

Project enablin+

Enabling and **In**cluding Young People with Complex and Intense Support Needs

REPORT

ENABLIN+ Third International Partners Meeting 2015- Wijhe –The Netherlands 26-28 March 2015

INTERNAL USE ONLY for partners

Venue

Nijland & Kroes – Wijhezicht Oranjelaan 5, 8131 DA Wijhe, The Netherlands



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Wednesday, March 25th 2015 Arrival

Arrival of the partners

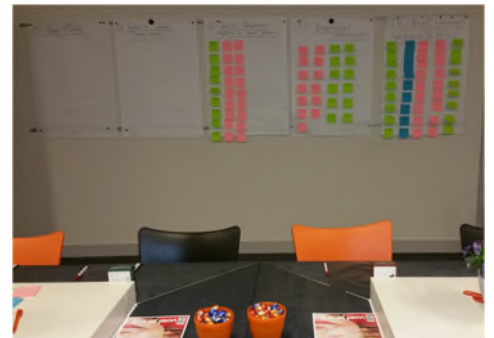
Wednesday	Thursday	Friday
BE: Jo Lebeer & Beno Schraepen IT: Marina Rodocanachi & Ana Dal Brun FR (RE): Elisabeth Houot & Laurence Richard BG: Apostol Apostolov, Zvezdelina Atanasova, Aneta Morfova PT: Maria-José Saragoça & Hugo Rebelo	FR CESAP: Eric Zolla Christine Plivard & A.M. Boutin RO: Edit Maior & Zsuzsa Fracas	Portugal: Adelinda Candeias

Thursday, March 26th 2015 A discussion on training proposals



Welcome

1BNK Director Mia Nijland welcomes the partners with the typical Dutch food 'stroopwafels & drop' and we can start! The first thing to do is to write our ideas on the wall



New members

A warm welcome is given to new members of the international team:

Hugo Rebelo (Portugal) is working in the University of Evora, and is finishing his PhD on curriculum building; he has experience in European projecting, and will act as international project assistant, with reporting, article writing, publications, gathering information on good practices, organizing local networking meetings and international meetings



Edit Maior and Zsuzsana Farcas from Romania: both are PhD students at Babes-Bolyai University, in the subject of autism and of self-regulation skills; they also work in the Feuerstein Centre, a "laboratory" of the Psychology Department to help children to learn and become included.

Framing this partner meeting

The theme of the meeting in Varna was supposed to be workpackage 2 “Good practices of continuing support systems”. However, a good deal of time was also spent on analysis of results of the needs assessment study, which we need to compose an adapted training. We also established criteria of criteria of good practice according to the framework of Quality of Life, and we looked at some very fascinating examples. We clarified our conceptual frameworks, our vision and explained our ways of working to each other. In this way, Varna brought us closer together.

The main topic of this third partner meeting is the development of vocational training modules for the various professions involved in support for our target group. These trainings are going to be piloted during the next academic year.

We also collect and present more examples of good practice, exchange models of training systems and practices in the various countries. A mini-symposium was also held, in order to involve local people who are end-users.

Targets WP3

1. Develop a set of modules of post-graduate training for staff of mainstream and special education, support (caring) staff and parents.
2. Make a set of teaching videos on each of the topics.
3. Define the kind of certification.
4. Talk to authorities to recognize the certification.

Conceptual framework: capability approach

Jo Lebeer reminded the partnership of the conceptual framework a training for people dealing with children with CISN should be working from or working in: about the eight principles of the UN Convention on the Rights of People with Disability:

1. Respect for inherent dignity, autonomy
2. Non-discrimination
3. Full and effective participation in society
4. Respect for difference and acceptance of people with disability as part of human diversity
5. Equality of opportunities
6. Accessibility
7. Equality men and women
8. Respect for evolving capacities of children with disabilities and for the right of children to preserve their identities



He then quoted Martha Nussbaum's capability approach, which could be an interesting basis to develop a training. Nussbaum speaks of "Basic constituent capabilities necessary to lead a human life¹":

1. Life (being able to live to the end of a human life)
2. Bodily health
3. Bodily integrity
4. Senses, imagination and thought
5. Emotions: attachment to things and people
6. Practical reasons (conception of good)
7. Affiliation
8. To live with concern for in and in relation to the world of nature
9. Play, laugh, enjoy
10. Control over one's environment

All of these capabilities, except perhaps of the 10th, are within reach of children who have the most severe functional impairments of the severest restriction in their mode of functioning. Most of these capabilities are just the same as any child's, some even are stronger, e.g. the capability to play, enjoy and laugh, the affiliation to a family, bonding, emotions. Some are constantly under threat (e.g. health).

Professionals dealing with these children – from the ones giving daily support and education to the health care professionals – need to become thoroughly convinced of these principles.

