

THEMATIC SESSION ON

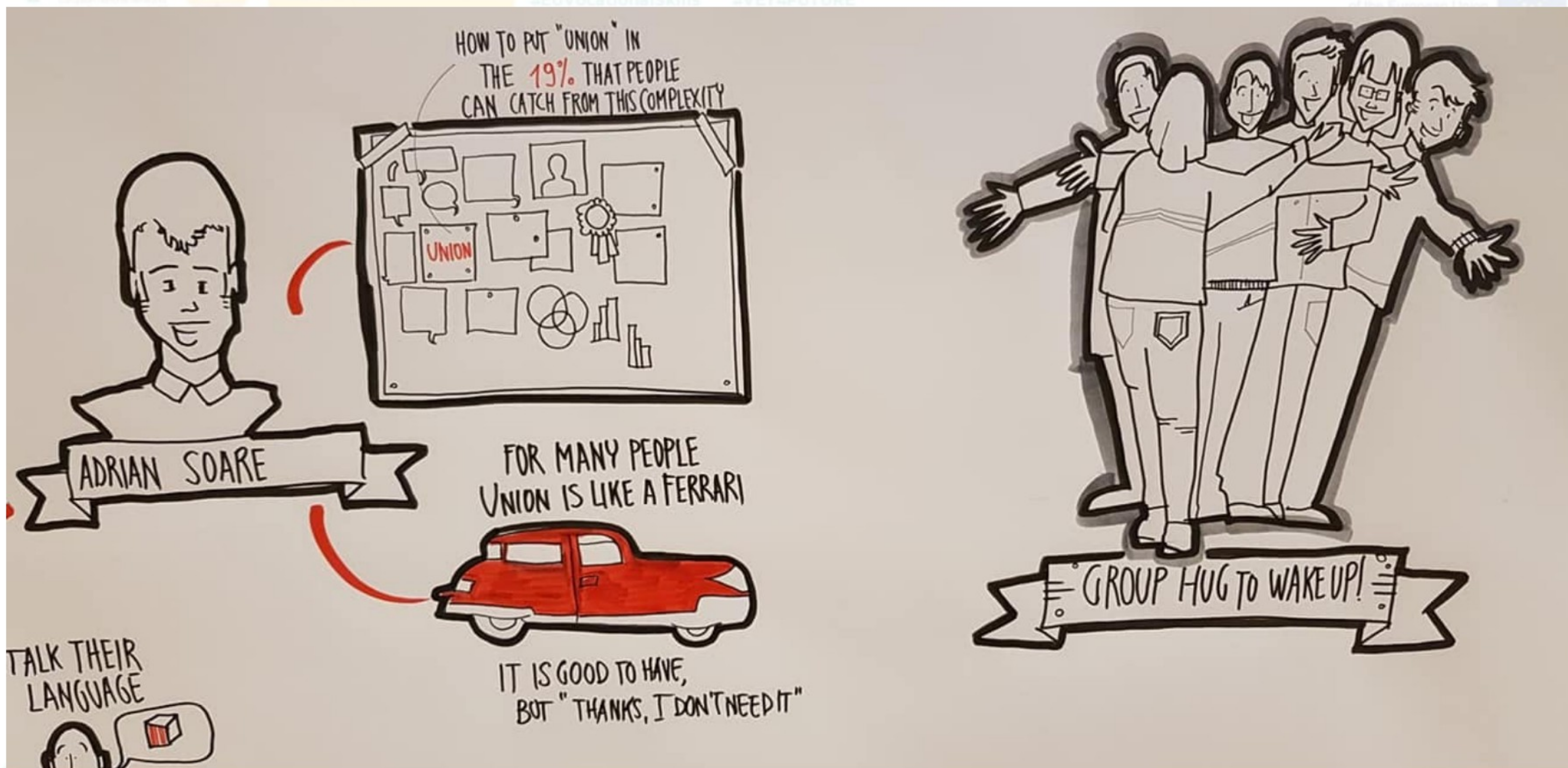
Social Inclusion in VET

Silke Becker

*Wisamar Educational
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WHO IS IN THE ROOM?

Go to **menti.com** using your
smartphone or through a Web
Browser



Check the ZOOM chat for the link to the visual reporting live-stream

Where are you from?



What do you do in VET?

0
Teacher/trainer

0
Mangement staff

0
Researcher/educational expert

0
Learner

0
Company representative

0
Other

Are you a member of the ENNE National Networks?



- Yes
- Not Yet
- Don't know



COMMUNITY

Join the network!

www.enneproject.eu



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European Pillar of Social Rights in 20 Principals:

“Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.”

https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

Implementation of Social Inclusion differs in EU member states in regard to

- who is involved in social inclusion / what groups are targeted
- how is the educational system structured
- what national policies are in place to support social inclusion

Life Project and Individualized Education Plan in Secondary Education

*Istituto Omnicomprensivo Giano dell'Umbria,
Bastardo*

Marika Pierantoni, Italy





Social Inclusion in VET: **Life Project**

- Dedicated to the inclusion of **students with disabilities** (ICF) in Secondary Education from age 14 – 18/20
- Holistic positive approach to education **enhancing the student's capabilities**
- Incorporating **academic**, but also **social competencies** and **life skills**
- **Involvement of the whole community** (school, families, companies, social services, associated organisations)



Tools for implementation of **Life Project**

- Support of **Special Education Teachers** in the classroom
- Focus on individual student through **Individualized Education Plan**
 - Assessment of competences
 - Set individual goals
 - Chose appropriate didactic measures and methods to achieve those goals
 - Evaluate success measured by individual goals

