



## Study visit group report

**Group No** 93

<b>Title of the visit</b>	Vocational education and training for children and young people with intellectual disabilities
<b>Topic</b>	Children and young people with special needs
<b>City, country</b>	Czech Republic
<b>Type of visit</b>	VET
<b>Dates of visit</b>	September the 15 <sup>th</sup> - September the 20 <sup>th</sup>
<b>Group reporter</b>	Dan Lübbers

Dear participants,

The purpose of a study visit is to generate an exchange of experience and good practice between the country you visit and the countries you all come from. Thus, participating in a study visit can be an exciting experience and an important learning tool for you.

During the visit you are invited to prepare a group report summarising your discussions and learning. This will help Cedefop disseminate what you have learnt to others, who share your interest but did not participate in this particular study visit.

On the first day of the visit, you are to select a reporter who will be responsible for preparing the final report and submitting it to Cedefop. Everybody should contribute to the report by sharing their views, knowledge, and practices in their respective countries. Please start working on the report from the first day of the visit.

You will, of course, be taking your own notes during presentations and field visits; but the group report should highlight the result of the group's reflections on what was seen and learnt during the entire visit and the different perspectives brought by the different countries and participants. The report should **NOT** read as a travel diary, describing every day and every session or visit.

Cedefop will publish extracts of your reports on its website and make them available to experts in education and vocational training. When writing the report, please keep this readership in mind: make your report clear, interesting, and detailed enough to be useful to colleagues throughout Europe.

By attaching any photos to the report, you agree to Cedefop's right to use them in its publications on study visits and on its website.

Please prepare the report in the working language of the group.  
Please do not include the programme or list of participants.

The reporter should submit the report to Cedefop (studyvisits@cedefop.europa.eu) within ONE month of the visit.

## I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme /initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/ programme/ initiative addresses	what features of the project/programme/initiative make it an example of good practice
Transition from education to work	Poland	The John Paul II Catholic University in Lublin	Katarzyna Marianczyk k.marianczyk@gmail.com	<b>Young adults with intellectual disability, their teachers and parents</b>	To support youth with intellectual disability in the transition from education to work and to provide the methods for teachers and families
Vocational education for people with disabilities	Lithuania	Asociacija "Lietuvos neigaliuju forumas" (Lithuanian Forum for the Disabled) www.lnf.lt	Lina Gulbine Lina@lnf.lt	<b>People with disabilities in Lithuania</b>	To obtain the information about inclusive education and be able to provide it for our members organizations and public institutions
Black and White Project	Czech Republic	SPMP CR - <a href="http://www.inclusion-europe.com/topside/">http://www.inclusion-europe.com/topside/</a>	Camille Latimier camille.latimier@spm.pcr.cz	<b>Parents and disabled adults</b>	Developing community based support for people with intellectual disability: working in partnership to achieve change. Creating and testing a method to build circles of support.
Person-centred person	Spain	Laborvalia Association <a href="http://www.laborvalia.org">www.laborvalia.org</a>	Jose V. Garcia-Bermejo Polanco <b>asociacionlaborvalia@yahoo.es</b>	<i>Adults with intellectual disabilities</i>	To provide adults with intellectual disabilities with a wide range of services aimed to get the social inclusion in a holistic way (Labour, leisure, self-advocacy, Legal consultancy)
Vocational education in special schools	Germany	Biesalski-Schule, Berlin	Jürgen Scholz	<b>Teachers, headteachers, teacher trainers</b>	Vocational projects and student companies in special schools
Romanian children	Romania	Inspectoratul Scolar	Corobana Nelia	Head teacher, teacher	- Didactics and teaching methods

with special educational needs		Judetean Sibiu <a href="http://www.isjsibiu.ro">www.isjsibiu.ro</a>	corobananelia@yahoo.com	trainers	<ul style="list-style-type: none"> <li>- Teacher training</li> <li>- possibilities of education after compulsory schooling, training young people with disabilities</li> <li>- cooperation of primary schools with vocational schools and pedagogical and psychological counselling centres;</li> <li>- criteria for career choice for students with special educational needs</li> </ul>
EGU - Basic Vocational and Training - for young people not ready for the ordinary educational programme	Denmark	UU Sjaelsoe <a href="http://www.uu-sjaelsoe.dk">www.uu-sjaelsoe.dk</a>	Dan Lübbers <a href="mailto:dan@uu-sjaelsoe.dk">dan@uu-sjaelsoe.dk</a>	Guidance counsellors and young people with special needs	An individual designed programme. The EGU alternates between school-based periods and periods of practical training in one or more companies. A completed EGU gives access to employment and also allows the trainees to continue in a VET programme.

