



*PROMOTING INCLUSION IN EDUCATION
AND EMPLOYMENT -THE EUROPEAN
CONTEXT*

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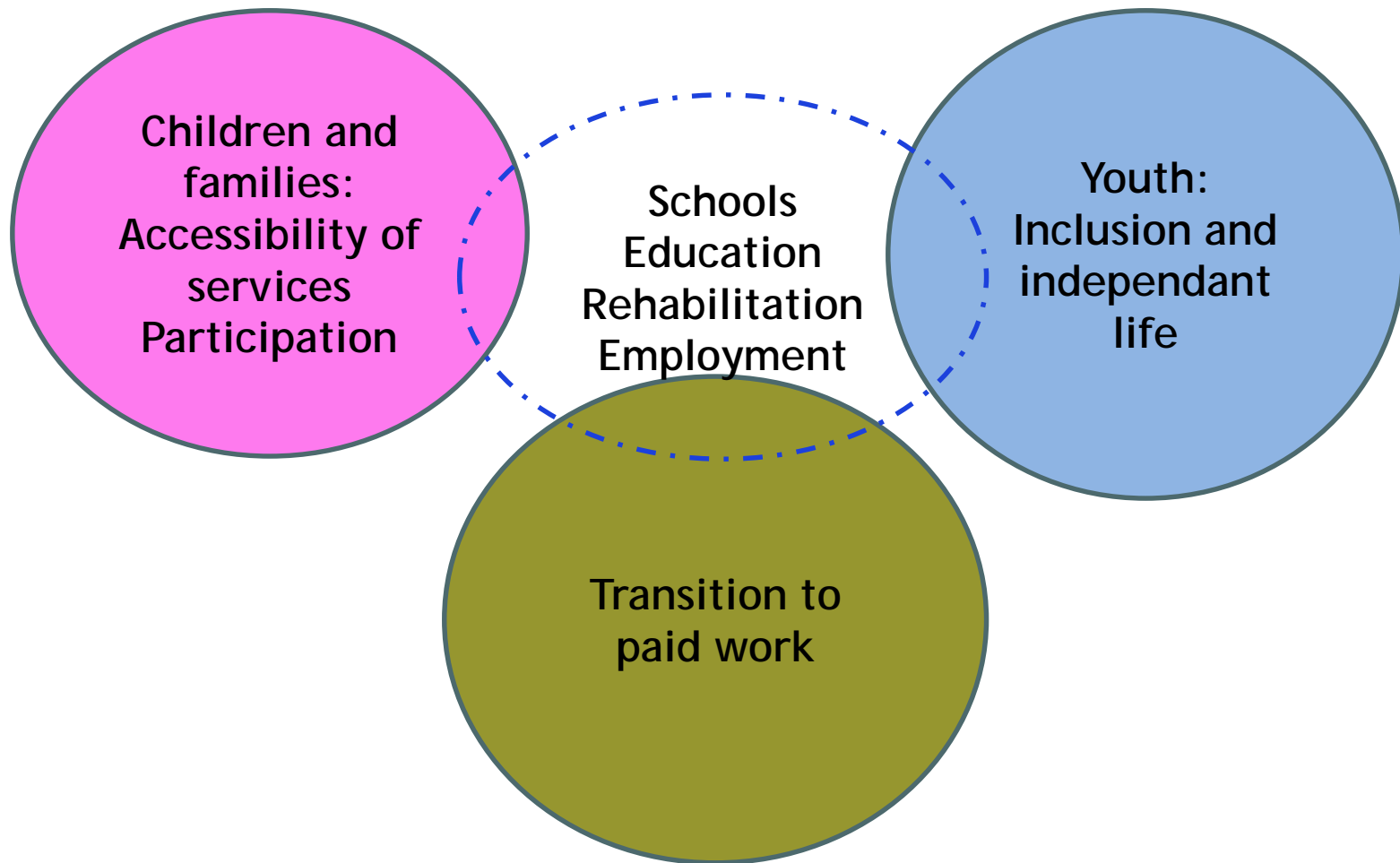
Executive Director, Vamlas Foundation

