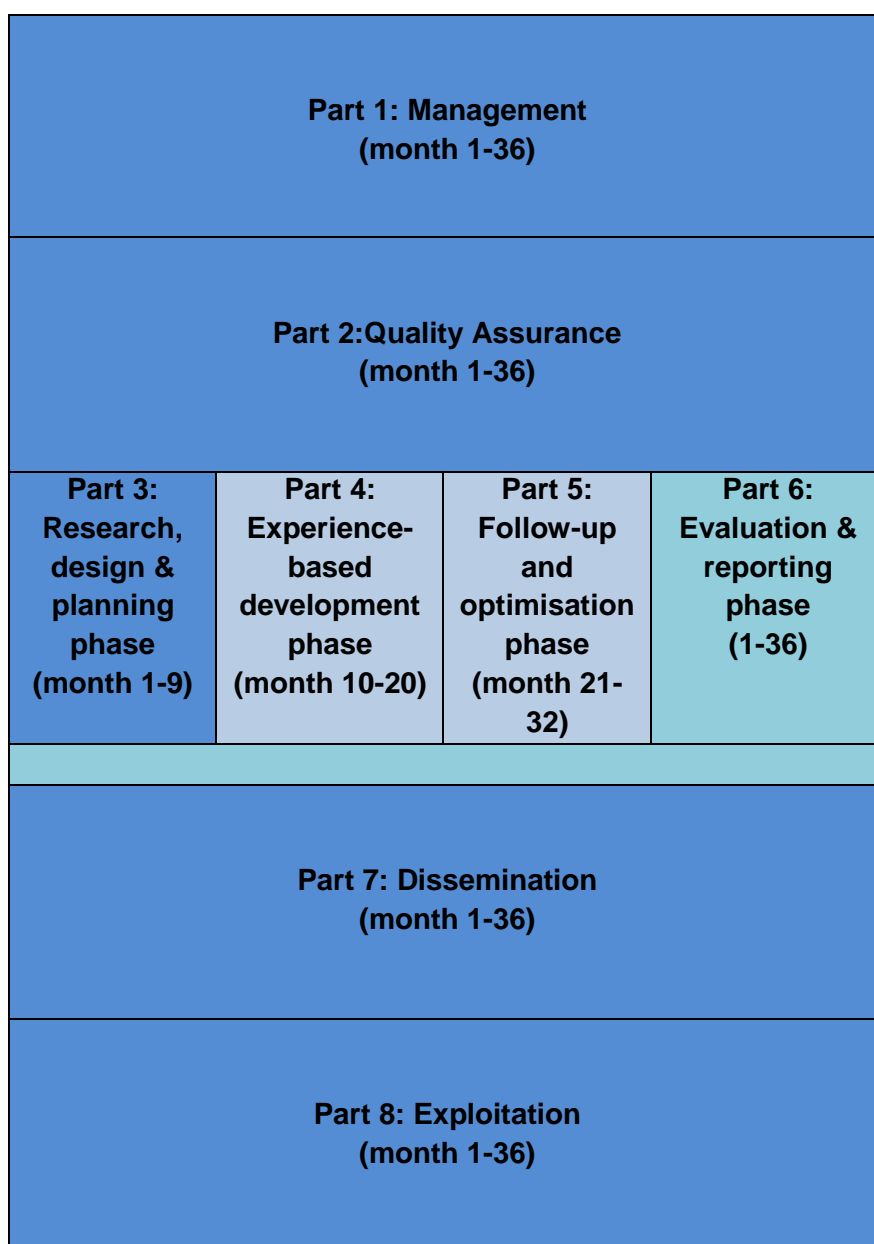


Figure 2: Work packages of INVESTT

- First 9 months: research on what has been done with regard to 'universal design' and reasonable accommodation.
- This research will lead to an overall strategy on the setting up of an inclusive learning environment.
- Sept 2013: The schools together with the service providers start implementing a concrete teaching programme.
- Sept 2014: adapted teaching programme for new students; follow-up of students with a qualification to further streamline the programme with the requirements of the labour market.
- Continuous evaluation of the teaching programmes: A common evaluation model is developed by the research centres at the beginning of the project (cyclic process of research and action).

3.2. RESEARCH, DESIGN & PLANNING PHASE

In this chapter we describe the first phase of the research work. It consists of desktop research and the development of the concrete first version of the school programmes in the four countries.

3.2.1. The aims:

- To come to an overview of what has been done already with regard to 'Universal Design' and 'Reasonable Accommodation' across Europe and beyond.
- To identify a strategy at European level (based on research carried out in the partner countries) helping practitioners to develop a universal design in VET settings.
- To develop a teaching programme for universal design in 1 particular school per partner country.
- The research methodology will consist of a European and a national dimension:
 - European dimension:
 - A desktop research and field study on what has been done abroad with regard to 'Universal Design' and 'Reasonable Accommodation' in the learning environment.
 - An analysis of the VET systems in the partner countries, mapping the strengths of each system and checking the transferability of these strengths across countries.
 - The development of a strategy at European level, based on the research carried out above, helping practitioners to work towards a universal design in their own VET context.

- National dimension:
 - Using the strategy at European level, each national project team developed a teaching programme for universal design including curriculum adjustments, inclusive teaching methods and a revision of the evaluation methods in its own VET context.

3.2.2. Methods & Measures:

The main goal of this project is to work towards an inclusive VET system, giving persons with special needs the chance to qualify for a job in the open labour market. This will be done through the development of concrete and inclusive VET programmes helping regular schools to include persons with special needs in their education.

To reach this goal, three research questions were identified:

- What can schools and their teachers do to improve the educational provisions based on principles universal design and reasonable accommodations?
- What is the status quo and what will be necessary in the coming month?
- Are teachers, parents and students satisfied with different conditions at school concerning students with disabilities/SEN?

There are two general types of research, hypothesis-generating studies and hypothesis-testing studies. A hypothesis-generating study is a fishing expedition, a superficial overview intended to spot possible leads worthy of further research (University of Alberta, 2013). A hypothesis-testing study is a targeted attempt to confirm or rule out a specific hypothesis. A hypothesis-testing study is usually based on a previous observation, a logical extension of other research, or a previous hypothesis-generating study (Bortz, 1984). For our research we have both types of research in mind:

- A first goal of the questionnaires/interviews will be the evaluation of improvements between the first and the second research phase.
- A second target is the observation of our pedagogical work in the classrooms and the finding of new hypotheses concerning inclusive education in VET.

The partnership wants to compare the target groups: e.g. are there differences between teachers and parents. In the school questionnaire, for example, the partnership included some statements about how teachers evaluate the support given to the children/parents. Also the parents/guardians in return were asked to evaluate the support given to them by the school.

A social-empirical research approach is chosen. To gain results and findings on the structure/conditions and process of inclusive vocational training in the participating institutions, standardised questionnaires and (semi-)structured interviews are used as data collection method.

A quantitative survey has several advantages. It results in quantifiable data, giving researchers the possibility to determine correlations and differences. Less time is needed to carry out the research and it can be done at a low cost, compared to qualitative research.

In terms of content, the questionnaire or structured interview include questions consisting of different variables. A variety of open and closed questions are used to obtain as much information as possible, including the opinions from the different stakeholders (parents, teachers, students and companies).

The questionnaires/interviews include mainly closed questions, but also some open questions, so we use semi-structured questionnaires. Closed questions are standardised, which means that the response categories given are to facilitate comparisons and frequency distributions. Some questions can be answered in Multiple Choice (e.g. Very satisfied - Somewhat satisfied-Somewhat dissatisfied-Very dissatisfied). The questionnaires include some non-standardised open questions for which no answer categories are given, or they are created afterwards.

The validity as the most important criterion tells whether an instrument measures what it is supposed to measure. The questionnaire benefits from the know-how of experienced experts in inclusive VET to design the questions, in order to optimise the results. As experts with years of experience in inclusive VET have designed the questions and the questionnaires, we consider it as a given.

The construction of the questionnaire was distributed as follows:

- Belgium: employers with a focus on e.g. expectations about the competences, skills and attitudes

Elements of the SAM-schaal, a scale for attitude assessment, designed by VKW, were used to design the questions for the questionnaire respectively the interview (*VKW is a platform for entrepreneurs in Flandres and Brussels*).

After closer consideration, the Flemish project team came to the conclusion, that the original questionnaire for the employers would not be meaningful at this moment. According to the director of the school, the results would not give any significant data, usable as a comparison at the end of the project. As an alternative, a semi-structured interview was designed by the researcher and discussed with the stakeholders (mainly the representatives from employment). The project team decided that the director would do the interviews and provide a summary of the results.

- Slovenia: parents and kids/students with a focus on e.g. experiences in the educational process if they were satisfied with different conditions at kindergarten and school; the support from the school, adjustments they need and the expectations for the future.

Data on students with SEN and their parents were, following the application form, at first meant to be collected by semi-structured interviews. However at second international meeting in May 2013 research group decided that due to the nearly end of the school year there wouldn't be enough time to gather all the needed information using aforementioned method. Instead of semi-structure interviews questionnaires were introduced.

Some of the questions that were at first designed for semi-structure interviews were transformed for questionnaire use. These questions were similar to both target groups – for Students with SEN and their parents – so we were able to compare their answers.

Other questions used in questionnaire were taken from Norwegian questionnaire which all schools in Norway have to complete on a yearly base¹.

Four stage scales was introduced. Questionnaires for students with SEN were prepared 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). Claims, that is, questions were also simplified for Students with SEN, so they wouldn't have difficulties filling them in.

At the end all the questionnaires were being looked up by other researchers. Final version of the questionnaires was designed at the end of May.

- Austria: staff with a focus on e.g. universal design and reasonable accommodations/adapted learning. A full survey was planned, but at least three teachers. The participating organisations were asked at the beginning of the survey to select teachers who teach in their institution.

The basis for the questionnaire was a catalogue of questions concerning the accessibility of the VET-system in Austria. This catalogue „Universal Design of Instruction“ was developed in the EQUAL-Project IBEA (www.ibea.co.at) in the years 2005-2007 and is based on the work of Sheryl Burgstahler.

The analysis of the questionnaire is quantitative and qualitative. Descriptive statistics has the purpose of data using characteristics of mathematical and graphical representations (such as tables) to have a simple representation, so that the viewer can draw conclusions at a first glance and without complex statistical procedures.

The results of all questionnaires or interviews in all four countries are published in the “Strategy Paper” of the INVESTT project.

In the annex to this research paper you will find the English version of our questionnaires which were mostly used as paper/pencil version and sometimes as a guideline for interviews.

¹ Norwegian Directorate for education (UDIR). Questionnaires for pupils:

http://www.udir.no/Upload/Brukerundersokelser/V12/skjermbilder_elevunders%c3%b8kelsen_vg1-vg3_engelsk.pdf?epslanguage=no. Questionnaires for parents:

http://www.udir.no/Upload/Brukerundersokelser/Sporsmal/5/Foreldreundersokelsen_sporsmal_engelsk.pdf?epslanguage=no

3.3. EVALUATION AND REPORTING PHASE

3.3.1. The Aims

The aim of this research 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.

3.3.2. What will be done?

Planning, implementation and evaluation take place alternatively throughout the entire lifecycle of the project. Therefore, the research methodology and evaluation methodology are closely interlinked. Our evaluation model follows the principles of an action research. While schools and service providers are implementing the programmes (WP 4 and 5) the researchers of the consortium have the task to evaluate the whole process and to pull the alarm bell if needed. They are preparing interim interviews or questionnaires for all persons involved in the implementation process, resulting in updated programmes for universal design by the end of Part 5. During the last 4 months of the project, a more elaborated evaluation will take place, resulting in an evaluation paper and an updated strategy at European level.

3.3.3. Evaluation methods

In Part 3 the school programmes have been developed and in work package 6 the whole process is going to be evaluated. The first phase of research was done with questionnaires to identify a kind of baseline. On the one hand this information is helpful to develop the school programmes and on the other hand it will be the reference for further evaluation.

Students with disabilities	Students without disabilities	School staff
Questionnaire I or Semi-structured Interview	-	Questionnaire II
Employers	Service providers	Parents/family
Questionnaire III or Semi-structured Interview	-	Questionnaire IV

Table 1: Target groups and instruments of the first research phase

Wherever possible, the same individuals will be involved in each evaluation moment. The following evaluation moments were set:

- August 2013 (end of Phase 1)
- End of each semester of the 2013-2014 school year (Phase 2)
- End of each semester of the 2014-2015 school year (Phase 3)
 - For former students in employment
 - For students still in teaching programme
- September 2015 (Phase 4)

The original English questionnaires were translated in the national languages (Dutch, German, Norwegian and Slovenian – to be found in the appendix). The questionnaire for the students with disabilities functioned as a guideline for an interview (semi-structured interview). The students without disabilities and the service providers were not included in the first research phase, but will be part of the second phase. The results of the questionnaires can be found in the “Strategy Paper”.

4. Theoretical background

4.1. INCLUSIVE EDUCATION

Inclusive education is a culture and context specific concept. In order to understand it best, let us first take a look at its opposite – exclusion and segregation and its predecessor – integration.

Segregated education means isolation (Falvey and Givner 2005) and it is based on the categorisation of the child (Thomas et al. 2005). The dominating medical model of identifying disabilities in children lead to the belief that special schools are the most suitable as they can best fulfil the needs of children enrolled in these schools (Thomas et al. 2005). Children who attend special schools are not only physically separated from their peers from mainstream schools, but are also deprived when it comes to outcomes as they do not have access to the same curriculum as their peers.

One important characteristic of integration is the “Two-group-theory”, the fundamental dichotomy classification in disabled/non-disabled, normal/non-normal, child with/without migration background etc. (Feyerer 2009). But unlike segregation, integration means including children with disabilities into regular education institutes, whereby this form relies especially on the physical presence and not so on full inclusion of children into the education process (Globačnik 2012). Lesar (2009 in Globačnik 2012) says that “integration is the heir of medical outlook, whereby the disability is the basic criterion for distinguishing children and the main reason for their failure. In this process we do not stem from a pedagogic discourse, where the standing point is that all children are firstly children who want to reach some type of knowledge.”

According to Porter (1995) integration indicates more towards traditional directives in the school system, whereby inclusion directs towards democratic educational systems. Main differences between integration and inclusion are shown in the table below.

Integration emphases	Inclusion emphases
Needs of 'special' students	Right of all students
Changing/remedying the subject	Changing the school
Benefits to the student with special need of being integrated	Benefits to all students of including all
Professionals, specialist expertise and formal support	Informal support and the expertise of regular teachers
Technical interventions (special teaching, therapy)	Good teaching for all

(Source: Walker 1995 in Thomas et al. 2005)

Table 2: Contrast of inclusion and integration

Despite inclusion becoming a more and more established concept this does not mean that in practice this has been realised. In most countries there are two systems – inclusive and segregated as the belief applies that a certain percentage of children has such difficult forms of disabilities that they cannot be included into regular forms of schooling (Evans and Lunt 2005). That is why the question on what exactly we mean when we talk about inclusion is on point. Does the term inclusion appeal to 100 % inclusion of all children into the local school or do we merely mean those children who are believed to be easier to include into regular forms of schooling – where is the line when we can say that we achieved inclusion, that is, when can we say that a school is inclusive?

What is inclusive education?

There is no unified definition of inclusive education. There are various determinations of the concept which depend on perspective and teaching context. The common factor to all definitions of inclusion is that they stem from the principle of human rights (UNESCO 2001; UNESCO 2003) and are therefore defined broader as such as they relate to social inclusion and do not merely include the educational dimension of inclusion.

Characteristics of the term social exclusion such as for example: social participation, civil rights, polarization (inside/outside), and the meaning of perception for an individual, can be applied to various areas including education. The most common words traced in individual definitions of inclusive education are:

- “All”; for example: “...schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions/.../Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all” (Salamanca Statement, UNESCO 1994).
- “Participation”; for example: “Inclusion referred to the processes of increasing the participation of students in, and reducing their exclusion from, the curricula, cultures and communities of local schools” (Booth and Ainscow 2002).
- “Access”; for example: “Inclusion in education involves learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely” (Booth and Ainscow 2002).
- “Diversity”; for example: “Inclusion is how we deal with diversity...How we deal with difference” (Forest and Pearpoint 1992 in Florian 2005).

There is a sense of building conditions with inclusive education which enable participation and access to education for all children. This definition of the term inclusion leads to another important dimension of inclusion – “belonging” which is expressed in Hall’s definition of the aforementioned concept: “Being a full member of an age-appropriate class in your local school doing the same lessons as the other pupils and it mattering if you are not there. Plus you have friends who spend time with you outside the school» (Hall 1996 and Florian 2005”). Martin (2008) also used the term “belonging” in defining inclusion.

Inclusive education in practice

“Inclusion is about minimising all barriers in education for all students” (Booth and Ainscow 2002).