It is known from research that children with CISN suffer from a lack of activity. They have a very low activity level; in their daily schedule are too many "empty" hours; they do not move enough; there is a lack of participation in family activities, school and society (Maes, 2014)². This of course has to do with their limited communication and interaction capacities, although recent research has shown they do interact if one gives them sufficient time (Neerinx et al., 2013)³. Hence, professionals should be trained in a mind shift, so that they actually will do it differently when arriving at the work floor. A good quality support consists of:

- Creating optimal spatial conditions allowing peer interaction
- Choosing adapted activities
- using technical aids allowing for better activities
- Systematic planning based on careful observation
- Leaving room for choice and interaction
- Have an attitude of respect, dignity, warm-heartedness

Professionals should be "scaffolded" to develop these right attitudes.

¹Martha C. Nussbaum, *Frontiers of Justice: Disability, Nationality, and Species Membership* (Harvard University Press, 2006)
Martha C. Nussbaum (2010), *Not For Profit: Why Democracy Needs the Humanities*, Princeton university Press

²Maes, B. (2014), Activity & participation of people with profound and multiple disability, in Vandermeulen, B.F et al. , *Sporen van de reiziger*, Antwerpen: Garant

³Neerinx, H., Vos, P., Van Den Noortgate, W. and Maes, B. (2014), Temporal analysis of attentional processes in spontaneous interactions between people with profound intellectual and multiple disabilities and their support workers. *Journal of Intellectual Disability Research*, 58: 721–733. doi: 10.1111/jir.12067

A big challenge will be to combine this high quality care with inclusive education. Not many of the partner countries actually have experience with inclusive education of children with CISON: only Italy and Portugal have systematic experience, but it remains to be seen where are the good examples of good inclusive education for these children. In the Netherlands and Belgium there are some pioneering experiences.

The point is, if we really want to be innovative with our training proposal: how do we organise inclusion as a part of our training programme?

A discussion on competencies



Beno Schraepen (University of Antwerp & AP College of Special Needs, photo right) inspired us by his talk about inclusion and its importance to incorporate it in a training. Working with children with CISON is often a matter of specialist deployment of professionals. The more specialized, the harder it becomes to be 'just' a child together with others in an inclusive society.

When we look and act in a "specialized" way, the risk of fragmentary imaging is present. In our vocabulary, we tend to talk about 'Transversal competencies' of professionals. However, we should give priority to 'Values and Qualities', as a basis of our daily work. Competencies are of less importance in this case. A full text can be found in Annex 1, as well as in dropbox WP3.

It should become part of Delivery N°6

Training proposals

The partner presented the current training programmes in their countries in the field of children with complex and intensive support needs, as well as their experienced gaps and needs.

The Netherlands

In The Netherlands, a consortium consisting of Enablin+ partner Bureau Nijland& Kroes, together with the Regional Vocational Education Centre ROC, Calibris, Platform EMD & the National Expert Centre for Special Education will start a 2-year Training for PIMD-attendants in care and education. Goals are: to become consciously competent in providing adequate support to people with intensive support questions, not only regarding physical and psychological well-being, but also in giving opportunities for empowerment, influence their own lives, learning, development, participation in society. The course wants to foster a good fit between all involved, to reach the target group and attendants in their strength, to create a similar basic level in vision, knowledge, insights and skills, to learn to collaborate interprofessionally and to create awareness of their own role in increasing quality of life for people with PMD. The central "red thread" is the enhancement of Quality of Life of the people with PIMD or complex and intense support needs.

The course is a combination of theory and practical methods and exchange of experiences.

Belgium

- In the Flemish Region of Belgium, Multiplus, the expert centre for people with PIMD, organizes a basic training of 5 x ½ day for basic caregivers, fresh from school, already at work. Its content is a conceptual framework, Quality of Life, communication, and feeding, daily activities. It is based on the Carla Vlaskamp approach (University of Groningen). Problem: there is an insufficient number of candidates to take the entire course.
- Multiplus also organizes a series of 1 day separate training modules:

Health	Communication & interaction
• Breathing physiotherapy	• Augmentative communication & assistive technology for communication
• Alertness	• Autism and profound intellectual disability
• Pain assessment	• Communication & interaction
• Palliative care	• Communication passport
• Feeding & swallowing problems	• Peer-interaction
Comfort-care	• Building a relationship of trust
• snoezelen	• Behavioural problems
Activation & development	• Relations & sexuality development
• Basal stimulation	• Social-emotional development SEO-R
• Movement	Education
• Bobath concept	Building an educational curriculum
• How to organize day care centre	Inclusion
• Multisensory storytelling	• Inclusive nursery
• Music	• Personal future planning
• Vlaskamp programme	•
• Tools for evaluation: QoL, physical condition, needs assessment, sensorial profile	Intervention