\* You can describe as many good practices as you find necessary. You can add rows to the table.

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

**2.1 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS') REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?**

We have experienced that inclusion is a theme that is being debated a lot currently in our countries.

The situation in Lithuania is similar to the one in the Czech Republic. But in the CR there are more vocational education possibilities for children with disabilities. We find it positive that young people with disabilities can practice in the society providing a concrete service of which they are being payed. In Romania the children don't have as many opportunities as they have in the CR even though the government encourages the companies to hire people with disabilities.

All participants countries are signatories of the Convention of Rights of People with disabilities which means that generally speaking, all of them have similar approaches, because environments must be inclusive in terms of education and employment

**2.2 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?**

In the special school of Klasterec nad Ohri it is a problem that 90 % of the pupils' parents are unemployed and most of them without an education. The parents are of that opinion that education isn't important because of the social benefits they are receiving are equal to - or more - than they would earn if they were working. The Romanian participant tells of similar problems in their specific area, which are also a poor area inhabited by many people with social problems and less or no educational background. It looks partially different in Germany and Denmark. In all countries there is a gap between the educational system and employment market. People with disabilities tend to end up unemployed.

**2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.**

In Germany and Denmark the governments have made decisions to lower the social benefits so working is more attractive. In Denmark a more restrictive legislation has obliged young people to educate themselves and there is a pressure on people on social benefits to find a job. In general there is a higher degree of monitoring by the State in these countries which means that the state requires more from each individual. The governments have also succeeded to influence young people's perspective on education by repeatedly mentioning that education is important. This means that there's a common cultural understanding on this matter. In Romania is compulsory for companies with more than 50 workers to hire one with disabilities (in CR the number is 25 workers)

The main challenge in all our countries is the budget restrictions because true inclusion cost money.

#### **2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?**

The German and Danish model in the field of social benefits and encouraging people with disabilities to get in to the labour market can be a model for other countries. The idea that the Vocational Education program cooperate with the surrounding community is a very good idea (look 2.1) which should be able to transfer.

### **3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.**

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

To achieve social inclusion of adults with special needs through a wide range of leisure activities such as dancing, singing, and learning traditional crafts.

The World Wide Web is a suitable tool for people with disabilities to exchange experience and to feel that they are a part of society.

We are thinking about planning international exchanges to develop people with disabilities in matter to become more self-reliant. This is similar to the social network programme presented by Camille Latimier.

# TO SUM UP

**4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?**

In spite of the cultural differences we conclude that inclusion cost more money and resources than exclusion and therefore it must have higher priority. As a result of the new economic situation in Europe and the new legislative framework, mainly the Convention on the rights of people with disabilities, this target group must not be considered as mere receivers any longer, but they must be empowered to lead their own lives and to pursue their own dreams.

## II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

**1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (☑) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.**

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group was good.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.	The programme of the visit followed the description in the catalogue.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	There was a balance between theoretical and practical sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:					
1.4.1.	government and policy-makers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2.	social partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3.	heads of institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4.	teachers and trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5.	students/trainees	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.6.	users of services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.	There was enough time allocated to participants' presentations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.	Most of the group received a programme well in advance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.	The information provided before the visit about transportation and accommodation was useful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.	The organiser accompanied the group during the entire programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.	The size of the group was appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11.	The group comprised a good mixture of participants with diverse professional backgrounds.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13.	There was enough time allocated for discussion within the group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14.	The Cedefop study visits website provided	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
	information that helped to prepare for the visit.					

2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

### III Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

Very satisfied

Very satisfied  Satisfied  Somewhat satisfied  Not satisfied  Neither satisfied nor dissatisfied

2. What elements and aspects of the study visits do you think could be changed or improved?

More interaction with the students/pupils.

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

# THANK YOU!

Please submit the report to Cedefop ([studyvisits@cedefop.europa.eu](mailto:studyvisits@cedefop.europa.eu)) within one month of the visit.