In practice inclusion starts with the realisation that there are differences between children and that consequently children are faced with different barriers in inclusion in the school system. Therefore the first task is to recognise these barriers and determine how to overcome them.

According to Booth and Ainscow (2002, 5) “barriers may be found in all aspects of the school, as well as within communities, and in local and national policies. Barriers also arise in the interaction between students and what and how they are taught”. Solutions for removing barriers cannot be found merely in raising monetary assets they are also visible - similar to barriers – in all aspects of the school environment: students, parents/guardians, communities, and teachers. All aforementioned agents already operate with certain knowledge on how to increase teacher participation – the problem is that this knowledge is rarely fully exploited and used (Booth and Ainscow 2002).

We can identify barriers using indicators developed by various researchers such as for example Index for inclusion (Booth and Ainscow 2002) and EASP-Barometer of Inclusive Education in Selected European Countries (Schädler and Dorrance 2012). Among the most recent ones is Florian's and Spratt's interesting idea on how to evaluate inclusive pedagogy, which is described in their article “Enacting inclusion: a framework for interrogating inclusive practice” (Florian and Spratt 2013). According to them we can observe the inclusive way of teaching by considering three core themes: a) understanding learning; b) understanding social justice and c) becoming an active professional. Inclusion in school is achieved when a teacher: a) rejects deterministic ways of learning; accepts that differences are part of human condition; rejects the idea that the presence of some will hold back the progress of others; believes that all children can make progress (if conditions are right); b) commits to the support of all learners and believes in their own capacity to promote learning of all children; c) is willing to work (creatively) with and through others (Florian and Spratt 2013, 124).

Chosen indicators can serve as guide on where to start building inclusion. They represent a tool which helps identifying bad practices, that is, barriers for achieving inclusive educational environment. On the other hand it can be used to also recognise examples of good practices that we may not have known existed before; by localising them we can also upgrade and improve them. The use of indicators also enables a comparison with others – on the micro level (local environment, regions), as in mezzo (national aspect) and macro level (international level). The comparative overview shows us where we are in comparison with others and who we can use as example, whereby it needs to be emphasised that different environments are not entirely comparable. This applies especially for the macro level due to different cultural, political, economic conditions and characteristics of different countries.

Conclusion

To conclude, let us answer the question asked in the introduction – when do we know that we have achieved inclusive school environment? The answer is: never.

Inclusion is an ideal to aim at. Inclusion is a dynamic process as to bear in mind what is best for students; we have to constantly upgrade, change and monitor the school environment. As said by Booth and Ainscow (2002, 3): “An inclusive school is one that is on the move”.

4.2. UNIVERSAL DESIGN

First we have a look at two references concerning “Universal design”. On the one hand the international definition of the UN-Convention on the rights of persons with disabilities (2006) and on the other hand the Irish disability act (2005) as a European example. The reason why we take an Irish definition as European example is that we don't find an official definition in the four participating countries.

- „Universal design“ means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. „Universal design“ shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.” (UN Convention on the Rights of Persons with Disabilities, 2006, 4)
- The Irish Disability Act (2005) defines “Universal design” as:
 1. The design and composition of an environment so that it may be accessed, understood and used
 1. to the greatest possible extent,
 2. in the most independent and natural manner possible,
 3. in the widest possible range of situations, and
 4. without the need for adaptation, modification, assistive devices or specialised solutions, by any persons of any age or size or having any particular physical, sensory, mental health or intellectual ability or disability, and
 2. Means, in relation to electronic systems, any electronics-based process of creating products, services or systems so that they may be used by any person.

These two definitions are very similar, but they are showing a significant difference. On the one hand the UN-Convention tells us explicitly to “not exclude assistive devices for particular groups of persons”, while on the other the Irish Disability Act speaks about “without assistive devices and specialised solutions”. This contradiction will be found in this project often when we speak about the importance of individual accommodations as part or as contradiction to “Universal design”. The analyses of the educational situations in Austria, Belgium, Norway, and Slovenia show us the differences in the countries of the project.

Mace et al. (1996) characterise “Universal design” generally by seven principles:

1. Equitable use: the design must be useful to people with diverse abilities (e.g. when developing online materials on a website it should be designed in such a way so as it is accessible to everyone, including students who have visual impairments and are using text-to-speech software to read the material).
2. Flexibility in Use: the design must accommodate a wide range of individual preferences and abilities (e.g. the written online materials may be supplemented by both audio and

video Podcasts to allow the learner to choose the most appropriate mode of communication for them).

3. **Simple and Intuitive:** the design must be easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level (e.g. when adding directions and buttons to various links on the online materials, they need to be clear and intuitive).
4. **Perceptible Information:** the design must communicate all necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities (e.g. when multimedia is being used with the online materials and is being listened to by students in a noisy academic environment, it is important that it includes captioning).
5. **Tolerance for Error:** the design minimises hazards and the adverse consequences of accidental or unintended actions (e.g. the online materials must provide guidance when the student makes an inappropriate selection).
6. **Low Physical Effort:** the design can be used efficiently and comfortably, and with a minimum of fatigue (e.g. the online materials must not require that the student have to undertake an excessive amount of mouse clicking and typing to access the relevant information).
7. **Size and Space for Approach and Use:** the design should ensure that the appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility.

Inclusion and “Universal design”

A theory very aligned with the principles of “Universal design” is that of inclusion. One of the shared characteristics of both ideas is the view that it is possible to design educational systems and pedagogical methods to create more positive mainstream learning environments for students with special educational needs and, as a consequence for all students. “Increasing participation for everyone involves developing education systems and settings so that they are responsive to diversity in ways that value everyone equally.” (Booth & Ainscow 2011, 20).

The philosophy of inclusion implies changes of the barriers coming from the curricula, teacher's approaches and methods of assessment. Inclusive education practices emphasise active learning and differentiated instructional approaches. It is about recognising the diverse learning styles and needs in every group of learners (compare chapter 4.1.1.).

Therefore educators have translated these ideas and have developed a set of different criteria for evaluating universal design for learning (Burgstahler and Chang 2009). They have identified eight important factors to consider when planning classroom activities for students:

1. Class climate:

Provide high values with respect to both diversity and inclusiveness.

2. Interaction:

Encourage effective communication and interaction among all people (students, teacher, instructor ...), provide different communication methods.

3. Physical environment and products:

Ensure that facilities, activities, materials, and equipment are accessible and usable by all students.

4. Instructional standards:

Maintain high expectations for all learners, and support them to reach these standards and goals.

5. Delivery methods:

Provide multiple and individualised methods that are accessible to all students.

6. Information resources and technology:

Provide materials, notes, and other information sources that are flexible and that are accessible to all learners.

7. Feedback:

Ensure that all students get formative specific feedback on a regular basis.

8. Assessment:

Assess student progress regularly, using multiple accessible methods and tools and adjust the design of the lesson accordingly.

Conclusion

All four countries are very diverse in terms of inclusion and „Universal design” in education. Coming from the theory of “Universal design” we have to translate the ideas to a „Universal design” into the field of education. This can only be done with a direct connection to the national school system in general and the national VET system specifically. For this purpose you can find national interpretations of “Universal design” and RA related to the situation in the four participating countries in our paper: “Inclusion, “Universal design” and Reasonable Accommodation from the national perspective of the VET systems in Austria, Belgium, Norway and Slovenia”.

4.3. REASONABLE ACCOMMODATION**Rationale**

An inclusive society respects and adapts to diversity and meets the possibilities and needs of all citizens, including those with a handicap. In 2001, the Council of Europe accepted resolution ResAP (2001), stimulating the introduction of the principle of „Universal design” in all domains of humanity. In 2007, the Council voted a new resolution to come to full participation of people with a disability in society.

Students with disabilities have the right to reasonable accommodations. This obligation applies to all levels of education, including adult education. In the author’s opinion, a discourse about reasonable accommodations makes sense, since schools can evolve towards „Universal design”: when schools comply with the obligation to provide reasonable accommodations they can discover which of these individual accommodations mean a benefit for all and thus can be part of a universal way of teaching. Indeed, it is in practicing reasonable accommodations that a blueprint of the „Universal design” becomes clear. As such, the obligation to provide for reasonable accommodations can be an important step towards „Universal design”. At this point it is important to stress that the „Universal design” concept does not avoid individual accommodations when needed.

Definitions

Reasonable accommodations mean necessary and appropriate modifications and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (UN Convention on the rights of persons with disabilities, art. 2 par. 4). These accommodations have the objective to take away barriers for learning (physical barriers and barriers for information etc.) and make a full participation possible (GRIP 2013). Reasonable accommodations are tailor made. This implies that some students have a right to a particular accommodation, while others don't, for the simple reason that some persons need an accommodation for inclusion, while others don't. Accommodations are necessary in order to guarantee equal opportunities and to reduce impediment from handicaps.

In education, there is a large variety in reasonable accommodations: they can be material or immaterial, pedagogical or organisational. Accommodations will be provided, based on the needs of the student with the purpose of full access to education with equal opportunities.

Very often, a reasonable accommodation can be very subtle. A very important factor is the commitment of the teacher to have an open mind and attitude towards diversity.

Criteria

A reasonable accommodation has to meet the following criteria:

- Based on the individual needs of the student
- Effectiveness: accommodations that give no result have to be adapted or withdrawn
- Equal use: accommodations have to provide equal access to as many activities as possible
- Independent use has to be possible: the accommodation has to allow independent classroom activities or school movements
- No direct threats for health or safety for others
- A guarantee for dignity

Requirements

Successful reasonable accommodation needs different requirements. We have to differ between procedural and content conditions:

A) Procedural conditions

1. The process to provide reasonable accommodations has to be individualised and concrete.
2. There has to be interactivity by mutual agreement and openness of roles: the applicant knows best what is needed; the provider knows best what is feasible.

B) Content conditions

1. The understanding on disability has to have a context perspective as opposed to a medical defect paradigm. Disability is the result of an interaction between individual elements and context factors: the environment can be hindering or facilitating. This means that there cannot be uniform adaptations for groups, for instance based on a standardised “accommodations list” for a certain disability. A reasonable accommodation is always made to fit the whole and individual person.

2. Accommodations without limits would lead to unreasonable results, so here enters the concept of disproportionality with the following considerations:

- Efficiency: in case of different possible efficient accommodations the least disadvantageous to others needs to be chosen.
- Cost-benefit considerations: these considerations should be used with caution. Advantages do not have to meet the costs. The balance costs/benefits is only intended to avoid flagrant disproportions. Advantages are to be interpreted very broadly: an individual advantage can become generic (cfr. universal design).
- Proportion between costs and means: severe efforts are required. Capacity limits very often refer to these concerns. However, in the author’s opinion, there is a chance that capacity limit considerations are a masquerade of the fact that in concrete no real consideration has been made. All elements that can lead to a disproportionate burden always need to be identified (conditions 1 and 2 and 3 and 4). A vague referral to capacity issues can, under no conditions, justify a refusal of reasonable accommodations and are consequently considered to be an infringement of the right to reasonable accommodations. Costs are more than only financial costs; they can, (e.g. also refer to safety issues. Referrals to feelings of others are not considered to be relevant. Furthermore, if there are any benefits for others now or later, cost considerations cannot be used in an individual case, but must be distributed over all estimated potential beneficiaries. Finally, in the appreciation of the financial possibilities of the supposed supplier of reasonable accommodations, the dimension of the whole organisation has to be considered, for instance a reasonable accommodation in a department of a college has to be weighed against the financial possibilities of the entire college.
- The continuum: if an accommodation is evaluated as unreasonable, the obligation persists to find an accommodation that is as efficient as possible to remove barriers, but that does not lead to an unreasonable burden. This RA has to be re-evaluated over time, because the situation of the applicant could be changed and the needs could be different, for instance for reasons of amelioration of health conditions. Finally, as a principle, times of economy crisis are not considered as an argument for refusal.

Refusing reasonable accommodations to a student with a disability is considered a serious violation of the law. But stipulation of what is reasonable and what is unreasonable is very factual and dependent on evolving case law. Circumstances can change with the consequence that the accommodation needs to be changed (D’Espallier, 2010a, 2010b).

Conclusion

The issue of inclusion is very much a discourse in connection with reasonable accommodations and arguments about disproportionality. In countries, where there is no special education this concept has a totally different dimension. In countries with a lot of segregation, the concept of reasonable accommodations takes a very prominent place in evolution towards inclusion. More detailed information about the situation in the four participating countries will be in the paper: "Inclusion, "Universal design" and Reasonable Accommodation from the national perspective of the VET systems in Austria, Belgium, Norway and Slovenia".

5. Description of the National School Systems

5.1. Austria

5.1.1. The national school system

The Austrian education system

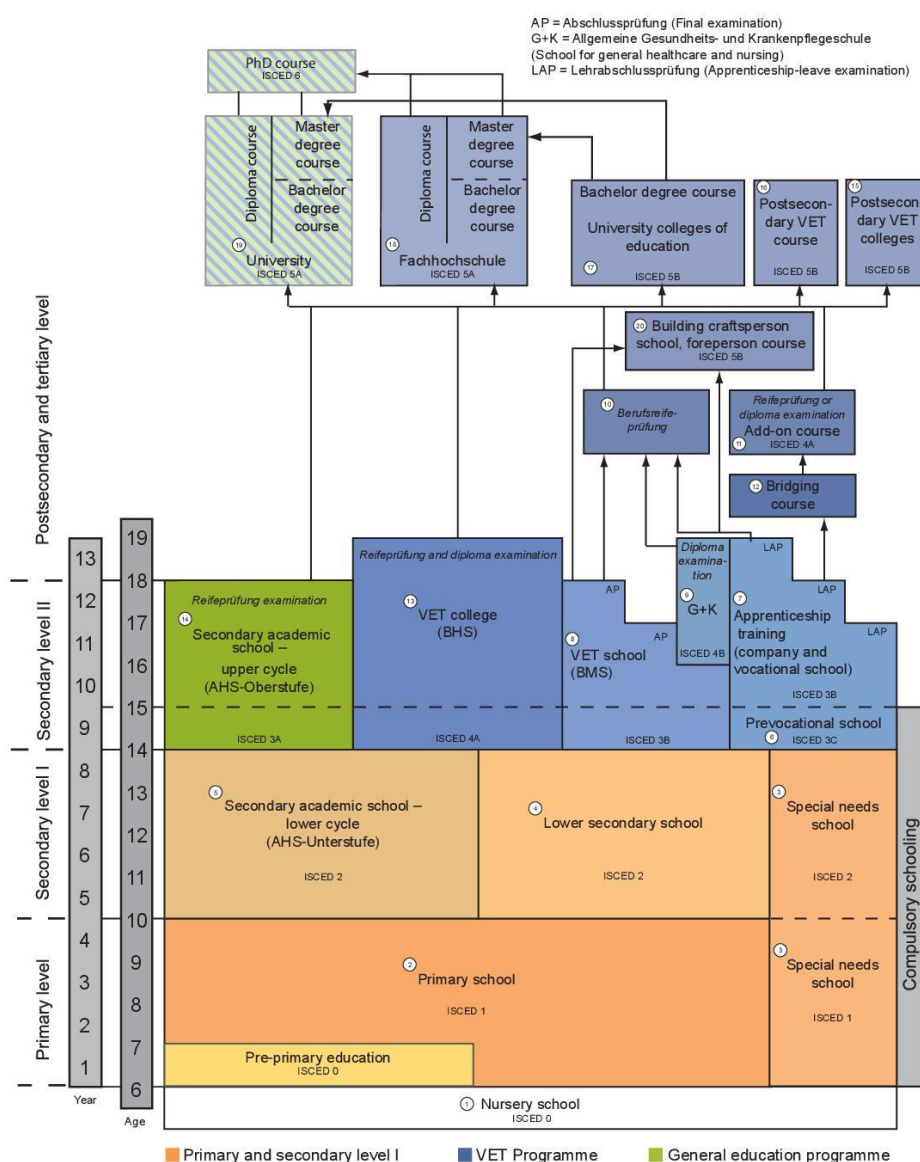


Figure 3: The Austrian School System

Source: http://www.bic.at/downloads/en/brftipps/0_1_bildungssystem_en.pdf

Children from age 0 to 6

Very young and pre-school children are taken care of in nurseries (Kinderkrippen) (for babies and very young children), in kindergartens (from age three to six) and pre-school classes (from age five). Very young children (on average from age two) are also looked after in very small groups by day parents (Tagesmütter), especially in small towns and rural areas.

Schooling

Schooling is compulsory for nine years in Austria (from age six to 15, first to ninth grade).

The first four years of compulsory education are completed in primary schools (Volksschule or Grundschule); from age ten children can attend either a junior high school or secondary school (Hauptschule, or Kooperative Mittelschule), or in certain provinces, e.g. Vienna, a 'new middle school' (Neue Mittelschule) (educational experiment) or the lower grades of a higher general secondary school (allgemeinbildende höhere Schule (AHS) also called Gymnasium). All school types comprise four educational levels.