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Shortly about Vamlas

- Vamlas: Supporting Foundation for youth and children with disabilities
- Founded in 1889 to promote education and employment of children and youth with disabilities
- Today Vamlas provides expert services, training and projects (employment, services, participation)
- Housing services for students in Helsinki, Lauttasaari (Hoas)
- Staff total of 30 people
- www.vamlas.fi

Strategic themes



Rehabilitation Finland

- Approximately 26 member organisations
- Public, private and NGOs
- Organizes an annual international workshop within the National Rehabilitation Conference
- Smaller seminars and work meetings during the year

Why Inclusion?

- Global policies and agreements
 - UN Convention on the Rights of Children
 - UN Convention on the Rights of People w/ Disabilities
 - Europe 2020 Strategy
 - EU Disability Strategy 2010-2020
 - Directive 2000/78/EC: Equal treatment in employment and occupation
- Strong policies and strategies and national legislation to support inclusion and equality of opportunity
 - Economics: Employment rate to 75% (20-65yrs)
 - Reducing poverty and social exclusion by 20 mil. People
 - Reducing school drop-out to less than 10%

Specific articles on education

- Article 23 of the UN Convention on the Rights of the Child:
 - makes reference to children with a disability and their right to a full and decent life in conditions that promote dignity, independence and an active role in the community.
 - stresses that governments must do all they can to provide free care and assistance to these children.
- Article 24 of the UNCRC (2006):
 - States Parties should provide an inclusive education system at all levels, ensuring that children with disabilities are not excluded from the general education system on the basis of disability
 - they are able to access inclusive, quality and free education on an equal basis with others in the communities in which they live.
 - should receive the support required, within the general education system, to facilitate their effective education, with individualised support measures in environments that maximise academic and social development, consistent with the goal of full inclusion.

Trends in inclusion in education

- Policy climate towards inclusion changed in early 2000 to demand more inclusion
 - One track: All children attend mainstream schools
 - Multi track: Both special schools and integrated settings in special classes or separated classes for pwd's in mainstream schools
 - Two track: Segregated schools and educational systems, mainstream and special
- Number of special schools decreased, special schools transferred into resource centres or disappeared
 - Number of children in special schools has decreased in Austria, Norway, Denmark, Sweden and Finland
 - Same development happening in Cyprus and Portugal

ORGANISATION OF PROVISION TO SUPPORT INCLUSIVE EDUCATION

Literature Review , European Agency, for Development in Special Needs Education , 2013

Discourse on inclusion

- All education should be based on inclusion, no segregation allowed
 - Difficult in practice: Parents and children want small groups, specialized teachers, special equipment, personalized support
 - As long as this is not possible in mainstream schools, special schools will remain
- Inclusion should be partial
 - Mainstream schools are not ready for inclusion and fail to meet the needs of children with special needs
- Special schools are needed for those with most severe disabilities
 - Threat that these schools will be left out on other developments and will be even more isolated from the mainstream educational trends

ORGANISATION OF PROVISION TO SUPPORT INCLUSIVE EDUCATION

Literature Review , European Agency, for Development in Special Needs Education , 2013

Some recommendations

- Need to develop variety of forms to support special education in mainstream education
 - Conculancy and services to mainstream schools
 - Specialist support to work side-by-side with mainstream teachers
 - Individualized support for children with special needs
 - Working also with the local community to support inclusion
 - Working with the attitudes of teachers and families
- Need to develop mainstream schools
 - Better teacher education
 - Accessibility
 - Better knowledge on diversity and equality of opportunity
 - Everyday practices to support diversity