- The BACD Belgian Academy of Childhood disability, jointly with the Cerebral Palsy Reference Centre of Belgium, organizes every year 1 day conference on cerebral palsy, including a workshop about children with PIMD. Enablin+ gave a workshop on feeding difficulties
- From 17-21st of May 2016 Enablin+ Belgium will organize a thematic interprofessional, inter-sectoral training & awareness-raising week “Children with intensive & complex support needs”, offering different activities for different target groups: students, caregivers, medical doctors, nurses, therapists, teachers and parents. We will have guest lectures, interdisciplinary case discussions, workshops on quality of life, attitudes, activating potential, communication, behaviour, nutrition, toileting, school education, inclusive education; as well as field visits to examples of good practices.
- A pilot training started in February 2015 at the University of Antwerp on the theme of “behaviour management in adolescents with autism spectrum and/or intellectual disability, with 28 participants.

France CESAP

The CESAP training centre, led by Christine Plivard, organizes a myriad of training activities, in Paris, as well as throughout the country in-service, also for all professions working with children with “polyhandicap”.

Bulgaria

- Bulgaria has no national strategy for children with complex and intense support needs.

- A new Education law is being prepared, where inclusive education is considered. As part of the National Network for Children, Karin Dom Centre (KDC) is able to offer input to that law. There will be changes to special schools. There are plans for them to be transformed into centres for educational support.
- In 2015 KDC is organising training, supervision and other types of support for professionals working with children with special needs, including children with complex and intense support needs (<https://karindom.org/obuchenia-info>)
- **Training upon request** /introductory and follow-up training/. There are 35 topics from which professionals can choose. KDC conducts a needs assessment for organisations and provides training based on that assessment

KDC also organizes specific trainings, e.g. The Bobath Method – therapy for children with cerebral palsy; Picture Exchange Communication System (led by Eleana Logotheti, PECS consultant, Greece), and in therapy methods and approaches applied with children with special needs, based on experience of Karin Dom (led by Zvezdelina Atanasova and Andreas Andreau).

- Online training courses will be started in 2015
- Conference on the topic of “Inclusive Environment for children with special needs in kindergartens” /September 2015/
- Conference on the topic of “working with children with complex and intensive support needs and ASD” /March 2016

Portugal

Based on the needs assessment study, UÉvora proposes the following, to be organized in 2015-16:



2 Proposal of training at University of Evora, regarding children with CISN

To do: (before June 1st 2015)

- Presentations are to be placed in dropbox, folder "Enablin+Wijhe (NL) meetingMarch2015", subfolder "presentations".
- Full text (not exceeding 3 pages) have to be placed in dropbox Enablin+WP3_TrainingDEvelopment, according to the information requested in the template (annex 1)

Friday, March 27th 2015 Inspiring visits

Visit to Visio

On Friday morning, we visited the Visio Centre for children with visual impairments and intensive and complex support needs, in Haren, in the Province of Groningen.

Visio has several institutions on different locations in the Netherlands. It is considered one of the best-equipped centres for this target group. The reason our Dutch partner selected Visio as a place to go, is because Visio has been innovative in starting integration of care and education (whereas before, children with PIMD just received "good care"). In addition, a growing number of children followed by Visio are in mainstream schools.



Pieterneel Spiekstra (photo below), who used to be a teacher and is now project leader of care and education in Visio, welcomed the international partners. She enthusiastically shared with us her experiences with education of children with CISN, including the blind or partially sighted. Their approach is innovative and has good results. She experienced support of the management of education and care, which according to her is necessary to succeed. We split in small groups to visit classrooms.



3 Pieterneel Scheepstra of Visio Haren welcomes the international partners.



4 Anne-Marie Boutin, medical doctor at CESAP, holds her present, an umbrella with the VISIO signature, much needed in the Dutch weather

We returned to Raalte to an “inclusive cafeteria” in the Public Library, where people with intellectual disability serve lunch



On Friday afternoon, we returned to “Wijhezicht” to continue with the presentations of the partners on training initiatives and needs.

Saturday, March 28th 2015 Meeting with regional experts & parents & conclusions

Mini-symposium on good practices

Four lecturers were invited to present their good practices on integration of education and support. There were eleven Dutch attendees.

The school box

Joke Visser gave the first lecture about the school box. The school box for classes in regular schools, with the purpose of raising awareness and expertise of having a disability. This will contribute to inclusive attitudes. The message they want to give: being different does not make a difference. The school box includes a guide for teachers but the teachers do not have to follow a training. There are several tasks in the school box, which the children can practice. They learn for example how it is to be deaf or blind. She did ask a boy what did he like the most. The boy answered ‘to be blind! That was



awesome!' Teachers can order the school box at the website and they can download the lessons at the website. In the first year, 117 schools downloaded the lessons and the school box was rent by 28 schools. In the last half year, the lessons were downloaded already 115 times!