The ninth school year (age 14-15) can be completed at a polytechnical school (Polytechnische Schule) (a school emphasising vocational orientation and preparation for an apprenticeship) or in other types of school.

Special education

There are also special schools for disabled children or children with special educational needs (e.g. severe learning difficulties, etc.) for the first eight to nine years of their school education (e.g. special needs schools (Sonderschule) and special pedagogical centres (Sonderpädagogisches Zentrum)). In many cases, however, these children are also educated alongside others in standard schools in 'integration classes'.

Other types of school

Intermediate vocational schools (from age 14, 9th-11th or 12th school grades) conclude with a technical examination; higher vocational schools (from age 14, 9th-13th school grade) conclude with a technical examination and the general school-leaving examination (Matura). On leaving vocational schools, pupils may have qualified for one or more professions or occupations.

The higher general secondary school and grammar school (from age 14, 9th-12th school grades) also conclude with the general school-leaving examination (Matura).

Apprenticeship

Training for around 250 professions can be obtained in basic vocational training (apprenticeship) from age 15. Most apprenticeship training courses last between three and four years. The occupation is learned on the job and at the vocational school simultaneously. After the apprenticeship period, the young person (apprentice) passes a final apprenticeship examination and becomes a skilled technician or craftsman (Geselle/Gesellin).

University, College

The Matura (school-leaving examination) is the prerequisite for higher education (university, academy, technical university, college). Qualified school-leavers from intermediate vocational schools or qualified apprentices can prepare for university entrance by way of the vocational qualifying examination (Berufsreifeprüfung or Berufsmatura). Qualified school-leavers from junior secondary schools (Hauptschule) or pupils who have dropped out can do so by way of the study entitlement examination (Studienberechtigungsprüfung).

In Austria there is a variety of course options in technical studies, humanities, arts and other fields of study. Technical universities offer practical training, facilitating direct access to a profession. Higher education colleges (pädagogische Hochschule) offer training for teachers at primary schools, secondary schools, special schools and polytechnic schools.

Adult education

In Austria there are also general and vocational colleges and technical universities and university courses for working people which are offered as evening classes.

Private schools

Private schools in Austria account for about 8% of the total number. Most publicly authorised private schools are denominational schools; in addition there are some schools which teach according to a particular system. Private schools are fee-paying establishments. There are no fees to be paid for state schools. The quality of State schools is very high in comparison to other education systems in Europe.

Source:

<http://www.migration.gv.at/en/living-and-working-in-austria/children-and-education/educational-systems.html>, 26.11.13

5.1.2. Special needs education (SEN)

Early Intervention

Above all, early intervention aims at fostering the child, supporting his or her family, and establishing interdisciplinary collaboration. What kind of support is given depends mainly on the child's and his or her family's needs, and is based upon individual, holistic approaches which take into account especially the family's and the child's resources.

Interdisciplinary work fosters the teamwork of all family members who help to rear a child with a disability. Early intervention also includes mediation and assistance services for families to provide adequate help, information and financial support.

All supportive measures shall aim at giving children who present or are in danger of developing a disability the highest possible degree of autonomy. Another aim of early intervention is to enable parents to help themselves, so that in the long run they can organise those supportive provisions they need for themselves. This means that early intervention, above all, builds on the capabilities, skills and resources of the child and the family, and not on their deficits.

Kindergarten

The Kindergarten Acts of the provinces (i.a. the Day Care Act and the Children's Day Care Centre Act) distinguish between regular kindergartens, inclusive kindergartens (inclusive groups) and special kindergartens. These types coincide in their definition of kindergartens and the definition of the tasks of kindergartens. In some provinces, they also refer to inclusion. There are differences in the provinces' legal regulations for kindergartens as to the maximum number of children in a group (which is, in most provinces, approximately 25 children per group). There are also differences in the minimum number of children in a group, the number of pedagogically trained staff and assistants per group, the hourly quota devoted to further training, preparation etc. - in case these items are referred to at all in the individual provincial legislation.

Models for Inclusion:

- Inclusive groups in regular kindergartens
- Individual inclusion in regular kindergartens
- Inclusive groups in remedial kindergartens

Special Needs Support at Compulsory School

Special Education: Schools for children with special needs begin at the primary school level and go on till the vocational training level thereby providing children with disabilities a complete education suited to their social, intellectual and physical skills and abilities. All the special schools types last nine years and include a vocational preparation year. Special secondary education is possible until 18 years.

Special schools have the task of fostering children with physical or psychological disabilities according to their type of disability, and to give them – as far as possible – a degree of education which corresponds to primary school, lower secondary school or pre-vocational school, and – in the case of the job preparation year - to make them ready for integration into the labour market.

There are 10 different types of special schools with a focus on different types of disabilities (for example, special school for children with learning disabilities, visual or physical disabilities etc.) Specially trained teachers instruct their pupils in smaller classes; the curriculum, and the methods and materials are adapted to the abilities of the children.

In these schools, pupils are either educated according to the curriculum of primary or lower secondary school, or to a curriculum of the respective special school type.

Special schools that are conducted according to the curriculum of primary or lower secondary school have to enable children – depending on their interests, orientations, talents and abilities – to carry on in schools of higher secondary education.

Education at special schools comprises compulsory schooling (9 years of school attendance). However, if necessary, it is possible to prolong attendance at a special school to a maximum of 12 years.

The maximum number of pupils per class is between 8 (for example, in a special school for children with hearing disabilities) and 13 (general special school).

There are ten different special school types for the children with special educational needs:

- Special school for children with learning disabilities
- Special school for children with physically disabilities
- Special school for children with speech problems
- Special school for children with hearing impairments
- Special school for deaf children
- Special school for children with visual impairments
- Special school for children with severe behavior problems
- Special school for blind children
- Special school for children with mental disabilities
- Hospital school for terminally ill children

5.1.3. Inclusive education

Inclusive education for pupils with special educational needs is currently legally regulated in primary, lower secondary school, and in the lower grades of schools in general secondary education. Three models of joint education are applied:

- Inclusive classes: Pupils with and without special educational needs are instructed in all lessons by a team of teachers.
- Classes with support teachers: Regular classes where one or two pupils with SEN receive extra support by a special school teacher for a few hours per week (depending on their disability).
- Co-operation classes: Primary, lower secondary and pre-vocational school classes are generally separated from special school classes in terms of organisation. The teachers involved agree upon a plan according to which pupils are instructed together, either some of the time, or all the time.

It can be found in two forms:

- Integration Classes: These classes consist on an average number of 22 to 25 students including 4 to 6 students with SEN. The kind of disability varies depending on the school. The exact numbers of students in each class is regulated by the provincial authorities.
- Individual inclusive education: This form is usually implemented in rural areas where additional provisions are made for single SEN students in regular classes.

An integration class usually consists of two teachers on either a part-time or full-time basis depending on the number of children with SEN in the class and the severity of their disabilities. Specific practices of integrated education such as team-teaching, individualised

Instructions, differentiation and project-oriented education are becoming more and more popular especially in primary schools. The children with SEN studying in regular settings either follow specific special school curricula or the regular curriculum which is then to be differentiated to suit the needs of the child.

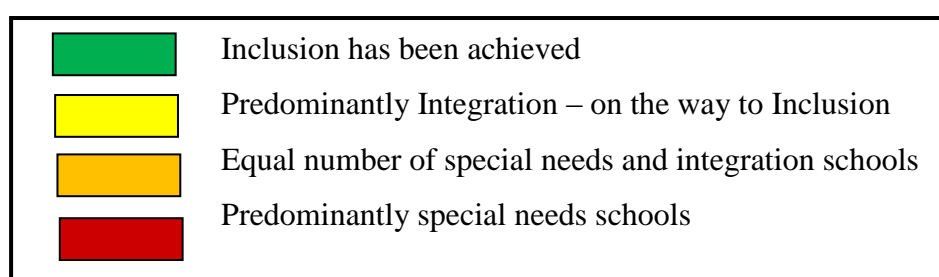
Source:

<http://www.cisonline.at/index.php?id=37&L=1>

Special Education Centres have the task of providing and coordinating all measures of special needs education to ensure through inclusive education that children with special educational needs can be educated in regular schools in the best possible way. These tasks include:

- The issuing of expert opinions to identify special educational needs (special needs opinion)
- Co-operation with regional schools of compulsory education, other Special Education Centres, school authorities, the district school inspector, the special school inspector, regional non-school institutions etc.
- Support of inclusive education through educational and organisational counselling, assistance for the setup of teacher teams
- Information for parents, public relations, exchange of experience and further training
- Administration
- Co-operation with other institutions: The Special Education Centres are responsible for co-operation with other institutions to support children and their parents in the best possible way. For example, if other institutions require additional assistance, therapy, training programmes, diagnoses, or the like, the Special Education Centre establishes contact with the competent bodies and procures the respective provisions

In 2010 'Lebenshilfe Austria' (an organisation for people with disabilities) created an 'inclusion barometer' for the schools in Austria. As shown in the diagram below, inclusion is in different stages in the different federal states of the country. As seen in the key, the path to inclusion has been divided into four stages:



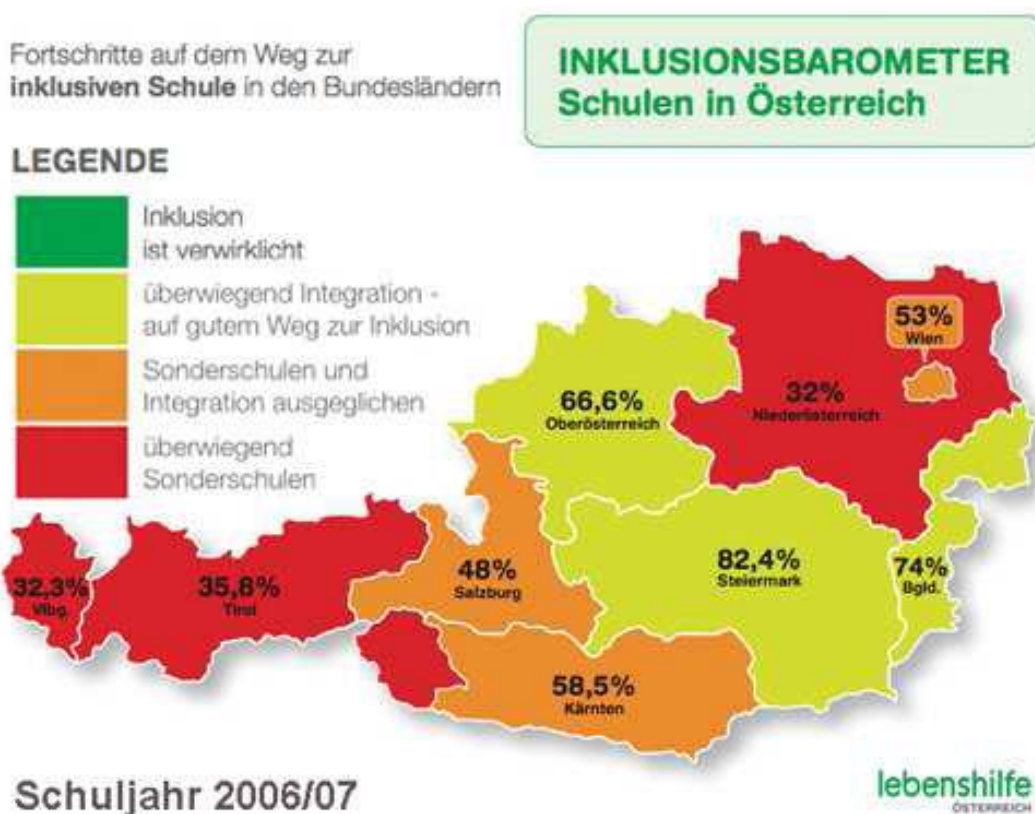


Figure 4: Barometer of inclusion in Austria

The percentages written within the states signify what percentage of children with disabilities is integrated in inclusive classes or schools. As can be seen this ranges between 32% and 82%. Interesting however is that according to this study, inclusion hasn't been completely achieved anywhere in Austria. This means that the state hasn't been able to get rid of special schools entirely. Although integration can be seen to a large extent in some of the states, there are an equal number of states in which there are predominantly special schools and only a small number of inclusive classes or schools.

Once the United Nations Convention on the Rights of Persons with Disabilities was ratified in Austria in 2008, an Independent Monitoring Committee was set up later that year to monitor the implementation of the CRPD in the country. More explicitly it was established according to Article 33(2) of the Convention that demands all state parties to track the progress of inclusion in the country. (United Nations, 2006, Article 33(2)) In the field of education the committee reports that the countrywide integration rate of about 52% has remained almost the same since 2001. It also commented that it was mostly pupils of primary school age with minor disabilities who were being integrated into the regular school system. At the secondary level pupils with more severe impairments primarily attended special needs schools. At the pre-primary level, although efforts were being made, inclusion hadn't been achieved as yet.

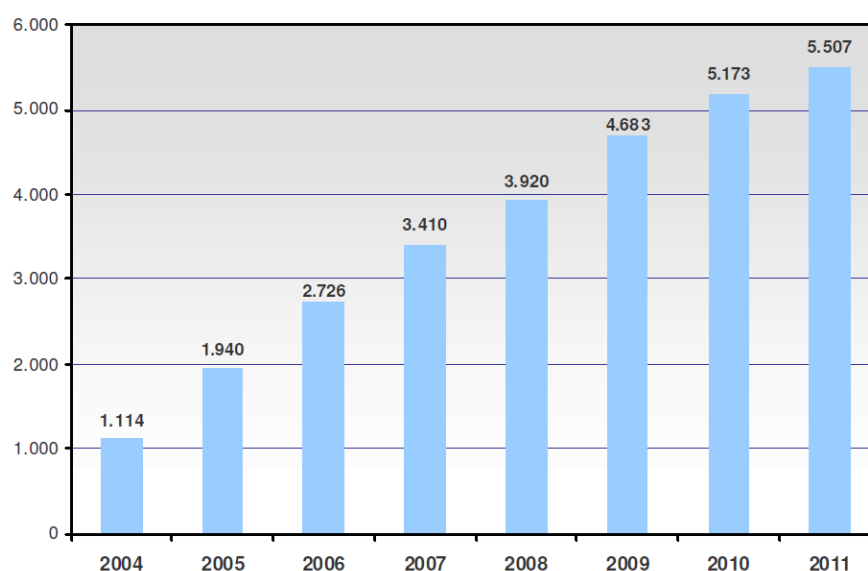
5.1.4. Vocational education and training (VET) for learners with special educational needs

The Apprenticeship training (Lehre, Lehrlingsausbildung, DUAL VET or two places of learning) constitutes a particularly practice-oriented variant of VET where the apprentices spend some 80% of their apprenticeship at the company and 20% at the part-time vocational school for the relevant occupation. About 40% of young people in Austria are trained in a legally recognised apprenticeship trade, acquiring a full professional qualification in this way. Training in an apprenticeship trade is open to all young people who have completed their nine years of compulsory schooling. Depending on the apprenticeship trade chosen, the period of training is between two and four years.

The target groups of Integrative IVET (Integrative Berufsausbildung, IBA) are mostly young people with special pedagogical support needs at the end of compulsory school, young people with or without a negative lower secondary school qualification, as well as other young people who need special support to complete the specific apprenticeship training.

The total number of apprentices is 128.078, out of which 5.507 are in Integrative (inclusive) IVET (IBA):

- 4.000 are in the “prolonged apprenticeship period” pillar, i.e. the part-time vocational school curriculum and occupational-profile are the same as for the regular apprenticeship programme except that learners with SEN have more time to acquire the necessary skills and competences;
- 1.507 are in the “acquisition of a partial qualification” pillar, i.e. they are in special settings for both the occupational profile and the part-time vocational school curriculum.



Integrative Berufsausbildung							
Bundesland	insgesamt	§ 8 b Abs. 1 BAG (Verlängerung der Lehrzeit)			§ 8 b Abs. 2 BAG (Teilqualifizierung)		
		§ 8b (1) gesamt	in Unter- nehmen	in Einrich- tungen	§ 8b (2) gesamt	in Unter- nehmen	in Einrich- tungen
Burgenland	168	80	60	20	88	21	67
Kärnten	281	219	219	0	62	61	1
Niederösterreich	426	358	358	0	68	61	7
Oberösterreich	1.378	872	800	72	506	123	383
Salzburg	224	101	89	12	123	59	64
Steiermark	1.072	717	548	169	355	101	254
Tirol	448	374	281	93	74	68	6
Vorarlberg	329	208	200	8	121	109	12
Wien	1.181	1.071	211	860	110	12	98
ÖSTERREICH	5.507	4.000	2.766	1.234	1.507	615	892

Quelle: LEHRLINGSSTATISTIK 2011, Wirtschaftskammern Österreichs

Figure 5 & 6: Apprentices in Integrative IVET (IBA) in absolute terms

Source:

Helmut Dornmayr, Berufseinmündung von AbsolventInnen der Integrativen Berufsausbildung. Eine Analyse der Beschäftigungsverläufe. ibw-Forschungsbericht Nr. 167, Wien, April 2012

5.1.5. Transition from School to Employment in Austria

Career planning is incorporated in the curriculum for students' grade 7 and 8. Key elements of career planning are offering crucial information and developing the students' individual, social, theoretical and practical competences regarding their future integration into employment. Co-operation with parents, external agencies and employers is highly taken into account.

