

## **Rosalind Henry and Michael Shevlin**

### **Biographies**

Rosalind Henry is an Associate Director at RSM UK with over 20 years' experience in research and evaluation. Within the research practice, she leads a team of consultants which is focused on public policy evaluation. She is currently Project Director for the Review of Educational Provision for Adults with Disabilities in Day Services.

Rosalind has recently led several projects focused on equity and inclusion in education (from early years through to higher education) and employment in Ireland. These include: Review of Access and Inclusion Model (on behalf of Department of Children and Youth Affairs); Review of Fund for Students with Disabilities (on behalf of the Higher Education Authority); Qualitative study of how well young people with disabilities are prepared for life after school (on behalf of the National Disability Authority and National Council for Special Education) – one of a number of research studies which contributed to the Comprehensive Review of the Special Needs Assistant Scheme; Research on good practice in employment of people with disabilities in public sector (on behalf of the National Disability Authority).

Professor Michael Shevlin lecturer in Inclusive Education, Trinity College Dublin since 1996. His teaching and research has focused on facilitating the inclusion of children and young people with special educational needs within mainstream schools, promoting the voice of marginalised people within decision making processes that affect their lives, and addressing access issues for young people with disabilities within compulsory and higher education. He, along with a number of colleagues, have completed a number of national studies including Study of Special Classes in mainstream schools (in association with ESRI team), Quali-TYDES project longitudinal study of lives of young people with disabilities (European Social Fund), Transition Experiences of Students with Disabilities into Further and Higher Education, and Project IRIS longitudinal study of special education in Ireland. Michael has been involved in policy making initiatives within Irish education in relation to the development of inclusive learning environments in schools and higher education. Currently, Michael is Director of the Trinity Centre for People with Intellectual Disabilities that provides an accredited education to work readiness programme for people who have an intellectual disability.

### **Abstract**

A research team comprising RSM and TCD has been commissioned by the NCSE to conduct a review to establish educational and learning opportunities for adults with disabilities who have left school and are accessing day services. These opportunities could cover a broad range, from very informal to more formal. The research aims to improve understanding of the range and scope of opportunities for education and learning available in day services for adults with disabilities; how this learning is delivered; and actual outcomes the adults achieve as a result of this learning.

The research approach includes a review of relevant policy and literature, an online survey of day service providers and interviews with stakeholders (including policy makers, disability representative organisations and others). It also includes visits to day service locations to interview staff and adults.

Findings from these strands are informing the development of a draft framework to provide a structured approach to reviewing education and learning provision.

This presentation covers the changing context for day services, some emerging findings from the literature review and also shares initial findings from stakeholder consultations. It demonstrates that the policy context for day service provision is complex with many stakeholders invested in the sector but a lack of “joined up” approaches. This is set against significant changes transforming the sector. Day service provision is varied with much diversity in services offered and the adults who use these services. This variety is also evident in education and learning in day service locations.