Class on wheels

The next lecture was given by the founder of the foundation Class on Wheels; Roeland Vollaard. This is a collaboration between the NSGK and the Class on Wheels. He tells us: 'not every country is lucky to have a NSGK'. However, he also says: maybe there is too much money in The Netherlands. We have broad schools but there is no vision, there is only the building! There is not a vision about inclusive schools... this vision is the most important thing. Roeland shows the slides about integration. We do integration but inclusion is a step further. An attending mother says about her son who visits once in six weeks a regular school: 'It's increasing, it has to grow but the effect to the school is big! My son is growing to inclusion'.

'I don't know who this group is, but I know who Viggo is'. That is the message Roeland gives to parents who ask what kind of group it is. Do not exclude a child! Try to facilitate every child.

EBL Emerging Body Language

The third lecturer is Bart Reurink. He shows us pictures, which showed us: children are interacting with each other. EBL is a relational method. Human meets human, first the relation and later the presentation. '*Hopefully there is always a possibility*'. EBL is based on the natural interaction between parents/caregivers and children from birth to five years. This interaction is through thousands of hours of video analysis examined by the developmental psychologist D. Stern. Research has shown that certain forms of body language, verbal and non-verbal



language is the same worldwide. Nowadays it can be consciously used in all forms of communication and at any age. This method is interesting for every profession. It is useful in education, therapy and training.

Answerability instead of responsibility.



De VeranderKIZT (Changing towards Inclusion)

Anouk Bolsenbroek presented the inclusion awareness training "De veranderKIZT" (literally: "The inclusion change box")

It contains a simple road map to set up a change process in the



community towards more inclusion of people with disabilities, even very severe disability. The ideas have been developed together with Foundation "Perspective", an NGO working for inclusion in education and other life domains, which draws a lot of inspiration from Canada-based John O'Brien ("Paths and MAPS"), New Zealand Disability Strategy, and The Index for Inclusion. A change process towards inclusion is presented as an explorative step-by-step journey in which roughly 5 phases can be distinguished:



1. Start, develop a vision and do it (by just a few pioneers)
2. Listen and choose priorities: involve other people in your organisation, organize a meeting involving managers, policy makers, community members, families and make them become interested
3. Make a plan, together; analyse the current vision of the management
4. Execute your plan, and build in several moments of reflection
5. Evaluate and celebrate

The "Inclusion Change Guide" is a 58-page guide in Dutch.



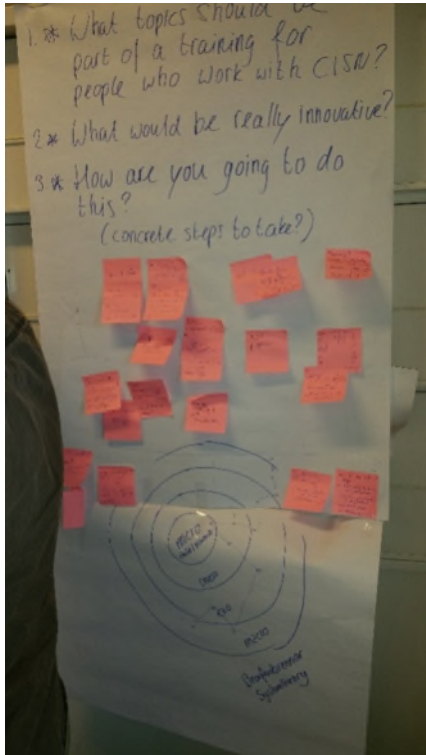
Summaries of the projects can be found in Dropbox, WP2 Good Practices, in the folder of Enablin+_ExampleGP_NL

Small group discussion on needed training

Inspired by the examples, the participants split in small groups to discuss the basic ingredients of a common training.

Leading questions:

- What topics should be part of a training of people working with children with intensive and complex support needs? What would be really innovative
- How are you going to that next year (2015-16)? What are concrete steps to take?



What topics should be part of a training for people who work with CISN?	What would be really innovative?	How are you going to do this?
<ol style="list-style-type: none"> 1. Change attitudes, mind-sets! 2. Brainstorming 3. Role-play 4. Accessibility – apps – use technology 5. Difference between life and care 6. Schoolbox – raise awareness 7. Challenge people with alternative mind-set: do a job together! Experience! 8. Difference between inclusive environment and specialist support. 9. Examples: how children can participate in the classroom 10. Family – involved – should attend the training 11. Opportunity to experience besides getting support, support each other in a natural way. 12. Experienced people 13. Communication 14. Food 15. Sharing thought and experience 16. Films with positive attraction and result 17. Exchange/Benchmark (lower walls/Frontiers 18. Bronfenbrenner system theory 19. How to activate a child? 20. Learning to set small goals 21. How to create a supportive environment? 22. ADL 23. Avoid burn-out 24. Awareness of our skills 25. (special) tools for learning (+evaluation) methods 26. Interdisciplinary 27. Talents and interests 28. Observation 	<ul style="list-style-type: none"> - Change your own mind-set and practice - Multi-disciplinary - Not starting at a blank page but learning from what is already going good - A school program that fits for every one - Knowledge of CISN is the basis education for every discipline - Not only words, action!! 	<ul style="list-style-type: none"> - Mind-set change - Daily practice - Networking - Involvement - Research on holistic - Learn from each other - Propose training days interdisciplinary - Inspire each other - Organize seminars - Define the target group (Italy)