Career planning is an overall principal in secondary education and it can be carried out by offering separate lectures or in integrated into different appropriate lectures.

A pre-vocational year for SEN – students can be established in special schools. The young people are prepared to meet the challenges of every day and working life by receiving in-depth general education as well as theoretical and practical education in order to develop their individual skills and cross competences. Pre-vocational education is based on the student's individual preconditions and it aims at increasing his/her individual and professional abilities, developing his/her creativity and the ability for decision making, making use of his/her knowledge and skills and facilitating his/her participation in a lifelong learning process.

Co-operation and collaboration of all key actors inside and outside school is given high priority.

General pre-vocational year: SEN – students may also attend an inclusive/integrative setting at general pre-vocational school (Polytechnische Schule). Up to date these classes are established on the basis of trial projects but they are supposed to get a legal framework in the near future. Usually SEN- students are taught according to the curriculum of the SEN – pre-vocational year. In many cases a kind of "individual curriculum" has to be developed which in general is a combination of the SEN and the general curriculum. These combined curricula may also be applied to students in special schools.

Counselling service for students: Counsellors are specially trained teachers whose task is supporting students, schools, parents and other key actors offering:

- General information on pathways of education and training - in schools, at parents' meetings...
- Individual counselling of students, parents and teachers during the transition period from school to employment
- Co-operation with other counselling services

Clearing is provided for SEN students by external services. It is a process that focuses on the identification of the individual student's abilities and needs concerning his/her future professional life. This process is carried out by experts in close co-operation with the student, his/her parents and the school. The main task of Clearing is to show realistic professional perspectives based on individual assessment, counselling and coaching.

In Austria, vocational training (apprenticeship) is provided in a dual form: adolescents work in companies and learn their occupation there practically and goal-oriented. In addition, they receive about 10 weeks of fundamental theoretical training at a vocational school.

Pupils with special educational needs can take the final training exam after a longer apprenticeship (prolonged by max. 2 years) or go for a partial qualification. In the case of a partial qualification, which means one to three years of training, adolescents learn parts of a skilled trade in their training company and at vocational school. The contents, goals and time of the partial qualification are individually defined.

This form of inclusive occupational training goes hand in hand with the inclusive occupational training assistance.

Sources:

<http://www.cisonline.at/index.php?id=81&L=1>

<http://www.european-agency.org/country-information/austria/>

5.2. Belgium (Flanders)

5.2.1. The national school system

The competence to legislate on education in Belgium has been transferred to the Communities. Only the determination of the starting and finishing ages for compulsory education, minimum requirements for diploma conferrals and the pension system are still federal matters. In the Flemish Community the Department for Education and Training takes care of policy preparation and 4 internal autonomous agencies are responsible for policy implementation. Together they form the Flemish ministry of Education and Training. There are state-schools, catholic schools and provincial schools.

The educational system in Flanders is a dual system: on the one hand the “regular school system” and on the other hand the systems of “special education” (Barometer Rapport Pathways to Inclusion).

- **Basic education:**

Basic education, principally from the age of 2.5 to 12, encompasses kindergarten and primary education.

- **Secondary education:**

Source: “Education in Flanders. The Flemish educational landscape in a nutshell, 2008”. Vlaamse Overheid.

Compulsory education starts on 1st September of the year in which a child reaches the age of 6, lasts 12 full school years and ends at the 18th birthday or 30th June in the calendar year in which the youngster reaches the age of 18. After completion of the 1st stage secondary education at 15, part-time compulsory education can be commenced through the alternance training system, which nonetheless represents a full-time commitment. The possible learning pathways here are either part-time vocational education or an apprenticeship (with self-employed/entrepreneurs and small and medium-sized enterprises), together with a part-time personal development pathway if needed (see later). Regular full-time SE is divided both horizontally and vertically.

Stage 1:

- 1st grade
 - 1st grade A;
 - 1st grade B accommodates pupils who have fallen behind in primary education or who are less suited to a mainly theoretical education; this year is in fact a bridging class between elementary and secondary school. Often, pupils end up in secondary education on the basis of their age without necessarily having completed their elementary education first. After 1st grade B, pupils may either go to the pre-vocational year or to 1st grade A;

- 2nd grade
 - In the 2nd grade, pupils do not only follow the core curriculum but can also choose between numbers of basic optional curriculum subjects. It prepares pupils for when they will have to choose a specific course of study in one of the 4 branches of education in the 2nd stage offered from then onwards.
 - In the prevocational 2nd grade, pupils do not only follow the core curriculum but also have a choice between various learning pathways, called occupational fields. This year prepares them for when they will have to decide in the 2nd stage which course of study they wish to pursue in vocational secondary education.

Stage 2:

General Second Education (GSE), Technical Second Education (TSE), Art Second Education (ASE), Vocational Second Education (VSE)

- the 1st and 2nd grades of the second stage offer a choice between four branches of education: GSE, VSE, ASE, TSE;
- Starting in the second stage, VSE featuring an experimental modular system has been offered since 2000.

Stage 3:

GSE, TSE, ASE, VSE & Se-n-Se

- the 1st and 2nd grades of the 3rd stage also offer a choice between four branches of education: GSE, VSE, ASE, TSE;
- in GSE and ASE, the 3rd stage also has a 3rd year, arranged in the form of a preparatory year for higher education; this 3rd year is optional.
- Since the 1st September 2009, the former 3rd grades of the 3rd stage organised as a specialisation year in ASE and TSE have been brought into the new vocationally oriented advanced secondary education.
- in VSE, the 3rd stage also has a 3rd grade, arranged in the form of a specialisation year; there is also a 3rd grade not arranged in the form of a specialisation year (known as a nameless 3rd grade of the 3rd stage).

Secondary education is attended by 420.685 pupils (school year 2011-2012). Since 1989, full-time secondary education has been organised in a uniform system. This uniform structure comprises stages, types of education and courses of study. Pupils only make a final choice of subjects in the second stage so that they are first introduced to as many subjects as possible. The majority of teaching periods in the first stage is devoted to the core curriculum and consists of: Dutch, French and possibly English, mathematics, history, geography, arts, sciences, physical education, technology, religion or ethics.

For an overview of all participating country systems: see following sources:

- https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/File:Diagram_Belgium-Flemish_Community.png

- https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/File:Diagram_key_EN.png
- Complementary information for Flanders see brochure: Education in Flanders. The Flemish educational landscape in a nutshell / 2008 (we provide a brochure for each partner)

5.2.2. Special education

Students with special educational needs (SEN) can be found in regular and special education.

Students with SEN, integrated in regular schools:

There is no regular and systematical monitoring of the number of students with special educational needs in regular schools. Only students with SEN receiving "integration-support" in regular-schools and ION-students (see later on) are systematically monitored (see later on). The bridge between regular and special education is provided by the law of Integrated Education (GON) and Inclusive Education (ION, see later on). Both laws provide support from special education for the student with special educational needs in the regular school but with an important difference: in ION the student has moderate to severe intellectual disability and has an individual pathway with the focus on social inclusion, so the student does not meet the same requirements as the other students. In school year 2011-2012 there were about 30 ION students in regular secondary education (64 ION students in regular elementary education). Recently, a positive tendency has been seen from legislation in favour of this project. Like ION, a GON-student (Integrated Education) receives support from special education in the regular school. The main difference is that these students have to reach the same objectives as the others in the classroom. In school year 2011-2012 there were 7052 GON-students in regular secondary education, (this is about 1.7 % of the total population in secondary education).

Students with SEN in special schools:

The majority of students with SEN are in special schools. Special education aims at students who need special help, temporarily or permanently. This may be due to the student's physical or mental disability, behavioural or emotional problems, or learning difficulties. Special education provides tailor made education for these students. Learning is organised in small class groups with individual educational plans. Specialised personnel are provided: therapists, educators, doctors, psychologists support the school team.

A special school statement is required for all admissions to special education. This must avoid all unnecessary referrals to special education. However, parents have the right to send their child to a regular school although it was referred to special education.

Special elementary education is organised in 8 different types:

- type 1: students with light mental retardation
- type 2: students with severe mental retardation

- type 3: students with behavioural and emotional problems
- type 4: students with physical problems
- type 5: students who are chronically ill.
- type 6: students with visual problems.
- type 7: students with auditive problems.
- type 8: students with learning problems.

Special secondary education is organised in 7 different types:

- type 1: students with light mental retardation
- type 2: students with severe mental retardation
- type 3: students with behavioural and emotional problems
- type 4: students with physical problems
- type 5: students who are chronically ill.
- type 6: students with visual problems.
- type 7: students with auditive problems.

Up until now there is no separate type for students with ASD (Autism Spectrum Disorders). Those students, if in special education, can be found in all types. Recently, the government has wished to install a 9th type for students with ASD and no mental retardation (TIQ > 60!)

Furthermore, special secondary education is organised in 4 different forms of training, each with a different set of goals.

Form 1: this is mainly a social training with the objective of integration in a protective environment.

Form 2: this is a general and social training with the objective of integration in a protected work and life environment.

Form 3: this is a social and vocational training with the objective of integration in a normal work environment and participation in a normal society in life. This form provides different programs.

Form 4: this prepares for vocation or further education (same curriculum as TSE and VSE)

Special secondary education is possible until 21 years. Exceptions can be applied for.

An additional year, called ABO (alternate vocational training) can be followed in form 3. This is a form of alternate learning: 3 days on the job, 2 days in school.

For individual students who will not be able to meet the criteria for certification, the individual educational plan (IEP) will be adapted. Together with the parents and student, the school team stipulates what competences will be pursued. In this way, a full certification for these competences is made possible. This adaptation only exists in 8 (out of 28) programs.

In school year 2011-2012 4.5 % of the total population of secondary education were in special secondary education. Of course, we have to consider this as average data (the percentage in basic special education for 11-year old boys is currently over 9 %)

For more detailed information: see the Barometer Report from Pathways to inclusion.

5.2.3. Inclusive education

Belgium has ratified the UN-Convention in 2009. Article 24 stipulates the right to qualitative education. Slowly, there is a more common awareness in our society about disabilities, handicap and diversity. In Flanders, there is currently a shift of paradigm: from a medical based model towards a cultural model of disability and a social definition of handicap where disability is also determined by the context of the student. This shift becomes more and more visible in legislation, but at this moment, ION is the only real form of inclusion that is possible in the legislation.

VZW GRIP (Non-Profit Organisation Equal Rights for Persons with a Disability) defines inclusion as “the social process, based on equality, anti-discrimination and the added value of diversity”. In this process, opinions and structures are adapted to differences between people in such a way that all citizens belong and have rights and chances to participate on an equal basis in society”.

According to VLOR (Flemish Council for Education – an advisory organ for the Flemish minister of Education) “inclusion is the recognition and appreciation of differences between people, the recognition of context and the elimination of barriers”.

An inclusive society respects and adapts to diversity and meets the possibilities and needs of all citizens, including those with a handicap. On the other hand, integration questions society itself.

Students with disabilities have the right to reasonable accommodations. Different kinds of support can be provided: stimulation, compensation, remediation, differentiation, dispensation.

- Stimulation: encourage students and emphasise positive aspects
- Compensation: admit the use of (technical) aids
- Remediation: offer adapted and individual support for learning in order to avoid learning delays
- Differentiation: offer multiple means of presentation of the curriculum and approach in the classroom in order to meet the different learning needs of students.
- Dispensation: eliminate certain parts of the curriculum and replace it (if possible) by an equivalent.

Reasonable accommodations mean necessary and appropriate modifications and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (UN Convention on the rights of persons with disabilities, art. 2 par. 4). These accommodations have the objective to take away barriers for learning and make a full participation possible (GRIP). Reasonable accommodations apply the same measure in a different way for different persons (see later: universal design). So some students get this measure, others don't, for the simple reason that one person needs this accommodation for inclusion, and others don't. Accommodations are necessary in order to guarantee equal opportunities.

There is an increased awareness both of the educational potential and the citizen's rights dimension of inclusive education. (<http://www.pathwaystoinclude.eu/>)

However, there are still fundamental barriers to inclusive education. A student cannot be denied access in a regular school unless the school can prove inadequate capacity to meet the needs of the student in terms of education, therapy and care.

Refusing reasonable accommodations to a student with a disability is considered a serious violation of the law. But stipulation of what is reasonable and what is unreasonable is a very actual and political item. Negotiations are currently being held on this topic.

The Barometer Rapport P2I – Flanders assessed the current situation on inclusive education as follows (school year 2011-2012):

- Given legal basis for inclusive education is hindering for progressive implementation
- In practice, inclusive education can be assessed as rather not realised
- Progression of inclusive education can be assessed as slowly developing.

For a more extensive assessment of the current situation and practice of inclusive education in Flanders: see "Barometer Rapport P2I – Belgium".

5.2.4. The national VET-system (Source: www.onderwijs.vlaanderen.be/english/)

Regular education:

The VET-system offers a choice between Technical Secondary Education (TSE), Vocational Secondary Education (VSE) and Part-time Vocational Education (DBO)

Technical secondary education (TSE) places a special emphasis on general and technical/theoretical subjects. After TSE, young people can exercise a profession or pass on to tertiary education. This education also includes practical classes. 33% of the total population of secondary education attends TSE (school year 2011-2012).

Vocational secondary education (VSE) is a practice oriented type of education in which young people learn a specific occupation in addition to receiving general education. 29% of the total population of secondary education (school year 2011-2012) attends VSE, including pupils in the 3rd grade of the 3rd stage of VSE and modular education. This type of education allows pupils to acquire specific vocational skills combined with a general education. Progression to higher education is possible but rather rare. VSE allows direct job access and is mainly focused on practice combined with apprenticeship. One or more additional years are possible: the so-called 3rd grade of the 3rd stage grade.

A special form of VSE is DBO (part-time VET). This is a form of alternating education. It targets students from 16 to 25 years. The program consists of alternately theory and practice (in a company). A training plan is designed, together with a licensed training center. This center provides the technical training and coaching of the student with the focus on his social-professional engagement. The trainee has 4 days of practical training and 1 day of theory. In school year 2011-2012, 2% of the total population of secondary education was in this type of education.

More information about the VET-situation can be found at:

<http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>)

5.3. NORWAY

5.3.1. The national school system²

Regular, basic education in Norway is 7+3+3 years – primary, lower secondary and upper secondary education and training – of which the first 10 years are compulsory. The school system has a centralised framework with national curricula, financing and quality control. The delivery of education and training is decentralised to a high number of providers. The vast majority of pupils are enrolled in public education institutions. Both public and private providers of national education and training receive financial support from the government. They are subjected to national quality control and are obliged to organise examination and assessment according to national guidelines.

Entering upper secondary level, one can choose between 12 education programmes. Three of them prepare primarily for further academic studies, whereas the other nine programmes are vocational.

Vocational Education and Training, including apprenticeship, is a fully integrated part of upper secondary education and training. In general, upper secondary VET includes two years of school-based education with practical training in school workshops and short work placements in industry followed by two years of formalised apprenticeship training and productive work in an enterprise or public institution. The training enterprises receive a monthly financial support throughout the apprenticeship period. National curricula in upper secondary VET cover the school-based as well as the apprenticeship part of the training programmes. The apprenticeship is finalised with a (mainly) practical examination for the Trade certificate.