Some research examples

- Comparing pupils' development in special and regular education (Peetsma, Vergeer etc. 2010)
 - Results after 2 and 4 years of inclusion: Better academic results when in inclusive teaching.
 - However the amount of support did not correlate
 - The pupil characteristics, school characteristics and family circumstances seemed to play an important role
- A Survey into Mainstream Teachers' Attitudes Towards the Inclusion of Children with Special Educational Needs in the Ordinary School in one Local Education Authority (Avramidis, Bayliss & -burden, 2000)
 - Teachers with previous experience most positive
 - Teachers with university degree most positive

UN Convention on the Rights of PwD

- **Article 27 - Work and employment**
- States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities.
- Prohibits all forms of discrimination
- Demands for reasonable accommodation and assistance
- Ensures same equal rights for training and career advancement

Inclusion in the labour market

- Difficult to gain proper statistics
 - Who is with a disability?
 - Registered as work force or outside work force (retirement)?
 - Registered as unemployed/employed/active in employment or social measures?
 - 3 main policies:
 - Mainstreaming (same services for all)
 - Special and separate employment (sheltered workshops and similar segregated labour market)
 - Dual and multimodel service system
- The Labour Market Situation of People with Disabilities in EU25
(Shima, Zólyomi, Asghar , 2008)

Various measures for inclusion

- Quota system:
 - Austria, Czech Rep, France, Germany, Greece, Hungary, Italy, Lithuania, Luxemburg, Malta, Netherlands, Poland, Portugal, Slovakia, Spain
- Partial quota:
 - Belgium, Cyprus, Ireland, Slovenia
- No quota:
 - Finland, Sweden, Denmark, Latvia, Estonia, UK

Measures for the employers

- Wage subsidies
 - Flex-security (DEN)
- Penalty fees if not implementing quota
- Financial incentives imbedded in vocational rehabilitation services
 - In Finland large employers benefit from rehabilitation more than early retirement activities
 - Part-time sick-leave and part-time pensions
- Various systems for internships, try-outs and in the job training
 - Usually no wage costs

Other employment services

- Sheltered employment/workshops
 - Increase in 2000 to 2008 in Austria, Germany, Finland, Italy, Luxemburg and Portugal
 - Decrease only in Poland and Sweden
- Workshops and other special employment units common in all member states
 - Not only for pwd, also other long-term unemployed people, young people, people with drug problems, people with immigrant background etc.

Inclusive employment measures

- Supported employment methodology
 - Place-train-maintain -model (also Individual Placement Support IPS) to open labour market with a help of a trained job coach
 - Used in many member states, but in various ways (not always towards open labour market, not always a permanent support, or permanent funding)
- Supported Apprenticeship -learning and getting a degree in the job
- Employer focused job-coaching model
 - RATKO -model: Training the work place, adjusting job tasks, profiling job demands and employee's skills (IMBA, Melba)

Does inclusion work?

- In education equality of opportunities and inclusion promote equality in transition stages, better secondary and higher education and better employability
- In labour market inclusion results better economy both for the state and for the individual
- Diversity management to support inclusion benefits all

What is needed?

- National strategies combining different policies and services towards a common end:
 - Disability
 - Employment
 - Social security
 - Rehabilitation
 - Educational
- Recognition of people's skills and capacities not only incapacities
- Benefits to promote working not staying outside work force
- Awareness raising
- Dissemination of good practises

Luxemburg recommendations 2015

- *Everything about us, with us*
 - concerns young learners' direct involvement in all decision-making concerning them
- *Barrier-free schools*
 - relates to the elimination of all physical and technical barriers
- *Breaking down stereotypes*
 - is all about the concept of 'normality'. If we accept that everybody is different, then who is 'normal'?
- *Diversity is the mix, inclusion is what makes the mix work*
- *Becoming full citizens*

RI Guidelines from school to work

- 1. Children with disabilities and their parents are provided with sufficient support and help
- 2. Day-care and primary school staff, teachers and support workers have knowledge and skills to work with children with disability
- 3. Right for secondary education and support for transition from primary education onwards
- 4. Personal support should be provided for finding and keeping employment
- 5. Careful skills mapping and Individualized support
- 6. Co-operation between different stakeholders
- 7. Attention to teacher training and skills of support workers