One person of the group told something about their poster. The innovative part is doing it. That is also the difficult part of it. We have many dreams but concrete steps are difficult. What we are doing in Enablin+ is innovative because we are doing it. When we are home, we will talk about Enablin+ and spread the word. We are going to talk with parents, the government and with colleagues. We have to keep learning from each other and inspire each other. Other steps being called are organizing seminars, exploring the world of technology. What can apps mean for our objectives? We take little steps to reach our goal. We will insert the topics in the training proposal.

The presentations were a good end of the mini-symposium.

Business meeting

WP5 Train-the-trainer2016

Marina: the president of Don Gnocchi Foundation is enthusiastic about hosting a partner meeting & train-the-trainer course & conference in Rome⁴. The Foundation will help in finding a suitable location. We need to provide estimates on:

- How many people are coming?
- What is the budget?
- What are the needs?



Jo: At the end of June or July, we know how many money we have left. We can decide how many people could travel to Rome. If we are organising a train-the-trainer conference we can also invite other people external to the partnership, but they have to pay their own tickets and entrance. There is also a budget to pay a specialist (or two). The IASSIDD will also be invited to this conference; we have a budget for about 5 people. We hope 100 people will come.

Fourth partner meeting (Romania) 17 – 19 September (2015).

Purpose:

- Training plans & design
- Meeting with local experts & parents to clarify local (training) needs
- Dissemination of innovative ideas & practices
- Visits to local centres supporting children with CISM
- Design a course evaluation

To do for now:

- Everybody has to set the PowerPoints and lectures on Dropbox.
- In case you did not send the partner information for the website to Rianne, please send this as soon as possible.
- If there are any comments to the website, please let Rianne know.
- Rianne will send everybody the login of Twitter so everybody can send tweets. This will also appear on the website.
- Not every document has to be translated on the website. Products can be written in your own language. The basic texts need to be translated in every language (e.g. the newsletter).
- A progress report will be made by Jo and Hugo by July 31st. They will request information from the partners starting in June.

⁴In the mean time the location and date of the Train-the-trainer have been changed to Milano from 20-22 september 2016

Acknowledgements

We wish to say many thanks to our hosts in the Netherlands

Mia Nijland, Inge Kroes & Rianne Kleine Koerkamp & the volunteers who gave us a very nice welcome



Annexes

Annex 1: Stop filling the bucket! Why competency-based education conflicts with the inclusion paradigm

Beno Schraepen⁵

In the European educational space, it has become generally accepted that education or training is competency based. From the lifelong learning perspective for professionals (in service training, coaching, etc.), the development of programs in education or training has to start with the exploration of the critical competences needed or helpful for a job or organisation. In designing curricula, from the onset, the focus has to be put on the learning outcomes and on what is necessary to perform in a practical context. It is in the practice that the level of competence, or lack of specific competencies, becomes visible. Europe has adopted the competency model from the USA and the Bologna agreement was the perfect instrument to promote this Anglo-Saxon view on education.

The competency paradigm

The most accepted and guiding definition of 'a competence' is the following:

"A competence is a combination of abilities, skills and knowledge, needed to perform a specific task. Competencies are the result of integrative learning experiences in which skills, abilities, and knowledge interact to form learning bundles that have currency in relation to the task for which they are assembled finally; demonstrations are the results of applying competencies. It is at this level that performance-based learning can be assessed." (Voorhees, 2001, p5)

⁵ INCENA Study Centre on Inclusion & Enabling, AP (Artesis-Plantijn) University College, Department of Socio-Educational Work and University of Antwerp, Belgium