² The information presented here is to a large extent based on The Education Mirror 2012 (UDIR 2012a) and National Report of Norway to ICE 48 “All inclusive...? The development of education”

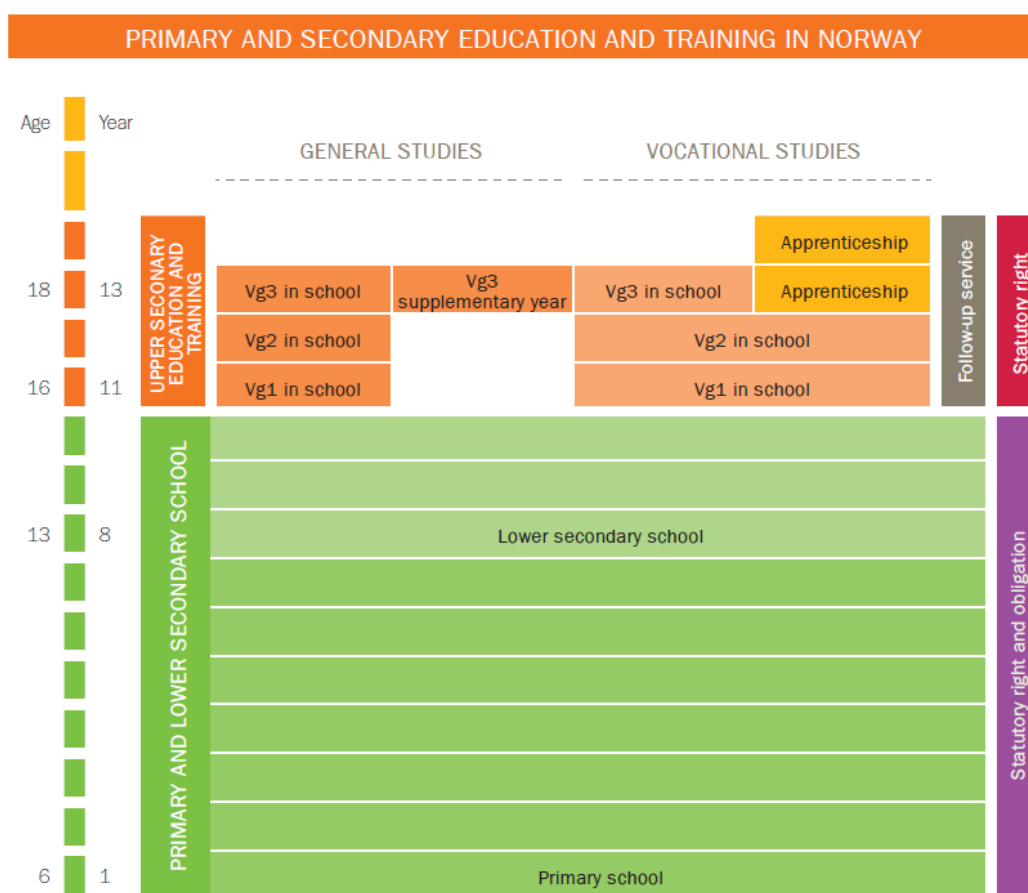


Figure 7: Primary and secondary education and training in Norway (UDIR 2013b)

The Norwegian government formulates the overall role of education, and hence its own overall education policy, in the following way:

Every individual has a potential for learning, and the education system must ensure that this potential is utilised to the full amount, to the benefit of the individual and society. (...) the education system shall give all individuals the same opportunities to obtain knowledge, skills and attitudes that are important for being able to live a good life and become an active contributor in society. The education system shall, at the earliest possible time, stimulate, guide and motivate each individual for “stretching out” as far as possible to realise his or her learning potential – regardless of his or her background. (...) The education system should support each individual in formulating and realise their “life projects” to the benefit of the individual and the society (MOER, 2006).

Equity and freedom of choice are basic political principles in Norway and lie also at the heart of the education and vocational training policy. All residents are to be ensured equal rights of access to quality education, irrespective of gender and economic, social, geographic and cultural background. Accordingly;

- All education and training in the public domain, including higher education, is supplied free of charge; costs are covered by public budgets;

- Every person that has completed ten years of compulsory education is entitled by law to three years of upper secondary general education or VET, by her or his own choice;
- The supply of education and training should be of high quality and broad enough to allow for a range of choices irrespective of geographical location and social factors.

In a Report to the Storting (White paper) in 2006, the government expresses how education is regarded as a mean of promoting equity and reducing inequalities in society:

The government will pursue an active policy to reduce the differences in society. Its goals are to diminish class distinctions, reduce economic inequity and combat poverty and other forms of marginalisation. Society must develop in a way in which power, benefits and obligations are distributed in the fairest possible way. (...) When social inequality increases, efforts to combat the differences must be intensified in the education system. (MOER, 2006)

Pupils in primary and lower secondary education

In the school year 2011/12 there were 614,000 pupils in public and private primary and lower secondary schools in Norway. This is 15,000 fewer compared to the previous year. At the national level, the number of pupils was quite stable during the last decade, but there were regional differences. In the Oslo area the number of pupils had increased with 15 % during the last ten years while some counties in northern Norway had experienced a decrease of 10 % in the same period. Migration to centrally located areas was the main reason for the regional changes in the number of pupils (Statistics Norway, population statistics, in Education Mirror, 2012).

Primary and lower secondary school

Primary and lower secondary school is a 10 year education and is divided into primary school from Years 1-7 and lower secondary school from Years 8-10. Primary and lower secondary school is based on the principle of equal and adapted education and training for everyone. All children and young people shall share a common knowledge, culture and value base. Primary and lower secondary education and training is free and is mainly financed by the municipalities.

In the beginning of the school year 2011/12 there was 3,000 primary and lower secondary schools in Norway. The number is 10 % lower compared with the situation in 2001/02. The average size of a Norwegian primary and lower secondary school was about 200 pupils. 27 % of the schools had more than 300 pupils and 55 % of the pupils attended these schools. By comparison, 33 % of the schools had less than 100 pupils and 8 % of the pupils attended these schools. The trend is that the number of schools is slightly decreasing and more pupils are attending larger schools.

In the school year 2011/12, there were 165 (about 2 %) private schools at primary and lower secondary level approved according to the private Education Act and entitled to state funding. These included international and foreign schools in Norway. Nearly 3 % of the pupils in primary and lower secondary school attended a private school.

The principle of adapted education

Pupils in primary and lower secondary school are entitled to be given instruction that is adapted to their abilities and qualifications (Act of Education, s. 1-3). The right to adapted education and training applies to both those who need extra support in order to achieve a satisfactory outcome from the regular education and training and those who need extra challenges.

Pupils in basic education and training do not have to repeat school years, no matter their learning progression and final outcomes.

- In compulsory school (year 1-10) all pupils advance to the next level and continue to follow instructions in all subjects, including the subjects where they have failed to meet the minimum learning requirements at the lower level.
- At upper secondary level pupils who fail to meet minimum learning requirements will be allowed to advance to the next level and continue to follow classes in all other subjects than the one where s/he failed to meet minimum requirements.

Formal grades are not used during the first seven years of compulsory education. Instead, the individual pupil and his/her parents are given frequent verbal feedback throughout the year based on the pupil's daily performance in class and test results in the various subjects.

5.3.2. Special needs education (SEN)

In 2011/12, approximately 53.000 (8.6 %) pupils in primary and lower secondary schools received individual decisions on special needs education (SNE). The Act of Education s. 5-1, states that "pupils who either do not or are unable to benefit satisfactory from ordinary teaching have the right to special education". During the last decade there has been a substantial increase of pupils who are given SNE. For a long period during the 1990s and the first years of the new Millennium the percentage was stable at about 6 %. Since 2006, there has been a steady increase in the percentage of pupils with SNE. There are differences between counties with regard to the number of pupils receiving SNE, from 7 to 11 %.

School year	Pupils with SNE	Pupils with SNE by gender	
		girls	boys
2011/12	8,6%	32,5	67,5
2010/11	8,4 %	32,0	68,0
2009/10	7,9 %	31,2	68,8
2008/09	7,2 %	30,8	69,2
2007/08	6,6 %	30,9	69,1

Table 3: Pupils in primary and lower secondary school with individual decision on SNE

When pupils receive special needs education, this is primarily organised in groups of 2-5 pupils (often from different classes). 14 % of the special needs education is organised as

individualised tuition and 19 % of the special needs education is organised in other learning arrangements, in groups of 6 or more pupils or in the ordinary classes (extra teacher or an assistant). This means that more than 80 % of Special needs education is provided outside the regular classes, as individual tuition or in small groups.

The percentage of pupils with an individual decision on special needs education increases during primary school and throughout lower secondary school. In 2011/12 about 4.4 % of the pupils in Year 1 had individual decision on SNE, whereas in year 10 the percentage was 11.6 %. This general pattern indicates that when pupils have a decision on SNE, they tend to continue with SNE throughout the rest of primary and lower secondary school.

Pupils from language minorities

Pupils attending the primary and lower secondary school, who have a mother tongue other than Norwegian or Sami, have the right to Basic Norwegian for language minorities until they are sufficiently proficient in Norwegian to follow the normal instruction of the school. If necessary, such pupils are also entitled to Mother tongue education, bilingual technical training, or both.

In the school year 2011/12, there were 44,000 pupils (7 %) with Basic Norwegian for language minorities. There has been a slight increase in the recent years. The percentage of pupils with Basic Norwegian for language minorities was highest in Oslo with nearly 25 %. Mother tongue education is given to pupils with a mother tongue other than Norwegian and Sami in addition to the number of regular teaching hours. Bilingual technical training is the teaching that takes place within the regular teaching hours, where the pupil's mother tongue is used in the education and training (e.g. Mathematics in Urdu either alone or together with instruction in Norwegian).

In the school year 2010/11, mother tongue education and/or bilingual technical training or adapted education and training were given in more than 125 different languages. The dominant languages were Somali, Arabic and Polish.

5.3.3. Inclusive and adapted education³

In this section the notions inclusive and adapted education is used in order to present a Norwegian approach to the two concepts universal design and reasonable accommodation. Although the two concepts integration and inclusion have many similarities, the Norwegian policy documents states that inclusive Education goes beyond physical integration. In an inclusive education system, every learner is part of what could be called a "learning community" with other peer learners that participate actively on equal terms. Relevant education and training of good quality is provided to all individuals, regardless of their personal features and social, cultural, economic and geographical factors. It is based on the fundamental principles of equity and education as a human right. Every individual – slow and fast learner alike – is given the opportunity to learn to his or her full potential in terms of pace and level, and is actively participating in the organisation and implementation of the learning provisions.

³ So far, this draft on Inclusive education in Norway is based on a report from Norwegian ministry of education and Research to UNESCO I 2008, "National Report of Norway to ICE 48 "All inclusive...? The development of education"".

Inclusive education is not a final and stable condition, but rather a constant process whereby societies strive to remove obstacles and accommodate optimal learning for each and all individuals. The permanent dynamics pertain to the facts that people in the system are continuously being substituted, that individuals within the system and their learning needs to change over time and that the social, cultural and economic context which often defines learning needs, is in constant development.

A prerequisite for successful implementation of Inclusive Education is that the education system – and the individual teachers and trainers within the system – welcome diversity, address and respond adequately to the specific needs of the individual learners. This complies with the principle of “equality in treatment”: Provision of optimal learning opportunities to each and every learner.

In order to avoid physical and social segregation, individuals should as much as possible participate in education and receive additional support within the regular learning context. Thus special education in separate institutions in general falls outside the strict denotation of “inclusive education”.

Inclusive education in the Norwegian context

In Norway the principle of inclusive education ⁴was introduced with the implementation of new laws in compulsory and upper secondary education in 1976, and further developed in the 1980s and 1990s. The operational understanding of, and approach to, inclusive education in Norway is that every individual shall be provided optimal learning conditions in the regular learning context – as far as possible. Adapted education is a principle, but not an individual right. In practical life it will always be necessary to consider and find a reasonable balance between costs and benefits to various affected parties: the individual learner (needs and learning conditions), the institutions and the greater society (money, social responsibility), the teacher (qualifications, working conditions, and available resources), and fellow children, pupils and students (learning conditions, social environment, security).

No individual shall be excluded. The report (MOER, 2008) raises some questions with regard to challenges in the Norwegian approaches to inclusive education. Among these are the tension between individual pupils and the community. What is the right thing to do if the provision of optimal learning conditions to one learner inevitably will imply to reduce learning opportunities for several other pupils? In some practical cases, the principle relating to the learning arena is being disregarded. Therefore, some pupils will receive all or parts of the teaching outside the regular classroom, in a specially adapted environment. This applies e.g. to learners with particular medical problems, deaf-blind learners, individuals that represent a physical threat to other pupils and staff, or persons that by their behaviour seriously reduce the learning opportunities for several other fellow pupils. In such cases, one will have to assess whether special education in a segregated learning context represents the best solution, all aspects and interests considered. Provided that pupils receive education adapted to her/his abilities, one might even with some right argue that this solution follow the principle of inclusive education part of the way, if not in the strict interpretation of the concept (MOER, 2008).

⁴ Although the term inclusion belongs to the discourse of the 1990s.

When reviewing inclusive education in Norway, one should in particular consider the situation for the following groups that might be at risk of exclusion:

- The Sami population, one of the largest indigenous peoples of Europe. Sami pupils in basic education are legally entitled to receive instruction and textbooks in their own languages. It is estimated that 10.000 people today have Sami as their home language; most of them live in the three northernmost counties.
- The immigrant population, counts in 2008 a total of 460,000 or almost 10 % of the total population. It consists of people with two foreign-born parents: 381,000 first generation immigrants who have moved to Norway and 79,000 descendent, i.e. people who were born in Norway of two parents with a different country of origin. They come from 213 different countries and independent regions, as refugees, labour immigrants, to study or through family reunion. Oslo has the largest proportion of immigrants with 25 %, or 140,000 people.
- People with disabilities – physical, mental or multiple challenges. It is difficult to find accurate statistic on this group, partly due to different ways of defining “disability”. In many cases, “disabled” individuals will not be disabled but function very well if material and social conditions are being duly adapted.

Inclusive education relates to many different factors at the various levels:

- Political level, i.e. national, regional and local levels. Decisions at these levels determine the framework for provisions, access and activities in the various parts of the education system.
- Institutional level. Institutions involved in education and training to a varying degree have autonomy in professional and budgetary matters. This means that the management and staff make decisions regarding the internal allocation of resources and the level of professional and social services to the learners, recruitment and further training of teachers as well as prioritisation between various strategic measures and activities.
- Micro level, i.e. class, group and individual levels. Whether or not the individual learner actually is given optimal learning opportunities, is directly and strongly influenced by several factors in the immediate learning environment.

Adapted education, an educational and a political concept

In the Norwegian discourses on education, the concept adapted education [no: tilpasset opplæring] plays a central role. The principle of adapted education can be related to the emergence of a comprehensive school and can be rooted back to the national school curriculum of 1939 [Normalplanen]. However the concept adapted education received increasing interest after the introduction of a common Education act in 1975 and it is used in all school curricula after the national curriculum for compulsory school in 1974 [no: Mønsterplan for grunnskolen].

In the present Education act (section 1-3) adapted education is defined in the following terms: “Education shall be adapted to the abilities and aptitudes of the individual pupil, apprentice and training candidate”. In the National Curriculum of 1997, this was

concretised with the formulation “equal and adapted education in a comprehensive school system” (L97, 1996 p.56).

With regard to the content of the education, the concept adapted education refers to the principle of teaching and pupils’ schoolwork being differentiated for pupils and classes. At the same time, it is an aim that the differentiation shall be accomplished within the frame of regular classes (cf. Education act, section 8-2). Due to geographical conditions Norway has a decentralised school structure. It has always been a political aim to maintain schools close to where people live. Even though more than 50 % of Norwegian pupils enter schools with more than 300 pupils, 33 % of Norwegian schools have less than 100 pupils.

The fact that the principle of adapted education is anchored in the mission statement of the Education act, it recognises that adapted education is an overall quality dimension characterising all aspects of education. Adapted education is not an individual right, as for example the right to special needs education. It is the school owner (i.e. the municipality) who is responsible for offering satisfactory and adapted education based on the abilities and aptitudes of the individual pupil.

At its core, the concept adapted education reflects a tension between the individual and the community. It is about coping with two positions, which both have certain risks. On the one side, to emphasise the need of the individual pupil without risking the breakdown of the learning community, or to emphasise the learning community, without risking that diversity and differences are “bottled up” and limits the individual pupil.⁵

Adapted education is a multifaceted concept. It is a concept that broad groups can endorse, but at the same time, many schools and teachers experience the concept as diffuse and problematic. Simply speaking, it is possible to identify two different discourses related to the use of adapted education, one educational discourse and one political discourse. In this paper these two discourses are presented as they are used in Norwegian educational research.

Within an *educational discourse*, adapted education is used in relation to the discussion between a teacher oriented and pupils’ oriented pedagogy. The National curriculum of 1939 criticised the present teacher dominated plenary teaching strategies and argued for a reformed pedagogic approach emphasising ‘activity school principle’ [no: arbeidsskoleprinsippet] (Haug & Backmann, 2007, p. 268). While the work in classrooms traditionally has been dominated by a teacher presenting information and listening pupils, adapted education usually has been connected to reform pedagogical ideas emphasising pupil’s activity and pupil’s participation when it comes to content and methods (Haug, 2012 p. 47). The role of the teacher in this tradition is the collaborative teacher and the teacher as motivator and supervisor.

In a review of Norwegian research on adapted education, Backmann and Haug (2006) identified two dimensions of adapted education within the educational discourse, a narrow and a wide orientation. The narrow orientation refers to strategies that have a single pupil as target, using individualisation and ability grouping (ibid: 48). In this sense, adapted education emphasises how content, tools and methods are selected and adapted for individual pupils.

