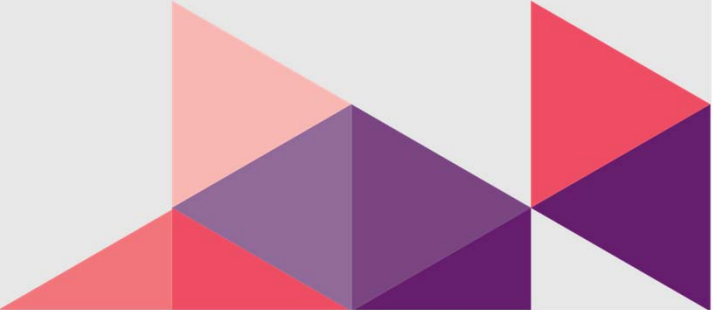


# Inclusive education and the transition to employment

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# Inclusive education

*The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers at all levels and for all age groups.*

**- European Agency for Special Needs and Inclusive Education (2018) -**

*To be included means to participate in the school's learning community together with all other pupils. This implies that the individual pupil experiences social belonging and social fellowship with peers, at the same time as the education is adapted to the skills and needs so that the pupil learns and develops both personally and professionally.*

**- Centre for Learning Environment (2017) -**

# The definition recognizes several important dimensions

- ▶ Presence in a learning community
- ▶ Participation with other pupils
- ▶ The individual pupil's perceptions of the education
- ▶ Efforts to promote the individual pupil's benefit of the education



# The Salamanca declaration by UNESCO

- ▶ Inclusive education  
– promoting individualized education and inclusive societies
- ▶ Education in mainstream schools
- ▶ Fundament for most Western countries

UNESCO (1994)  
OECD (2007)



# Major challenges

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- ▶ Discrepancy between the intentions declared in the educational policy and the educational practice
- ▶ How to achieve inclusive education in practice
- ▶ The educational system's ability to meet the diversity in the pupil group and provide relevant educational outcome for pupils



# Inclusion is more than physical integration

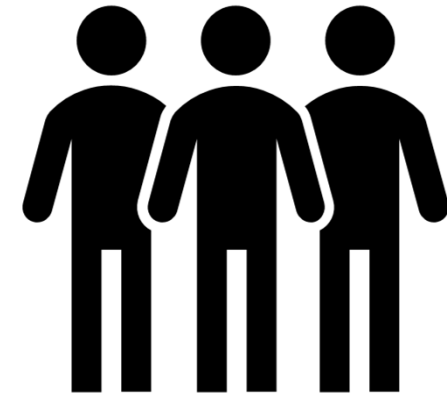
- ▶ Physical placement in the classroom is not enough to achieve inclusion
- ▶ To achieve inclusion knowledge and competence is **essential** (Kermit, P., 2014)
- ▶ Everyone involved in the child's life need this competence:
  - the child/youth itself
  - the parents
  - the peers
  - the teachers
  - the school management



# The value of affiliation to peers:

## Example I

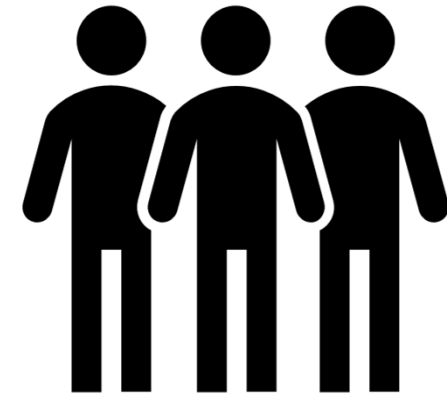
- ▶ Children with disabilities who spend much time with their peers in the classroom participate more socially in their spare time than children who spend a lot of time outside the ordinary classroom or attend a special school. (Ytterhus & Tøssebro, 2006).



# The value of affiliation to peers:

## Example II

- ▶ Children with autism spectrum disorder who spend time with children *without* autism spectrum disorder evolve better social understanding (the codes of friendship), which in turn reduces the likelihood of loneliness (Bauminger et al., 2008).





# Challenges and opportunities

- ▶ Vision on inclusive education
- ▶ Location of students in the mainstream school
- ▶ Adapted curriculum
- ▶ Adapted assessment
- ▶ Adapted education
- ▶ Acceptance of inclusion
- ▶ Physical access
- ▶ Support for inclusion
- ▶ Resources
- ▶ Leadership



Nes (2017); Haug, Nordahl, & Hansen (2014)

# Addressing barriers to education

- ▶ The success of inclusive systems of education depends largely on a country's commitment to
  - ▶ adopt appropriate legislation
  - ▶ provide clear policy direction
  - ▶ develop a national plan of action
  - ▶ establish infrastructure and capacity for implementation



# Challenge 1: The rights to education – girls and women

Education is key to ensure that girls and women have the knowledge and confidence they need to be able to decide over their own lives, as well as to secure recognition of their right to do so.

- ▶ Political and economic positions
- ▶ Increase opportunities
- ▶ Promote the right to self-determination
- ▶ The right to get education



# Challenge 2: The children in a digital world

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- According to UNICEF there are 346 million youth who are not connected to internet worldwide
- Around 3 out of 5 youth in Africa are offline, compared to just 1 in 25 in Europa

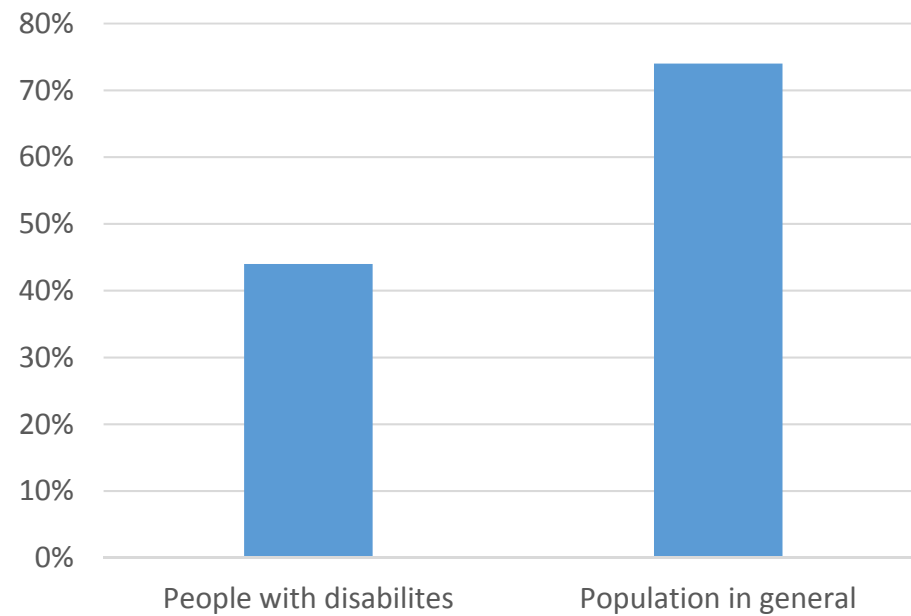




## Challenge 3: The transition to employment for people with disabilities

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Working adults in Norway



# EU – Commission

- ▶ A new program – From Erasmus + to Erasmus (2021-2027)



# Ipad and smartboard as a tool for inclusion