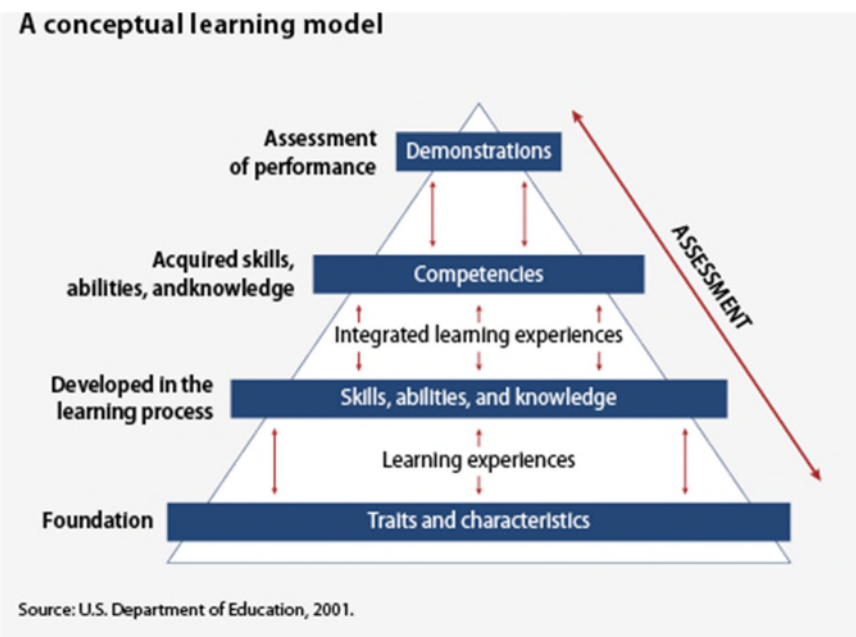


Fig 1: A conceptual learning model (US Department of education, 2001)

How assessment fits the competence model is shown in the figure1: performance based learning is evaluated through assessment of performance. Competencies drive the assessment; therefore defining the competencies is already a big step towards developing the assessment methodology.

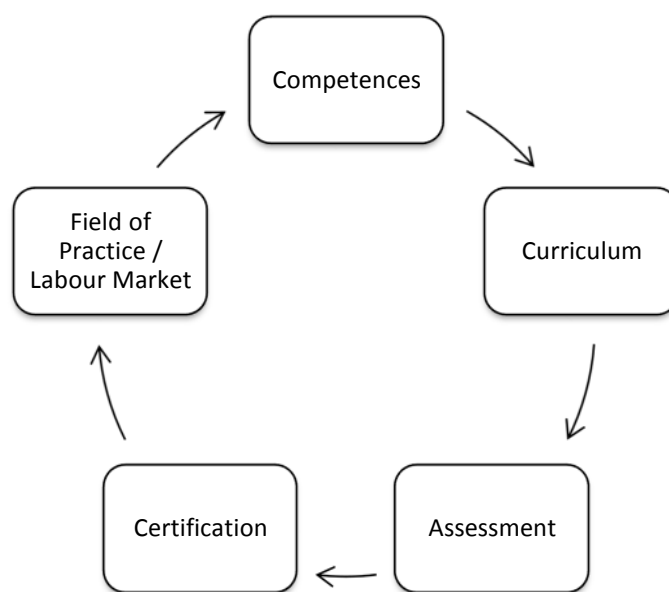
It is important to understand that the competency paradigm finds its existence in the critique on the traditional course based learning. A study or training program using course based learning, provide knowledge, insights or skills but it's not a guarantee that one can integrate this and perform 'the learning' in practice. Simplified, it is not because you have passed your tests on the theory on emancipation or psychology and that you have shown you can lift someone in a proper way or have good communication skills, that you are a competent nurse or social worker. On top, in this traditional model, the assessment is dominated by individual judgement within the faculty and the units of analysis (course material) are too big. Are we assessing knowledge or course material, skills or personality?

The competence paradigm promises to eliminate the weaknesses of the traditional model and promotes itself with the following ambitions (Voorhees, 2011):

- The competence model is about creating a common language what is critical for dealing with learning outcomes. Teachers, students, colleagues, administrators, ... have to know what they're talking about when they talk about the expected outcomes of learning for that course, program, or needed for that profession ...
- A common language helps to define learning outcomes in an explicit way and on different levels.

- This is in favour of a measurable assessment; consequently, if a competency cannot be described unambiguously and subsequently measured, it is probably not a competency.
- In that way a competency based system even can redistribute the power relationships between teachers and those taught because it is described and measured in ways everybody can apprehend. (Betts and Smith, 1998)
- The learning process moves from a teacher centred approach towards a student centred process what makes differentiation for different types of learners possible.
- When learning goals are transparent and understandable, students are provided with a clear map and they can develop or put in adequate tools to reach their goals

Fig 2: Competence as a match between curriculum and employment.



As shown in figure 2, competences are defined in function of what is necessary or needed in the field of practice. The combination of knowledge, skills and abilities bundled in a competency, drive the content of the curriculum and assessment. Passing the assessment tests will lead to certifications that give access to the labour market and increase job opportunities.