⁵ The English school researcher Brahm Norwich (2008) introduces the notion *dilemmas of difference* in order to conceptualise this tension.

The alternatives are related to issues with the pupils' individual learning trajectories and the aim of the education. The wide orientation of adapted education refers to how the work in the class community is planned and uses interaction within the learning community as a frame for the planning process. Within this approach adapted education is conceptualised as something that can be realised in pedagogical encounters within the classroom context.

A different approach to adapted education is to consider it as a *political concept*. We can then ask what it is with the content and the versatility of the concept that makes it attractive for broad groups of people. As pointed out above, adapted education has been a key concept in all Norwegian curriculums the last 40 years and the concept has roots back to the discussions in the national curriculum in 1939. As a political concept, adapted education can be analysed with regard to the political tug-of-war about educational practices (Jenssen & Lillejord, 2009). In Norway adapted education is used as a popular pedagogical tool when different political groups are reforming the school and making it ready for changing conditions in the society. It is a concept that the politicians use when they are arguing for the aim of inclusion, social adjustment or increased learning outcome.

Adapted education has been a statutory principle in Norwegian compulsory education since 1975 and in upper secondary education since 1998. In policy texts adapted education is described as a pedagogical tool for encountering challenges the school is facing over time. For the schools and teachers this various use of adapted education makes the concept complex and fuzzy and difficult to practice.

As a political concept, adapted education is used with different interpretations in policy texts since 1975. Different phenomena have been in focus in the public debate on education and different political regimes have been responsible for the educational policy. Adapted education has proved to be a sustainable notion throughout the whole period. However, the frequent changes in policy and the various ways adapted education is used, and for different purposes, has created a situation where it is difficult for the schools and teachers to know what is expected of them and how they should practice adapted education.

Summing up - adapted education is a flexible and versatile concept that is used in different ways to describe various aspects of education. As an educational concept it is related to considerations between individual and collective orientations, and teacher dominated and pupil dominated teaching strategies. As a political concept, adapted education is a principle politicians use when school reforms are introduced to solve changed societal conditions.

When adapted education is used by policy makers from both sides of the political spectrum for describing presumably different policies, then it is open to debate whether the concept is embraced by the political rhetoric's the American education researcher Apple describes in the following way: "Diametrically opposite policies often are wrapped in exactly the same vocabulary, something neoliberal and neoconservative educational 'reformers' have recognised and used all too well" (Apple 2006: vii).

National understanding of UD and RA described together with the school system

The Norwegian policy documents⁶ do not use the terms Universal Design and Reasonable Accommodation. A review of the national framework of Norwegian education and training shows that the educational system to a large extent is in compliance with major inclusive education principles and as such also with Universal Design and Reasonable Accommodation.

All children, pupils and adult learners in the comprehensive Life Long Learning system are – on equal terms – legally entitled to access appropriate education and training and no one is to be excluded from taking part in learning together with their peers. Instruction is supposed to be adapted to the needs of the learners within the regular learning context, and necessary social economic and technical support to make it obtainable shall be provided by the education and training authorities.

The system has arrangements for deviation from the regular schedule and content of subjects and programmes, and early school leavers will always have a second chance of coming back to complete what they once disrupted. If the needs of individual learners exceed what can be expected from the teacher, he or she shall be offered special education based on a personal needs assessment by specialists, and discussions with the parents and the learner. Social career counsellors are available in every education and training institution to the end of securing a good learning environment, and assist the learners with preventing and solving problems that affect the learning in a negative way.

Potential obstacles relating to economy and employment contract conditions for adults wishing to take further education, have been reduced if not completely removed.

5.3.4. National VET system (Upper secondary vocational education and training)

Upper secondary education and training is voluntary. All young people who have completed primary and lower secondary school are nevertheless entitled to three years of upper secondary education and training that shall lead to qualification for higher education or vocational qualifications. National statistics show that 91.5 % of all 16-18 year olds were enrolled in upper secondary education and training in the school year 2011/12.

The structure of upper secondary education and training

In the school year 2011/12 there were 430 upper secondary schools in Norway, 347 (80 %) of which were county-administered, 81 private and 2 state-administered. In the last decade the number of schools has decreased by 67 schools (15 %). The average number of pupils per school today is about 450 pupils. 7 % of the pupils in upper secondary education and training were enrolled in private schools in the school year 2011/12. The percentage is highest among pupils in general studies education programmes, where 9 % were enrolled in private schools, compared to 5 % of the pupils in vocational education programmes.

Until the school year 2009/10 pupils who were considered unqualified for regular educational programmes were separated out in the category of alternative education and training. Today

⁶ These terms are not used in the most recent report from the ministry to the Storting on education, ff. Report to the Storting, Meld.nr. 18 and Meld.nr.20)

all pupils are included under one of the 12 education programmes. Student considered unqualified for regular educational programmes are offered education and training that leads to basic competences, 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.

There are no national statistics for the amount of pupils aiming for qualification at a lower level, because the reports from the counties are too incomplete and variations in registrations among county authorities are too great. With regard to the amount of apprentices and apprentice-candidates (pupils with learning contracts), national statistics for 2010 report that there are about 36.000 apprentices and 1.000 learning candidates.⁷

Education programmes

Upper secondary education and training consists of 12 different education programmes, 3 in general studies and 9 vocational programmes. In VG2 (the second year) the pupils choose a programme area within an education programme. Some common core subjects are compulsory subjects that are taught at each year of education and training in school (e.g. Norwegian, English, Mathematics and Natural Sciences). In vocational education programmes, the programme subjects are common for all pupils in the same programme area.

⁷ <http://www.european-agency.org/agency-projects/vocational-education-and-training/vet-files/policy-documents/NO-policy-summary-report.pdf>

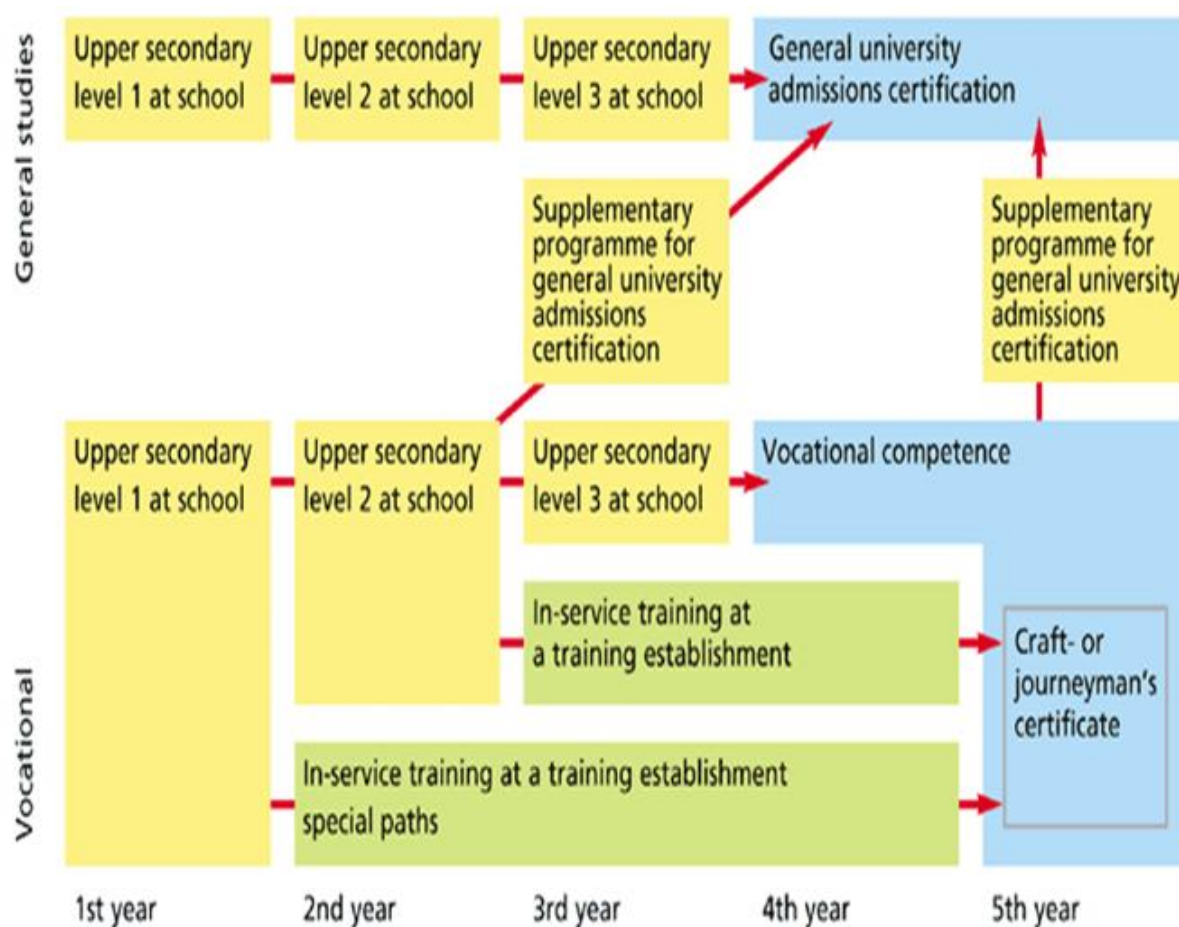


Figure 8: The structure of educational programmes in upper secondary education (Vilbli 2013)

More than 50 % of the applicants to VG1 and VG2 are enrolled in one of the nine vocational education programmes. However, in VG3 only 35 % of the pupils apply for vocational education programmes. This is attributed to the fact that a large number of pupils are applying for the supplementary programme at VG3, which is qualifying for higher education after completion of vocational VG2.

There is a gendered pattern of applications between the educational programmes. A majority of girls apply for general studies whereas it is mostly boys who apply for vocational studies. Looking at pupils with an individual education plan⁸ (who has an individual decision on SNE) the differences become extra clear. For Health and Social Care and Design, Arts and Crafts there are all in all 86 % and 90 % girls who apply, whereas the percentage of girls is 3 % and 5 % respectively for Building and Construction and Electricity and Electronics.

In 2012 there were a total of 17,692 pupils (about 23 %) who applied for apprenticeship. This is a slight increase relative to last year. There are most applicants for apprenticeship in Technical and Industrial Production, followed by Health and Social Care, Electricity and Electronics and Building and Construction. National statistics shows that less than half of those pupils who are enrolled in VG1 apply for an apprenticeship two years later. Further there are substantial variations between the education programmes. In Media and

⁸ The Education Mirror uses the term Individual education programmes (p. 18)

Communication only 3 % of the pupils apply for apprenticeship compared to Electricity and Electronics where 62 % apply for apprenticeship.

Definition of the terms apprentice and training candidate (section 4-1 of the Act of Education):

For the purpose of this Act, an apprentice is defined as a person who has entered into an apprenticeship contract with a view to taking a trade or journeyman's examination in a trade that requires an apprenticeship in accordance with regulations issued pursuant to section 3-4. Pursuant to this Act, a training candidate is defined as a person who has entered into a training contract with a view to taking a less extensive examination than a journeyman's examination.

Documented partial competence and the Training Candidate System⁹

Documented partial competence is a competence that is lower than full vocational or university admissions certification. Documented partial competence may be planned or unplanned.

If, for various reasons, a pupil does not achieve full vocational competence or university admissions certification after completion of the secondary education and training – for example, if the pupil quit along the way or fails in some subject – the pupil is issued a certificate of competence, certifying the competence that is achieved through the education and training. Later the pupil is allowed to continue the education and training, with a view to achieving full vocational competence or university admissions certification.

If the pupil already knows at the start of upper secondary school that he/she may have difficulty achieving full vocational competence or university admissions certification, or discover this along the way, the school can help plan for an adapted educational course. Documented partial competence can be chosen as an objective in programmes for general studies and vocational education programmes.

Pupils enrolled in Vocational Education Programmes

About 53 % of the pupils who began in VG1 in the autumn of 2011 started in a vocational education programme. There has been a marginal increase in the number of pupils in the vocational education programme from 2010 to 2011. Among the vocational education programmes, most pupils were enrolled in Health and Social Care and Technical and Industrial Production in both VG1 and VG2. After Vg2, the number of pupils who were given education and training in school and the number who were given education and training in training establishments varied with the education programme. In Building and Construction and Technical and Industrial Production, most of the pupils were given education and training in training establishments. In Health and Social Care, a little over 2/3 of the pupils were given education and training in training establishments and the rest in school. In Media and Communication, almost all of the pupils were given education and training in schools. The pupils in Media and communication and Agriculture, Fishing and Forestry could also choose higher education instead of vocational qualifications.

⁹ <http://www.vilbli.no/?Lan=3&Artikkel=016033&Side=> (downloaded 15.04.2013)

Pupils completing upper secondary general education and VET

Across European countries there seems to be an understanding of drop-out as signifying a person “who is no longer at school and does not hold any upper secondary qualification” (Lamb & Markussen, 2011, p. 5). According to this definition the term ‘school’ incorporates both school based education and workplace training. Behind this general consensus, considerable bewilderment remains about how to measure and compare drop-out. This is caused by the fact that across nations and systems, upper secondary education programmes have different durations, different standards and types of differentiated certifications and qualification, and partly by registration difficulties. Based on the definition presented above, Markussen (2010, p. 14) reports that 68 % of the population that entered upper secondary education and training in 2003 have completed within five years. However the school completion varies between the education programmes, where the academic programmes have above 80 % completeness while some of the vocational programmes have less than 50 % completeness.

Other publications present different figures. The Ministry of Education and Research (MOER, 2008)¹⁰ presents international statistics documenting that 79 % of the adult Norwegian population aged 25-64 has accomplished upper secondary education or training. The OECD average is 68 %. 17 % of Norwegians between 25-35 years have not completed upper secondary education, whereas the corresponding figure for other Nordic countries is some 10 %¹¹. Far more girls than boys complete upper secondary education and obtain a general right of admission to higher education.

Several studies have identified factors – some of them are interlinked – that influence study progression, success rate and dropout:

- The social background of the learners; parents’ education level, employment situation and income level.
- Whether or not the pupil/apprentice has been granted enrolment in the education programme which was on top of his/her priority list.
- Whether or not the pupil in a VET programme is able to find a willing training enterprise to sign the apprentice contract.
- The learning achievements in compulsory education are the single most important factor for a normal study progression and successful completion at upper secondary level. It decides whether and how the VET pupil manage during the first two years of school based training and influences the possibilities of finding an apprenticeship place. Lack of basic language and numeracy skills causes employment problems for the individual throughout life.

According to official documents, the most obvious challenges in basic education in general and upper secondary education (VET) in particular, is (i) to reduce the dropout rate in upper secondary education and training, with a particular view to VET and (ii) to improve the general performance of the learners in basic subjects.

¹⁰ National Report of Norway to ICE 48 “All inclusive...? The development of education”

¹¹ International comparisons within upper secondary education are a “risky task” because the educational systems and use of definitions differs between the countries.

Present challenges

In March 2013 the Ministry of Education and Research launched a White Paper (Report to the Storting no. 20, 2012-13). With regard to the vocational education and training the high percentage of school dropout causes worried and the government proposed several measures.

On the general level it is proposed to soften the 2+2 model in upper secondary education and training. In order to enhance the general school completeness, the government is discussing the appropriateness of the 2+2 model in VET. It is suggested that this model does not fit the needs of all pupils and branches. Therefore “(...) the ministry proposes that there is a potential for increasing pupils motivation and competence attainment through closer connection in the workplace. The present qualification requirements are maintained, but the education and training shall be more adapted to pupils’ choices, local needs and preconditions” (own translation, page 126). The ministry uses the term “exchanging models” [no: vekslingsmodell] and it is supposed that this model will integrate education in schools and workplaces in other ways than the 2+2 model. Further it is emphasised that the subject content, competence objectives and the total number of years in school and workplaces, and the relation between common subjects and programme subjects are the same as for the 2+2 model.

With regards to pupils with special needs and in risk of marginalisation and school-dropout, the report states that “(...) about 20 % of the youth population have low probabilities for completing upper secondary education with full vocational competencies or university admissions certification. For this group the Praksisbrev [practice letter] system is proposed. This is an adapted upper secondary education emphasising practical education and training the first years, and completed with a praksisbrevprøve [practice letter examination] after two years. The competence objectives are the same as for regular apprentices, but the number of competence objectives is reduced. The system with Praksisbrev has been tested for some years, and it is now proposed as a regular part of VET programmes in upper secondary education and training.

Although the report does not give many suggestions regarding the content of the education and training for the “20 % group”, it seems clear that both the introduction of “exchanging models” and the formalisation of “Practice letter” are new regulations that might influence the context where the Norwegian INVESTT-project is concerned.

