

Course Description
Education for All: Alternatives in Dutch Education



Summer School Health, Social Work, Sports and Education 2022
 HAN University of Applied Sciences
 16 May-20 May 2022

Course Title	Education for all: alternatives in Dutch education
Subtitle course	Challenges and practices in offering inclusive education to students with (specific) educational needs
Coordinator HAN	Veerle Loonstra
Credits	2 ECTS
Dates	16-20 May
Course load	14 hours seminars 14 hours field trips Equal number for assessment and study time
Lecturer(s)	Veerle Loonstra veerle.loonstra@han.nl Matty Hendriks matty.hendriks@han.nl
Course materials and sources	All course materials will be in English and made available to participants, either as online references accessible through (home) university or as hard copies handed out during the course.
Course description	How can we address exclusion in education because of disability, social challenges or communication issues? The course will consider barriers to learning and will look at strategies to challenge these. Participants are invited to consider and evaluate options for creating more empowering, personal and more inclusive learning environments. On site visits to schools and educational provisions for L2 needs, 'behavioral' or 'special' needs will inspire and spark debate, comparative discussion and evaluation of practices and offer perspectives for progress. A brief outline of the proposed course can be found below.
Assessment	Reporting reflections on learning and developing personal philosophy on education for all (presented in final session).
Assessment criteria	Handed out in advance
Course policies	<i>Attendance</i> 100% Attendance is mandatory. If absence is inevitable please let us know. <i>Preparation for seminars</i> Preparation for the sessions is essential to the course. Hence it is important to stay on track and come to class prepared.

<p>Course objectives and Learning Outcomes</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. gain knowledge and understanding of theories and practices that govern the provisions for Educational Needs (<i>EN</i>) in Dutch schools and institutions; 2. reflect on major issues and challenges attendant on the development from more segregated to more inclusive approaches; 3. observe the application of different theories/models for <i>EN</i> support in practice through an on-site visit to schools and educational institutions (with reservations due to Covid-19 restrictions). 4. demonstrate understanding of the dilemmas and solutions in the design of <i>EN</i> support in learning and teaching methodologies. 5. apply knowledge and understanding for an initial articulation of a preferred personal work theory for the application of <i>EN</i> in an educational context.
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Course Outline

Advance preparation (before departure): Educational Needs in the home country

As the course will raise comparative issues we require each participant to study in advance *EN* in their native country. Specifically, we ask you to collect information around the topics below and prepare slides for later presentation and discussion in the course. Topics may include:

- Provision (infrastructure) for educational needs (*EN*)
- Philosophies of education that underpin the care and learning provided
- Achievements and challenges in *EN*
- Major current developments in *EN*

Day 1: Introduction to Dutch Education and *EN* in the Netherlands

Seminar

This seminar offers an overview of the Dutch educational system focussing on its idiosyncrasies, its successes and current challenges. Prominent issues, among many others, are the historical legislative freedom of education, school autonomy and constraints in a context of public funding and quality control; parental school choice and the broad offer of pedagogical philosophies; early streaming, testing practices and access issues in a principled binary (theoretical and vocational), three-tier educational system.

It will also identify a number of current issues stemming from policy and practices in the field of *special educational needs* (*EN*) in the Netherlands. We focus on the following topics:

- * The organization and structure of the educational system.
- * The legal framework of education (in relation to the Salamanca Statement [1994]).
- * Appropriate education (the Dutch way of 'inclusive education'): how can we improve the realisation of education for every pupil with special educational needs within the educational system?
- * Pupils with special educational needs: who are they?
- * If appropriate education does not work, is referral to special schools possible?

Field-trip:

Muziem: What is it like to be blind or partially sighted? You can read about it or someone can tell you about it from their own experience, but during a visit to muZIEum (muSEEum) you will experience it yourself.

Day 2: Educational provisions for students with emotional and behavioural needs**Seminar**

During this seminar we will focus on the most frequent emotional and behavioural problems in the classroom: attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD) and autism. The seminar provides key information about each of these disabilities and we talk about practical strategies on how to assist and teach these pupils.

Topics will include:

- * ADHD
- * ODD in relation to appropriate/inclusive education.
- * ASS

Field trip

You'll visit a mainstream school to find out how inclusion is embedded in the Dutch school organization, classrooms and lessons.

Day 3: Educational provisions for students with physical or mental impairments**Seminar**

Pupils with educational needs have special requirements within the classroom environment. Therefore, it is important to adapt content and teaching methodology to meet the appropriate needs of each child. Within this seminar we will focus on needs of the pupils with physical, mental or multiple impairments in relation to the Dutch educational system.

Topics will include:

- * Pupils with physical, mental or multiple impairments: who are they, what accommodations are needed?
- * How can I best communicate with pupils about their disabilities and accommodations they might need?

Field trip or Guest lecture

Werkenrode/Dominicus or Notre Dame

Day 4: Educational provisions for refugees and asylum seeking children**Seminar**

According to Article 3 of the Compulsory Education Act, education is mandatory for every child under 18, including asylum seekers. Asylum-seeking children have the same rights to education as Dutch children or children who are treated in the same way e.g. children with a residence permit. Children below 12 go to elementary school either at the school nearby the AZC or at the AZC itself. Children between the age of 12 and 18 are first taught in an

international class. When their level of Dutch is considered to be sufficient, they enrol in the suitable education programme.

In this seminar we will look at the pros and cons the way education for refugee and asylum seeking children is organized in the Netherlands.

Presentation/assessment final assignment

In a final session students will present their reports synthesizing their learning experiences and developing philosophies in the field of Educational Needs.