On the job, people are evaluated on their competences during performance appraisal interviews. They learn what competencies they miss so they can look for the training that fits their needs and/or the organisation, in order to become a better professional/employee.

Challenging the competence paradigm

Because of the urge in the educational field (including the academia) to implement this model, we could not and cannot escape from it. After ten years of implementing the competence model in higher education, we can look at the merits. Looking back, the following questions pop up:

- How much time did we spend on discussing specific competences for a new curriculum or training program?
- How many times administrators have changed the competencies of a study or training programme?
- When you pass a competence-based assessment, are you then competent? On the other hand, are we still growing in competences?
- Is becoming competent a product or a process? Why do we use products to assess?
- When are you competent? Can you tell for yourself what level of competence you have? Isn't that still a matter of subjectivity?
- If competences are determined by what is needed in practice, how can there be innovation?
- Does performance really reflect the competency of someone? Or are we only assessing behaviour?
- Did competence-based education change the way we are teaching? Did we become better teachers? Did our students become better professionals?
- How come that while competence-based education and performance assessment calls for smaller groups, the educational reality has evolved to teaching in bigger groups?
- Is it possible to describe everything a professional has to learn or needs in his profession, in competences?
- ...

Competences, assessment, performance and measurements ... critics see the competence model as a product of a narrow economical approach of reality. It puts education and social care professions in an economical space. Through the introduction of competence models, the world of education, care and health are being economized and dominated by efficiency and management language. It is embedded within a particular set of existing economic, social, and political power relationships. The labour market and the educationalists decide on the competencies, education and teachers get the role of the servant, the student undergoes the technical educational language. In that perspective, you can question the emancipatory character of competency-based education and training. Moreover competency-based descriptions of work, and descriptions of competencies as such, cannot be divorced from the ways that they are used to continue the exploitative nature of work as organised in so-called free market economies. (Chappell et al., 2000)

In its efforts to create a common language and transparent, efficient learning processes, a reduction of professionalism and education arise as pitfalls for competence based models.

First, the reductionist approach of professionalism is criticized because not every aspect of professionalism can be described in competences. The competence framework is based on an assemblage of reality, on descriptions of parts that are simplifying the complexity of a professional context. It suggests that there are unitary, common, universal approaches for professional problems. (Cbe and social work education, 2012) Because he is not competent enough, the professional becomes the problem and that denies the complexity of certain problems. The essence of tyranny is denial of complexity; Jacob Burckhardt gave us this quote already in 1929.

Opponents view the movement towards competency-based systems, especially in general education areas, as reductionist and prescriptive (Betts and Smith, 1998). Competencies of a professional tend to be no more than measurable descriptions of visible behaviour. Professional practice is turned into a technical performance debilitating creativity and imagination necessary in interaction with today's reality. When a professional has to fit into a competence model, the result is rather conformism and uniformity instead of innovation. The professional disempowers from acting authentically in response to particular situations (Goudie, 1999). The challenges in the 21st century for the field of social practice and education need the opposite: reflective practitioners in search for expertise and the greater the expertise the greater the individuality (and not uniformity or conformism).

Secondly, opponents criticize a reductionist approach of education and learning. In order to be able to assess competencies, educationalists have to translate them in visible behaviour. The result of this competence-based focus is that learning processes are narrowed down to doing and practical knowledge, it becomes a product rather than a process. (Grant, 1999)

Education is viewed as instrumental to attain specific, pre-defined ends. Is it even possible to conceptualise or define the complexity of professional education in a list of key competencies and performances? The connections between tasks, the attributes that underlie performance; the meaning and intention, or disposition to act; the context of performance; and the effect of interpersonal and ethical aspects are ignored. (Cbe and social work education, 2012) Education is no free space anymore of critical thinking but has been incorporated and dictated by the free-market economy, education is not about personal growth but about becoming the professional that is needed on or fits the labour market.

Inclusion is about qualities and values instead of competences

In this era of continuous change and challenges the paradigm of inclusion is now challenging the organisations and social professionals. Professionals in care, education, leisure, ... they all have to think about and act in favour of more inclusion of their clients, participants, pupils, students and their families. In-service training is needed and training programs need to be designed that respond to this need.

Inclusion, defined as the opposite of exclusion and discrimination, embracing diversity, based on the right to belong, and equal rights to participate and take a role in society, has thus become a big issue in training and education of social professionals and teachers.

Conform the urge to design a competence based training programmes; we are confronted with the following questions and reflections:

- What are the critical competences needed in an inclusive organisation?
- What are competences that support inclusion?
- How do you train someone towards a more inclusive approach?
- How do you teach someone, who thinks of himself as to be competent already, an inclusive approach he does not believe in?

- How do you perform in an inclusive way in an exclusive context?
- How do you deal with resistance against inclusion in professional settings?
- ...