5.4. Slovenia

5.4.1. The national school system

In Slovenia the education system is in the domain of the Ministry of Education, Science and Sport and it contains the following levels of education (MESS, 2013):

- Preschool education intended for children from the ages of one to six years old;
- Primary school education (compulsory), which includes children at the age of six and up to fifteen years old;
- Secondary school education for children and adolescents from the ages of fifteen to twenty. Secondary education is further divided into general upper secondary education, technical upper secondary, vocational upper secondary, and short vocational upper secondary education;
- Tertiary education for students from the ages of nineteen up to twenty-seven, which incorporates the first cycle education (Bachelors), the second cycle (Masters), and the third cycle (Doctors of Science).

Slovenia also has a well-developed system of basic music and ballet education that provides children and adolescents with the opportunity to also develop their musical and dance talent alongside their primary school education (Eurypedia, 2009).

In the Republic of Slovenia, the education system is mainly organised as a public service as part of which public and private institutions and private persons who hold a concession provide accredited programmes (Eurypedia, 2009) – meaning that education is granted to individuals free of charge (with the exception of the third cycle of tertiary education).

5.4.2. Special needs education (SEN)

Education of children with special needs (CSN) has a long history in Slovenia – the first specialised school for deaf and hard-of-hearing children was already established in 1840 (Košir et al., 2011) – but up until the reform of the educational system in the 1990s when the White Paper on Education in the Republic of Slovenia (1995) was published there was a expressively two-tracked school system which distinguished between “regular” and “special education”, as it was considered that children with deficiencies cannot be schooled in regular schools (Opara et al., 2010).

The first incorporation of the idea of inclusive education of CSN in documents happened with the publication of the aforementioned White Paper (1995). Inclusive education of CSN was officially established with the adoption of the Placement of Children with Special Needs Act which defines children with special needs into eight groups of children:

Children with mental deficiencies, blind and visually impaired children, deaf and hard-of-hearing children, children with speech-language deficiencies, movement impaired children, children with prolonged diseases, children with deficiencies in individual learning areas, and children with emotional and behavioural deficiencies.

Existing Slovenian Legislation does not include a definition of a group of children with autistic deficiencies. According to current practice on placement we include them in the group of

children with prolonged diseases, children with speech-language deficiencies, children with mental deficiencies or in the group of children with deficiencies in individual learning areas, which naturally does not suffice as children with autistic deficiencies require different approaches such as for example teaching with visual support, and similar¹² (Košir et al., 2011).

The request to begin the procedure of placement of CSN can be filed by parents or legal representatives or young adult who has reached the age of majority on their own behalf. In the event that parents do not file a claim to implement the procedure for placement the proposal for procedure initiation can be filed by the kindergarten, school, health facility, and social or other institute. The procedure of placement is then handled by a counsellor at a competent regional unit of the National Education Institute of the Republic of Slovenia based on the place of residence of the CSN. Based on the proposal, report on the child, the opinion of the expert committee for placement of CSN, an interview with the parents, other factors and circumstances, the counsellor assesses whether placement is necessary or not. The decision on the child's placement is given by the National Education Institute of the Republic of Slovenia in the form of an official document – statement of special needs. On the basis of the statement of special needs the CSN is included in one of the educational programs as shown in the following table.

¹² A new legislation – when it comes into force – also introduces groups of children with autistic disabilities.

	Adapted implementation of educational programs and additional expert assistance	Adapted programs and special educational program		Educational program ¹³
Preschool education:	adjustment of the organisation and way of program implementation			
	Additional professional assistance (APA) ¹⁴			
Primary school and secondary school:	adjustment of the organisation	Acquirement of equivalent educational standard (adapted programs)	Acquirement of a lower educational standard (adapted program and special program)	Additional professional Assistance (APA) ¹⁵
	Adjustment of the knowledge assessment and examination	Adjustments in curriculum	Adjustments in curriculum	
	Adjustments in advancement	Adjustments in organisations	Adjustments in the course syllabus	
	Adjustment of the time schedule of classes	Adjustment of the knowledge assessment and examination	Adjustment of the educational period	
	Additional professional assistance (APA)	Adjustments in advancement	Adjustment of streamed classes and transition between grades in primary schools	
		Adjustment of the time organisation of classes	Adjustment of the knowledge assessment and examination at the end of a learning period	
			Adjustments in advancement	
			Adjustments of the conditions to complete schooling	
Providers:				
	↓	↓		↓
	Kindergartens and schools in regular departments	Kindergartens in developmental departments and schools in regular departments (adapted programs)		Educational Institutions
		kindergartens / schools or units / branches of kindergartens / schools established or organised for the implementation of adapted programs		
		Educational Institutions (adapted programs)		
		Schools in departments with adapted programs (adapted programs)		
		Schools or branches of schools established or organised for the implementation of adapted programs of education and a special education program (adapted programs and a special programme)		
		Public social care institutes (special program)		

Table 6: Types of educational programs according to educational levels, program adjustments, and providers of educational programs

¹³ Educational programs also include children with emotional and behavioral disabilities. A competent Centre for Social Work decides and monitors the implementation of a placement of a child into an institution (Ur. I. RS, št. 3/2007).

¹⁴ Additional professional assistance is provided in a special group or individually depending on the type and level of deficiencies, defects or disabilities within the department or outside the department; in special cases expert assistance can also be provided for a child at their home. Additional expert assistance is implemented by teachers at primary and secondary schools who have: completed university studies on the subject of special and rehabilitative pedagogy /defectology / social pedagogy / psychology or have completed a university program of further training for teachers to implement additional expert assistance. Additional expert assistance can be offered by mobile services, whereby this is provided by specialized workers at primary schools with and adapted program and institutes for education of CSN (Opara et al., 2010).

¹⁵ Additional professional assistance is also provided for children in educational programs in the form of educational, socially integrated, preventative, compensatory, and correctional programs which are the composite part of the educational program (Ur. I. RS, št. 3/2007).

Approximately 20-25 % of the total population of children and youth require additional adjustment and help in their education process. Data on issued Statements of special needs according to types of deficiencies shows that children with deficiencies in individual areas of learning represent the largest group of CSN. Reasons for this above average representation of this group should be further investigated in the future to establish if this is due to the fact that the definition of this part of the population of CSN is not accurate or possibly due to the fact that this type of deficiencies are the easiest to recognize by teaching staff. The group of children with several deficiencies is also very common. Blind and visually impaired children along with young adults and children and young adults with emotional and behavioural deficiencies represent the most sparsely represented groups (Opara et al., 2010).

	2005	2006	2007	2008	2009	Total	%
Mental deficiencies	731	631	325	727	646	3.060	12,0
Blind and vision impaired	72	48	40	54	45	259	1,0
Deaf and hard-of-hearing	191	172	80	176	180	799	3,1
Speech and language deficiency	161	301	198	338	416	1.414	5,5
Movement impaired	205	182	99	173	153	812	3,2
Prolonged sickness	296	383	353	676	786	2.494	9,8
Deficiencies in individual learning areas	1.761	2.053	1.110	2.383	2.362	9.669	37,9
Emotional and behavioural deficiencies	39	26	17	38	43	163	0,6
Several disabilities	1.066	1.129	825	1.859	1.970	6.849	26,8
Total	4.522	4.925	3.047	6.424	6.601	25.519	100,0

Source: Opara et al., 2010

Table 7: Issued statements of special needs in the Republic of Slovenia according to type of deficiency, disturbance (2005-2009)

5.4.3. Inclusive education

Education of SEN in Slovenia is based on principles incorporated in international documents, declarations and conventions relating to the discussed field, but there is no unified definition of inclusive education in Slovenia (Globačnik, 2012).

The UN Convention on the Rights of Persons with Disabilities serving as conceptual starting-point to the present project mentions inclusion in Article 2 where the terms "Universal design" (UD) and "Reasonable Accommodation" (RA) are defined:

"Reasonable accommodation" means necessary and appropriate modifications and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."

"Universal design" means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or

specialised design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed."

UD in its core presumes the use of special educational procedures and aids which do not mean additional adjustment for a certain child, they are intended for all individuals, whereby they also ease the learning process for individuals with special needs (Hegedűš & Hollá, 2013). Although the terms UD and RA are not used in Slovenia, we can observe that Slovenian legislation in the field of SEN placement covers UD in the following points (CUDV Draga, 2010; Košir et al., 2011; Placement of Children with Special Needs Act; Act Amending the Elementary School Act):

- free education on all levels of education for SEN and all other children,
- equal access to local schools for SEN as well as all other children,
- the possibility of transitioning between programs,
- Inclusion in remedial classes for pupils who require help in learning.

RA, on the other hand, represents additional adjustments of the learning process for SEN which cannot be fulfilled within the framework of UD (Hegedűš & Hollá, 2013). The Slovenian legislation foresees the following adjustments within the learning process which are intended exclusively for SEN and their easier inclusion into the school system (CUDV Draga, 2010; Košir et al., 2011; Placement of Children with Special Needs Act):

- SEN and their parents actively cooperate in decision-making on inclusive education,
- Considering individual's needs for unhindered access to educational facilities,
- Adapting staff,
- Adapting technology which considers individual's needs,
- Adjusting functional aid and provision for individual's needs,
- Adjusting educational approaches (individual learning program¹⁶, didactic adjustments, teaching methods, test examination, curriculum adjustments, duration of the program, conditions for completion of the program, streamed classes, syllabus, and adjustment of the educational period),
- Learning Braille and sign language,
- Employing adequately qualified teachers,
- Offering individual medical and other specialised treatment,
- Legislation does not clearly ensure learning of adjusted and alternative forms of communication and orientation, but learning both techniques is part of the contents of educational curriculum,
- Legislation does include training of teachers but not in direct connection with the needs of inclusive education.

The above written makes it clear that Slovenian legislation and legal regulation is mostly aimed at realising RA, rather than UD.

¹⁶ Work forms in individual fields of education are set for individual programs, in individual courses or course areas, implementation manner of additional specialized assistance, performing physical assistance, necessary adjustments in organization, evaluation, and assessment of knowledge, progress and time schedule of classes.

Inclusion can also be defined as: “Enabling schooling for students with special needs together with their peers in regular classrooms” (Meijer, 2003 in Globačnik, 2012, p. 73). The term could also be understood in a broader sense, not merely from the point of view of inclusion of SEN in the educational system for everyone, but also as access to the syllabus, which considers the child’s needs to the largest extent possible not depending on the type of institution the child received their education, in a specialised institution or in a regular school or kindergarten (Watkins, 2007 in Globačnik, 2012).

If we consider the narrow definition of inclusion into the interpretation of data on inclusion of SEN in the educational system it can be said that the Slovenian school system is coming closer to the inclusive educational environment seeing as over two thirds of SEN is included in regular groups. This is true for children in preschools as well as primary schools. Data for students in secondary schools is not collected separately according to the educational program attended by a child with special needs (table ...).

Regular departments of kindergartens most often include children with speech or language disabilities, followed by children with disabilities in mental development, movement impaired children, and those with a prolonged sickness. By far the largest group of SEN in primary school and secondary school is the group of children with deficiencies in individual areas of learning (SURS, 2013).

Year	Preschool education					Primary school education							Secondary school education
	regular departments		Develop mental departm ents		Total CSN	program with adapted implementation and APA		adapted program		special program		Total CSN	Programs with adapted implementation and adapted programs
						Nr.	%	Nr.	%	Nr.	%		Nr.
2000	210	44,2	265	55,8	475	no d.a.	/	2.567	65,6	1.347	34,4	3.914	900
2001	256	52,0	236	48,0	492	no d.a.	/	2.571	66,6	1.290	33,4	3.861	no d.a.
2002	191	48,2	205	51,8	396	no d.a.	/	2.178	62,6	1.300	37,4	3.478	879
2003	334	57,3	249	42,7	583	no d.a.	/	2.024	62,8	1.198	37,2	3.222	667
2004	465	70,5	195	29,5	660	4.140	57,6	1.855	25,8	1.194	16,6	7.189	1.012
2005	441	69,9	190	30,1	631	5.583	65,6	1.690	19,8	1.242	14,6	8.515	1.378
2006	523	68,9	236	31,1	759	6.345	69,0	1.599	17,4	1.248	13,6	9.192	1.679
2007	474	74,5	162	25,5	636	6.605	69,2	1.553	16,3	1.385	14,5	9.543	1.607
2008	545	68,5	251	31,5	796	7.771	72,1	1.558	14,5	1.444	13,4	10.773	2.086
2009	639	74,6	218	25,4	857	8.537	73,8	1.550	13,4	1.475	12,8	11.562	3.940
2010	755	78,5	207	21,5	962	9.160	74,6	1.617	13,2	1.501	12,2	12.278	2.900
2011	853	78,8	230	21,2	1.083	no d.a.	/	no d.a.	/	no d.a.	/	no d.a.	3.184

Source: SURS 2013.

Table 8: Inclusion of CSN in the educational system

Considering the total population of children, Slovenia falls in the European average according to the share of inclusion of SEN in regular schools: the share of SEN in regular primary schools ranges between 4 to 6 %, whereby the share of primary school population in specialised institutions (institutes for education of SEN, public social care institutes and

educational institutions implementing adapted programs) is up to two percent (Globačnik, 2012).

Globačnik (2012) assesses that - considering the practice - Slovenia could be ranked based on the level of integration rather than the level of inclusion, where it is regarded that “we adapt the child to the environment to a larger extent” and not vice versa, where the wider environment and teaching methods are adapted to the child’s needs.

There is a visible problem of realising legislation in practice as according to results of the international project P2i (CUDV Draga, 2010) inclusion is not incorporated in practice in Slovenia. Problems in implementation of legislation in the field of education reflect in the following points.

- High indirect costs for parents which include the purchase of instruments to aid in school work and at home; parents also often pay for additional specialised and teaching help, therapies, etc.;
- Only some children with special needs have equal access to schools in their own hometown like other children (for example: blind and visually impaired children and children with disabilities in mental development can have adequate specialised institution further away from their place of residence than other children);
- Architectural conditions are mainly not adjusted to individual needs of SEN;
- Individual’s needs are generally not considered when choosing staff to ensure the teaching process;
- The lack of adequately qualified staff, especially defectologists, speech therapists, specialist for the blind and visually impaired.

Slovenia is also one of the few countries in the European Union that does not have an established umbrella institution on a national level that would watch over the field of education of SEN with their operations. Consequently there is no adequate connection between practice and experts (Opara et al., 2010; Košir et al., 2011).

In the future Slovenia will have to complement certain areas and change existing legislation in this field to achieve more inclusive education. More attention will have to be focused particularly in enforcing legislation in practice. The White Paper on Education in the Republic of Slovenia (2011) represents a good foundation for continuous focus on development in the field of education of SEN as it proposes numerous solutions to improve the position of SEN in the educational process. Improvements refer to: a) groups of SEN and their naming; b) implementing early treatment of SEN included in preschool education programs; c) establishing a network of specialised centres, support centres, reference schools, and institutions to improve the quality of education of SEN; d) improving the process of placement and inclusion of SEN in educational programs (offering help to children before placement and reinforcing counselling services in preschools and primary schools, enabling additional specialist assistance for children with different special needs in certain programs, ensuring rights of children with blindness and deafness and their parents to participate in specialist educational programs before the first placement, the obligation of the kindergarten or school to inform parents of SEN, improving work quality and conditions for committees for placement, changes in the procedure of placement); e) evaluating knowledge and adapted behaviour (numerous and descriptive knowledge evaluations in a adapted program with lower educational standard, mandatory monitoring of adapted behaviour of SEN in the

framework of individualized program, test examinations should include assessment and evaluation of goals, that is, standards in knowledge, that children demonstrate independently under conditions that do not affect the validity and reliability of tests, evaluation of adjustments, set in the Rule Book and Manual for implementation of national knowledge assessment and Matura exam); f) individualized program meaning a more precise definition of its meaning and content; g) improvement of the regulation on transition between programs. Certain improvements will already be considered in the new Placement of Children with Special Needs Act of 2011, when it comes into force¹⁷.

5.4.4. The national VET-system

According to the Vocational Education Act which regulates this topic Slovenia has several types of education programmes in the vocational and specialised schooling which are aimed at gaining a profession for entering the job market and continuing schooling in programmes of tertiary education (Dular et al., 2011, p. 223; NRP, 2013).

Lower vocational education: generally takes two years and is concluded with the final exam, that is, with a product or service and oral exam. It is intended for education to perform vocation in the following fields: agriculture, cattle breeding, electrical field, glasswork, carpentry. Wood-related work, civil engineering, varnishing, textile, housekeeping-servicing. Passing the final exam also enables further enrolment into a three-four year secondary school.

Secondary vocational education: generally lasts three years and is concluded with a final exam which includes an exam in Slovene and a product or service and oral exam. This education path enables students to perform the following jobs: auto-mechanic, auto body repairman, car painter, body shop mechanic, roofer, wood-maker, mason, carpenter, installing mechanical installations, industrial mechanic, constructional mechanic, tool-maker, seamstress/tailor, butcher, baker, florist, gardener, pastry-maker, confectioner, salesman, painter, stonecutter, etc. A successful final exam enables the students to further enrol into vocational-technical schools.