➡ By the curriculum of the student, achieved by her/his competences previewed in the IEP, we can build the Life Project in collaboration with the social background, the institutions, families, safety services and firms and factories in order to get a future work

PERIODO DIDATTICO DI RIFERIMENTO
eliminare la voce che non interessa

[A] ANNUALE
[B] ALTRO (specificare): _____

**PARTE PRIMA
ANAMNESI PERSONALE**

1.A) DATI ANAGRAFICI E GENERALI

- *nazionalità*: _____
solo per alunni stranieri:
- *lingua madre*: _____
- *eventuali altre lingue conosciute*: _____

- *Titolare della potestà genitoriale sull'alunno/o o altre forme di tutoraggio*: (NB: da compilare solo se rilevante ai fini delle strategie d'inclusione)
I titolari della potestà genitoriale *è/sono*:
[A] genitore/i _____
[B] altro membro familiare _____
[C] tutore legale _____
[D] altro: _____

(solo per genitori stranieri)
I genitori impiegano l'italiano: [SI] [parzialmente] [in modo sufficientemente chiaro]

- *tipologia clinica o descrizione sintetica della disabilità*: (riportare la diagnosi clinica come risulta dalla certificazione ed il relativo/i codice/i, prevalente e secondari/o) _____

- *livello di gravità (rilevato dalla DF)*:
1) *certificato* (ossia il livello di gravità come risulta dalle certificazioni cliniche, che dovrebbero fare espressamente riferimento all'Art. 3, comma 3 della L. 104/1992)
gravità ai sensi dell'Art. 3, comma 3 della L. 104/1992: [SI] [NO]

2) *espresso* (gravità osservata, riguardante l'effettiva situazione dell'alunno/a):
inserire una X nelle caselle di incidenza

	lieve gravità	Nella norma	lieve	medio-lieve	medio	medio-grave	grave
area							
Cognitiva							
Linguistica							
Motoria							
Sensoriale							
Comportamentale							
Altro							

eventuali ulteriori informazioni di tipo generale sullo stato di gravità: _____

Social Inclusion in the workspace

DomSpain Consulting

Olena Korzhykova, Spain





The keys to successful inclusion in the workplace during the internships

- Myths and preconceived ideas
- Involve the whole company: train and raise awareness among the staff
- The importance of an effective communication strategy (internal and external)

Resources and picture: <https://chemonics.com/blog/making-the-future-accessible-safeguarding-women-with-disabilities-in-the-workplace/>

Special needs that students might have and how to address them



Resources and picture:
https://www.asaecenter.org/resources/articles/an_plus/2016/october/how-to-make-your-associations-website-more-accessible

Persons with reduced mobility and physical impairments

- Overcoming architectural barriers

Persons with hearing or visual impairments

- How to communicate with them
- Technology to overcome the barriers

Persons with dyslexia or other learning disabilities

- Accessible documents and websites
- How to prepare easy-reading instructions

Challenges for inclusion and how to face them

- Lack of awareness
- Conscious or unconscious biases
- Lack of resources

Examples

EMPRESAS
INCLUSIVAS

GUÍA DE
APOYO PARA
CONVERTIRSE
EN UNA
EMPRESA
INCLUSIVA



COCEMFE

Confederación Española de Personas
con Discapacidad Física y Orgánica

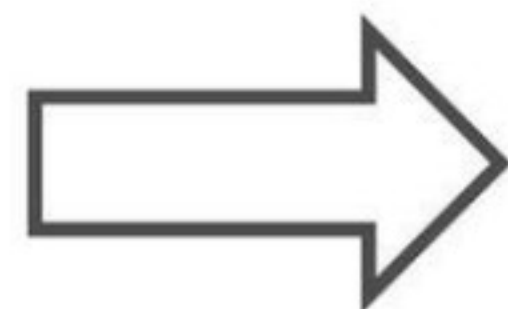


Mobilities for Special Education Needs Students

*Istituto d'istruzione superiore Ciuffelli-Einaudi,
Todi*

Concetta Veca, Italy





3-year Erasmus+-project to create a **set of enterprise skills** which will help in **bridging the gap between education and employment** for **SEN-students**

“Focus on what our students can do and not what they can’t”

At the heart of our teaching is:

- Learning by Doing
- The facilitation of learning rather than instruction
- Creative activities which promote responsibility, teamwork, risk taking and problem solving
- Activities that appeal to students different learning styles (visual, auditory and kinaesthetic)



Tools to prepare SEN-students for the world of work

- Development of skillset specific to SEN-students
- Work-based Learning Projects
- Mobilities together with regular students





Benefits of mobilities for SEN-students

- Acquisition of confidence
- Improvement of communication skills
- Benefit for team work abilities



Be invited to use the chat to ask your questions !

LIFE PROJECT

I.O. Giano dell'Umbria, Italy
Marika Pierantoni

INCLUSION IN THE WORKSPACE

DomSpain
Olena Korzhykova

MOBILITIES FOR SEN- STUDENTS

IIS Ciufelli-Einaudi Todi, Italy
Concetta Veca

In my country disadvantaged students have their vocational training and education...

#DiscoverYourTalent #ENNEProject

Co-funded by the
Erasmus+ Programme
of the European Union



- ...in specific educational institution for students with special educational needs
- ...in the same institutions than any other students
- Both forms exist

What are the disadvantages that students at your institution have most?



- Previous education not completed
- Immigrant background
- Physical disability
- Mental disability
- Students with learning difficulties / disabilities
- Students with Autism
- Low socio-economic background
- Others

What is the biggest challenge in social inclusion in your institution?



What major values can be gained by improving social inclusion in VET?