The more we dig into these questions, the more we not only encounter the limits of the competence model but we experience it is working against inclusion. Thinking about a competence model that fits the inclusion paradigm either ends up in concrete descriptions of care and education (e.g. how to lift, to feed, to interact or to communicate in a proper way with someone with severe and complex disability) or ends up in vague language (work in an open, respectful, empathic, equal way, ...).

This technical, competence based, approach of professionalism aims at the contrary of what inclusion is about:

- Inclusion is not about putting professionals in a descriptive framework but about dealing in an inclusive way with professionals so they can deal in an inclusive way with their public and in their organisation
- Inclusion is not about measurable behaviour (can we measure inclusion?) but about ethics, rights, creativity, problem solving, unconditional acceptance ...
- Inclusion is not a product (When are you inclusive?) but a process (how can we be more inclusive tomorrow?)
- Inclusion is about equal relationships between professional and clients and not about a hierarchical relationship build on expertise
- Inclusion is about dealing with diversity through diversity, and not about standardising and homogeneity
- Learning and professionalism in an inclusive context is about what is beyond behaviour, skills and performance: values, feelings, emotions, drive, talent, passion, in short: the human part.

Training and education about inclusion should be inclusive from nature (teach what you preach). Because these professionals are working in exclusive or segregated environments and contexts, and because they are part of these exclusive/segregated contexts, the core of such programs should be aiming towards transition: transition in thinking about disability, poverty, equality, professionalism, education The challenge is how to address and aim for qualities and values like:

- Supporting clients and students in an ethical way
- Building relationship
- Sensitivity and sensibility
- Exploring new ways of thinking to eliminate barriers in participation and learning and develop resources to overcome these barriers
- Exploring new ways of thinking in creating inclusive environments
- Responsibility for the professional (self-care),
- Responsibility for the person and his context (caring for)
- Responsibility for society (caring about).

A qualities and value based model for learning and training seems more preferable than a competence based model. Teaching and training from an inclusive perspective and towards more inclusion is *not about filling the bucket but about lighting the fire*.

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Annex 2: training template

WP3 Professions and their basic trainings in the area of children with complex and intense support needs

Country & partner			
Name of profession			
Tasks in working with children with CISN			
Name of diploma or certificate			
Level of diploma or certificate			
Duration of training			
Basic elements in curriculum			
Duration of practical experience/ internship/ stage/ tirocinio during basic training			
% of curriculum spent to competence building in working with children with CISN			
Gaps in training with respect to CISN			

Annex 3 List of participants

Name	First name	Partnername	Country
Boutin	Anne Marie	CESAP	France
Plivard	Christine	CESAP	France
Zolla	Eric	CESAP	France
Rodocanachi	Marina	Don Gnocchi	Italy
Dal Brun	Anna	Don Gnocchi	Italy
Morfova	Aneta	Karin Dom	Bulgary
Apostolov	Apostol	Karin Dom	Bulgary
Atanasova	Zvezdelina	Karin Dom	Bulgary
Maior	Edit	BBU	Romania
Farcas	Zsuzsa	BBU	Romania
Richard	Laurence	ASFA	France
Houot	Elisabeth	ASFA	France
Nijland	Mia	BNK	Netherlands
Kroes	Inge	BNK	Netherlands
Kleine Koerkamp	Rianne	BNK	Netherlands
Lebeer	Jo	UA	Belgium
Schraepen	Beno	UA	Belgium
Candeias	Adelinda	Uevora	Portugal
Saragoca	Maria José	Uevora	Portugal
Rebelo	Hugo	Uevora	Portugal

Invited participants to Mini-symposium

Anouk Bolsenbroek	trainer inclusion awareness "De veranderKIZT" (The change box)
Joke Visser	Project Leader NSGK National Foundation of Childhood Disability
Lilian Nijland	Pedagogist
Alberta Roodzant	mother
Marian Waanders	Trainer
Roeland Vollaard	project leader Class on wheels
Bart Reurink	Emerging body language
Irma Slomp	project leader "Your own choice" www.jeeigenkeus.nl
ThyraKoeleman	developer and trainer method "Ervaar het maar" (experience it!)
Suhaily van der Singel	Student Applied Psychology
Dian Fluijt	Lecturer& Researcher Inclusive Education, cooperative learning University College of Utrecht

Volunteers in logistics

Metselaar	Luc
Derks	Erik
Heethaar	Tessa
Fekken	Laura
Rodijk	Helma
Heethaar	Frans
Van der Weerd	Henrike

Colophon



Report of ENABLIN+ Third International Partners Meeting - Wijhe –The Netherlands

26-28 March 2015

Workpackage 3: Developing a training package

Partners' only version

Rapporteurs:

Jo Lebeer, Mia Nijland, Rianne Kleine Koerkamp, Hugo Rebelo, Beno Schraepen



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