Technical secondary education generally takes four years and is concluded with vocational matura, which includes an exam from the following courses: Slovenian language, a basic technical and theoretical class, either Math or a foreign language, and a test in practical training for the job in the appropriate field. After completing the technical secondary education students can then receive the title: tourist technician, food and accommodation services, pharmaceutical technician, economic technician, preschool teacher, textile technician. The successful completion of the vocational matura means they have a vocational qualification and the chance to enter the lower cycle of higher education programmes. When taking the vocational matura it is possible to take an additional (general) matura class which enables entry into university programmes.

Vocational technical education: takes two years and enables those who performed the final exam in the secondary vocational education to acquire a secondary technical education. It is

¹⁷ Currently the law from 2007 is in force, although a new law on placement of children with special needs was adopted in 2011, but it has not yet come into force due to coordination with different sectors

concluded with the vocational matura which equals finishing a technical secondary education.

Vocational course: takes a year and is aimed at acquiring vocational matura, and primarily functions as retraining to acquire a vocation.

VET programmes consist of theory and practice. Experts from this field claim that not enough time is given to practical training. Vocational education programmes are more practice oriented (24 weeks of practice) then technical secondary education programmes are (4 weeks of practice).

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8. Appendix

- Questionnaire I: Students with disabilities**

1. THE PUPILS SURVEY

This questionnaire is prepared for the purpose of the project named "Inclusive Vocational Education and Specialised Tailor-made Training (INVESTT)", along with schools from Norway, Slovenia, Austria and Belgium.

The results of the survey will be used as information on how to improve the inclusion of persons with disabilities into the regular vocational education system, helping them to achieve the same qualification as other students and improving their transition from school to the labour market.

It is our hope that you answer all the questions for you know best what still needs to be improved in your school.

Answers to questionnaire are completely anonymous.





Thank you very much for your collaboration to this important project!





The INVESTT-team





Background





1. Gender	
Female	<input type="checkbox"/>
Male	<input type="checkbox"/>
2. Age years

Experiences in educational process until now

<u>Kindergarten</u>				
3. Type of kindergarten that you attended:				
Regular	Regular, but in developmental department	Special kindergarten	I did not visit kindergarten	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Did you enjoy being at kindergarten?				
Enjoy very much	Enjoy	Do not enjoy a lot	Do not enjoy at all	I did not visit kindergarten
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





5. How satisfied were you with relationships you had with other children?				
Very Satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	I did not visit kindergarten
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





6. How satisfied were you with relationships you had with teachers?				
Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	I did not visit kindergarten
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





7. Were you satisfied with the following conditions at kindergarten: (If you did not visit kindergarten, skip this question)				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
The playroom in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kindergarten building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor areas the children can use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Primary school

8. Type of primary school that you attended:	
Regular	Special School
<input type="checkbox"/>	<input type="checkbox"/>





9. Did you enjoy being at primary school?			
Enjoy very much	Enjoy	Do not enjoy a lot	Do not enjoy at all
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How satisfied were you with relationships you had with other pupils?			
Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
			





<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How satisfied were you with relationships you had with teachers?			
Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





12. Were you satisfied with the following conditions at primary school:				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
The classroom in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lavatories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor areas the pupils can use in breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Secondary school

13. In which degree did following figures affect on your choice of secondary school?				
	Affect very much	Affect	Did not affect	Did not affect very much
				
My own preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experts recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decisions on choice of secondary school from my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic achievement in primary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closeness of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Features of school that suits my individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Type of school that you attend:	
Regular School	Special school
<input type="checkbox"/>	<input type="checkbox"/>

15. Do you enjoy being at school?			
Enjoy very much	Enjoy	Do not enjoy a lot	Do not enjoy at all
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How satisfied are you with relationships you have with:				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
Other pupils in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





17. Are you satisfied with the following conditions at school:				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
The classroom in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor areas the pupils can use in breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lavatories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





18. What kinds of adjustments do you have? (Multiple answers are possible)	
Adjustments in curriculum	<input type="checkbox"/>
Adjustments of the knowledge assessment and examination	<input type="checkbox"/>
Adjustments in advancement	<input type="checkbox"/>
Adjustments of the time organisation of classes	<input type="checkbox"/>
Adjustments in school equipment	<input type="checkbox"/>





19. Which of these adjustments you do not need? (Multiple answers are possible)	
Adjustments in curriculum	<input type="checkbox"/>
Adjustments of the knowledge assessment and examination	<input type="checkbox"/>
Adjustments in advancement	<input type="checkbox"/>
Adjustments of the time organisation of classes	<input type="checkbox"/>
Adjustments in school equipment	<input type="checkbox"/>

20. What more adjustments do you need?

Motivation for learning

	In all or most subjects	In many subjects	In very few subjects	In no subjects at all
				
21. Are you interested in learning at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Do you do your homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very well	Well	Not a lot	Not at all
				
23. How well do you like school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





	Very easy	Quite easy	Quite difficult	Very difficult
				
24. How do you find assignments that are given to you at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Learning

	Always	Often	Seldom	Never
25. How often do you manage to do your homework without asking for help?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Think about when the teachers is going through and explaining new things at school. How often do you understand what teacher is going through and explaining?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. How often do you give up when you are doing school work because you think is too difficult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	In all or most subjects	In many subjects	In very few subjects	In no subjects at all
28. Do you need help and support in school subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





29. From whom do you usually get support and help from?				
	Always	Often	Seldom	Never
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





	Very important	Important	Not important a lot	Not important at all
				
30. Do you find what you are learning important for the performance of your future work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Do you find what you are learning important for your life in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





32. Tick the appropriate box for following statement to show how much you agree or disagree with the statement.				
	Completel y agree	Slightly agree	Slightly disagree	Completel y disagree
				
I should have learned other things than what I have learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please, argument your answer:				





Working experiences





33. Do you have any working experiences connected to school (for example work practice)?	
Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
33. a) If yes, how satisfied were you with work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please, argument your answer:				





	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
33. b) If yes, how satisfied were you with co-workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please, argument your answer:				









	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
33. c) If yes, how satisfied were you with employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please, argument your answer:				





	Very useful	Useful	Not useful a lot	Not useful at all
				
34. In which degree is knowledge you gain from school useful for you to do your work practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Tick the appropriate box for following statement to show how much you agree or disagree with the statement.				
	Completel y agree	Slightly agree	Slightly disagree	Completel y disagree
				
When I do my work practice I try to use knowledge I gain from school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





36. Do you have any working experiences regardless those connected to school (for example summer work)	
Yes	No
<input type="checkbox"/>	<input type="checkbox"/>





	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
36. a) If yes, how satisfied were you with work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please, argument your answer:				

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
36. b) If yes, how satisfied were you with co-workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please, argument your answer:				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
				
36. c) If yes, how satisfied were you with the employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please, argument your answer:				

37. Tick the appropriate box for following statement to show how much you agree or disagree with the statement.				
	Completely agree	Slightly agree	Slightly disagree	Completely disagree
				
When I do any kind of paid work I try to use knowledge I gain from school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expectations for the future

38. How important is it for you after completing secondary school to:				
	Very important	Important	Not important a lot	Not important at all
				
Get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing with my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (What?)				

39. In which degree will following figures affect on your choice of work:				
	Will affect very much	Will affect	Will not affect	Will not affect very much
				
My own preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experts recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic achievement in secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closeness of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Features of work that suits my individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Please explain what kind of work you will be able to do after finishing secondary school?

--

41. What kind of job would you like to do in the future?

41a. Do you think you will get the kind of job you wanted?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your cooperation!

If you have any question, problem or suggestion please contact us:

**EASPD, Goedele Avau, EASPD Oudergemselaan/Avenue d'Auderghem 63, 1040 Brussels,
Belgium tel. +32 2 282 46 12 or email: goedele.avau@easpd.eu**

- **Questionnaire II: School staff**

THE STAFFS/SCHOOLS SURVEY
<p>This questionnaire is prepared for the purpose of the project named “Inclusive Vocational Education and Specialised Tailor-made Training (INVESTTT)”, along with schools from Norway, Slovenia, Austria and Belgium.</p> <p>The results of the survey will be used as information how to improve the inclusion of persons with disabilities into the regular vocational education system, helping them to achieve the same qualification as other students and improving their transition from school to the labour market.</p> <p>It is our hope that you answer all the questions for you know best what still needs to be improved in the school your child attends.</p> <p>Answers to questionnaire are completely anonymous.</p> <p><i>Thank you very much for your collaboration to this important project!</i></p> <p><i>The INVESTT-team.</i></p>

I have already taught students with disabilities/special educational needs		
yes	no	
<input type="checkbox"/>	<input type="checkbox"/>	
If yes, since how many years:		
0-1 year	1-5 years	More than 5 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am a School-Teacher	<input type="checkbox"/>
I am a Special-School-Teacher	<input type="checkbox"/>
I am a Integrative-School-Teacher	<input type="checkbox"/>
other Training/Formation:	<input type="checkbox"/> What is it? _____

Are you satisfied with the following conditions at school concerning students with disabilities/SEN:				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
The classroom in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lavatories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor areas the pupils can use in breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smaller classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjustments in curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjustments of the knowledge assessment and examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjustments in advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjustments of the time organisation of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjustments in school equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling offered by integration teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An additional teacher in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange with colleagues on inclusive vocational training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support for parents

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

--

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 disagree	Totally disagree
We give parents/guardians good advice for children's best support with their schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school informs parents/guardians about what adapted learning means for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We teacher support and help the children with homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We inform the parents/guardians about children's development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

--

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
Class climate: I adopt practices that reflect high values with respect to both diversity and inclusiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I invite students to meet with you to discuss disability-related accommodations and other special learning needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction: I encourage regular and effective interactions between students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure that communication methods are accessible to all participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assign group work for which learners must support each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assign group work that places a high value on different skills and roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
Physical environments and products: I ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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, Internet-based communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I allow adequate time to arrange for alternate formats, such as books in audio format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment. I regularly assess student progress using multiple accessible methods and tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adjust instructions accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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What conditions have been valid when you succeeded?

How is connection to companies regarding inclusive vocational training?

Thank you for your cooperation!

If you have any question, problem or suggestion please contact us:
EASPD, Goedele Avau, EASPD Oudergemselaan/Avenue d'Auderghem 63, 1040 Brussels, Belgium tel. +32 2 282 46 12 or email: goedele.avau@easpd.eu

- **Questionnaire III: Employers**

THE EMPLOYERS SURVEY
<p>This questionnaire is designed for the INVESTT project ("Inclusive Vocational Education and Specialised Tailor-made Training"). This European project aims at the improvement of inclusion in the regular vocational education system and the transition from school to the open labour market. The (school) is a partner in this project, along with schools from Norway, Slovenia, Austria and Germany.</p> <p>The results of the questionnaires will be used to gain useful information from all the stakeholders of this project (students, parents, teachers and employers) and to establish the results of the project.</p> <p>The questionnaires are completely anonymous. After general information about the company itself we would like to know some details about the students from the (school) that you employ. The other questions are about competences and are designed in boxes you can tick.</p> <p><i>Thank you very much for your collaboration to this important project!</i></p> <p><i>The INVESTT-team</i></p>

1. <u>Background information about the company</u>	
Please give a short description of the activities of the company	
Please give the number of employees	
Is there a lot of teamwork in your company?	
Do employers often work alone?	

2. <u>Information about the employees that studied in the (school)</u>	
How many employees that studied in this school currently work in your company?	
Is there some communication between the school and your company about these employees? (follow-up)	
Do you sometimes give feedback about these employers to the school?	

Would you consider it important to have more information about these employees? (please circle right answer)	very important - important - not important <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Do you receive support (financial or other compensation)? If so, please give details about the support and the organisation that provides it	

3. <u>Expectations about the competences of the employers</u> (from: "VKW-VVKSO SAM-schaal 2005")				
<u>Personal skills and attitudes</u>				
How important do you consider the following items in your company?				
	Very important	Important	Not so important	Not useful
Initiative (<i>works independently, initiates work</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination (<i>commits to work, uses resources conscientiously</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedication (<i>persists, has the power to carry on, is motivated</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline (<i>follows regulations</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy (<i>is punctual, precise</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal care (<i>dresses properly, is hygienic</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with stress (<i>withstands pressure</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving (<i>looks for solutions</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility (<i>can adapt</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity (<i>innovates</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Organisational skills and attitudes</u>				
How important do you consider the following items in your company?				
	Very important	Important	Not so important	Not useful
Care for people (<i>takes responsibility</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care for material (<i>handles carefully</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care for the environment (<i>recycles</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal planning (<i>follows work schedules</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal work-organisation (<i>plans en manages time</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care for quality (<i>works qualitatively</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Result orientation (<i>revises work</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work methods (<i>micro level</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Social skills and attitudes</u>				
How important do you consider the following items in your company?				
	Very important	Important	Not so important	Not useful
Social attitude (<i>contributes to working community, commits to team</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership (<i>motivates, takes responsibility</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assertiveness (<i>is self-conscious</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication (<i>technical aspects</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Cognitive skills and attitudes</u>				
How important do you consider the following items in your company?				
	Very important	Important	Not so important	Not useful
General knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific knowledge, job related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to analyse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to summarize and draw conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest in the different elements of the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Other</u>				
How important do you consider the following items in your company?				
	Very important	Important	Not so important	Not useful
The use of public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour during breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you think of other important competences we missed, please complete in the "other" box.

Thank you for your cooperation!

<p>If you have any question, problem or suggestion please contact us:</p> <p>EASPD, Goedele Avau, Oudergemselaan/Avenue d'Auderghem 63, 1040 Brussels, Belgium tel. +32 2 282 46 12 or email: goedele.avau@easpd.eu</p>
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- **Questionnaire IV: Parents/Family**

THE PARENTS SURVEY

This questionnaire is prepared for the purpose of the project named “Inclusive Vocational Education and Specialised Tailor-made Training (INVESTT)”.

The results of the survey will be used as information how to improve the inclusion of persons with disabilities into the regular vocational education system, helping them to achieve the same qualification as other students and improving their transition from school to the labour market.

It is our hope that you answer all the questions for you know best what still needs to be improved in the school your child attends.

Answers to questionnaire are completely anonymous.

Thank you very much for your collaboration to this important project!

The INVESTT-team

Experiences in educational process until now

Kindergarten

- 1. Below are some statements about how you as a parent/guardian evaluate various aspects of your child's well being at kindergarten. Tick the appropriate box for each statement to show how much you agree or disagree with the statement.**

(If your child did not visit kindergarten, skip questions 1 and 2)

	Totally agree	Partly agree	Partly disagree	Totally disagree
My child enjoyed being in kindergarten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child had a good relationship with his/her teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child had a good relationship with other children in the kindergarten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Were you satisfied with the following conditions at kindergarten:				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
The playroom in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kindergarten building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor areas the children can use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Primary school

3. Below are some statements about how you as a parent/guardian evaluate various aspects of your child's well being at <u>primary school</u>. 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
My child enjoyed being in primary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child had a good relationship with his/her teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child had a good relationship with other pupils in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Were you satisfied with the following conditions at primary school:				
	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
The classroom in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lavatories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor areas the pupils can use in breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary school

5. Below are some statements about how you as a parent/guardian evaluate various aspects of your child's well being at secondary school. 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
My child enjoys being in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has a good relationship with his/her teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child has a good relationship with other pupils in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child receives adapted education in all subjects according to his/her abilities and aptitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child shows positive development at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child shows interest in his/her work at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Are you satisfied with the following conditions at school:

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
The classroom in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lavatories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor areas the pupils can use in breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning situation at school

7. Below are some statements about how you as a parent/guardian evaluate various aspects of the learning situation at school. 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
The classes my child is in are quiet and well behaved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers make clear demands and have clear expectations for my child's work effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers stimulate my child to learn and to work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child receives the help with school work that he/she needs from teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way in which the teachers plan the learning/teaching functions well for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support from parents

8. Below are some statements about how you as a parent/guardian evaluate your own follow-up of your child's schooling. 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've often (numerous time a week) talk with my child about how much he/she enjoys school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've often support and help my child with homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I inform the school about my child's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support for parents

9. Below are some statements about how you as a parent/guardian evaluate support and help you get from school. 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 receive good advice from the school on how I can best support my child with his/her schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school informs me about my child development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has informed me about what adapted learning means for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expectations for the future

10. How important is it for you that your child after completing secondary school:

	Very important	Important	Not important a lot	Not important at all
Get a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing with his/her education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (What?)				

11. 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
My child has received good knowledge to be able to perform his potential job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that my child would get the job he/she wanted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your cooperation!

If you have any question, problem or suggestion please contact us:

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