

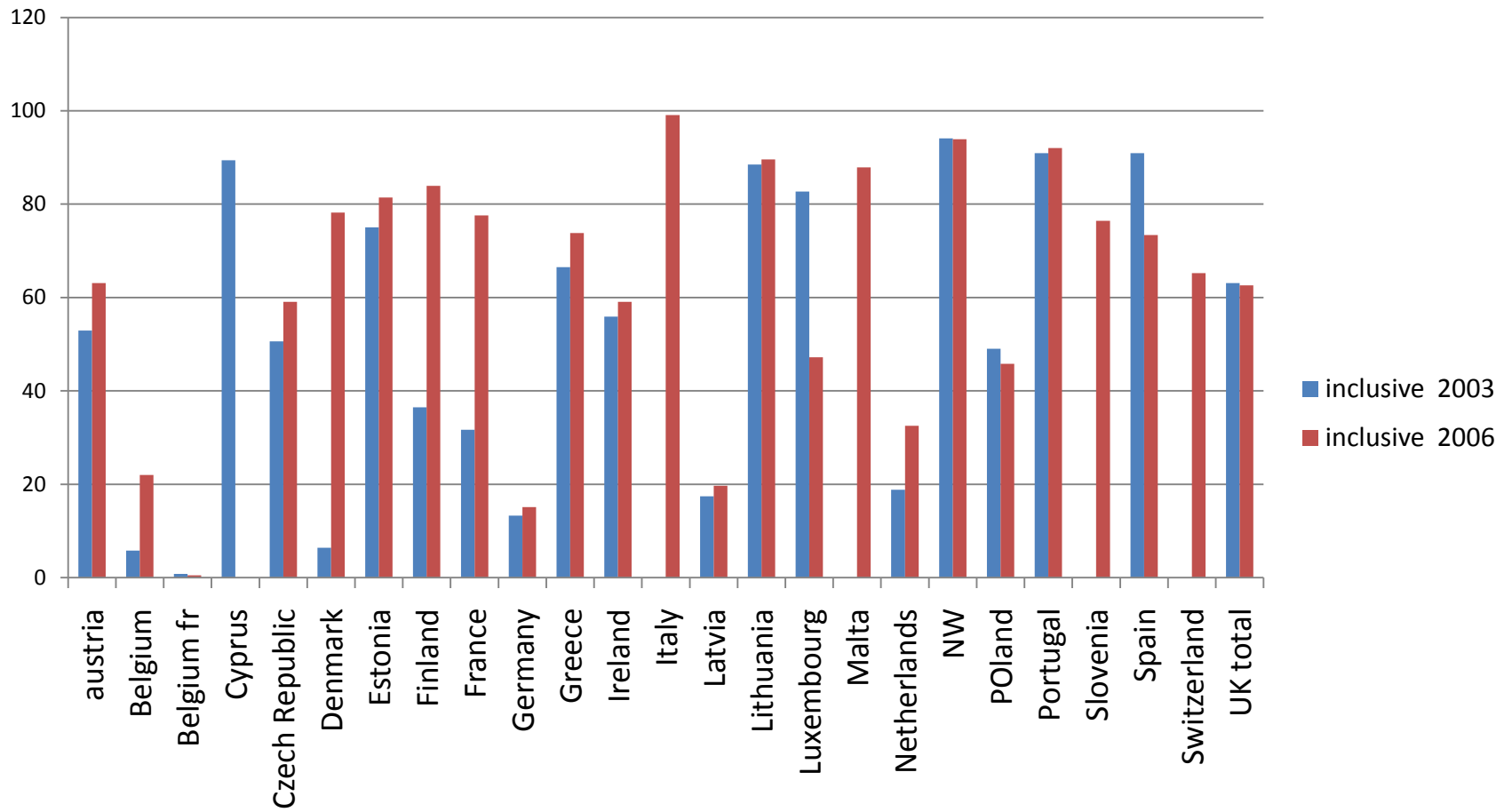
Inclusive education for young disabled people in Europe : trends, issues and challenges

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A commitment to inclusive education

- anchored in :
 - The right to education for all and non discrimination legislation
 - An educational approach to disability (differences among countries)
 - In schools' effectiveness (drop out prevention)
 - In a multi track approach (several educational tracks)
- Rooted in a cross sectoral perspective
- Ruled by an early tracking system
 - Gaps in accessing upper secondary education
 - Gaps in accessing VET\$
 - Changes in assessment and admission rules

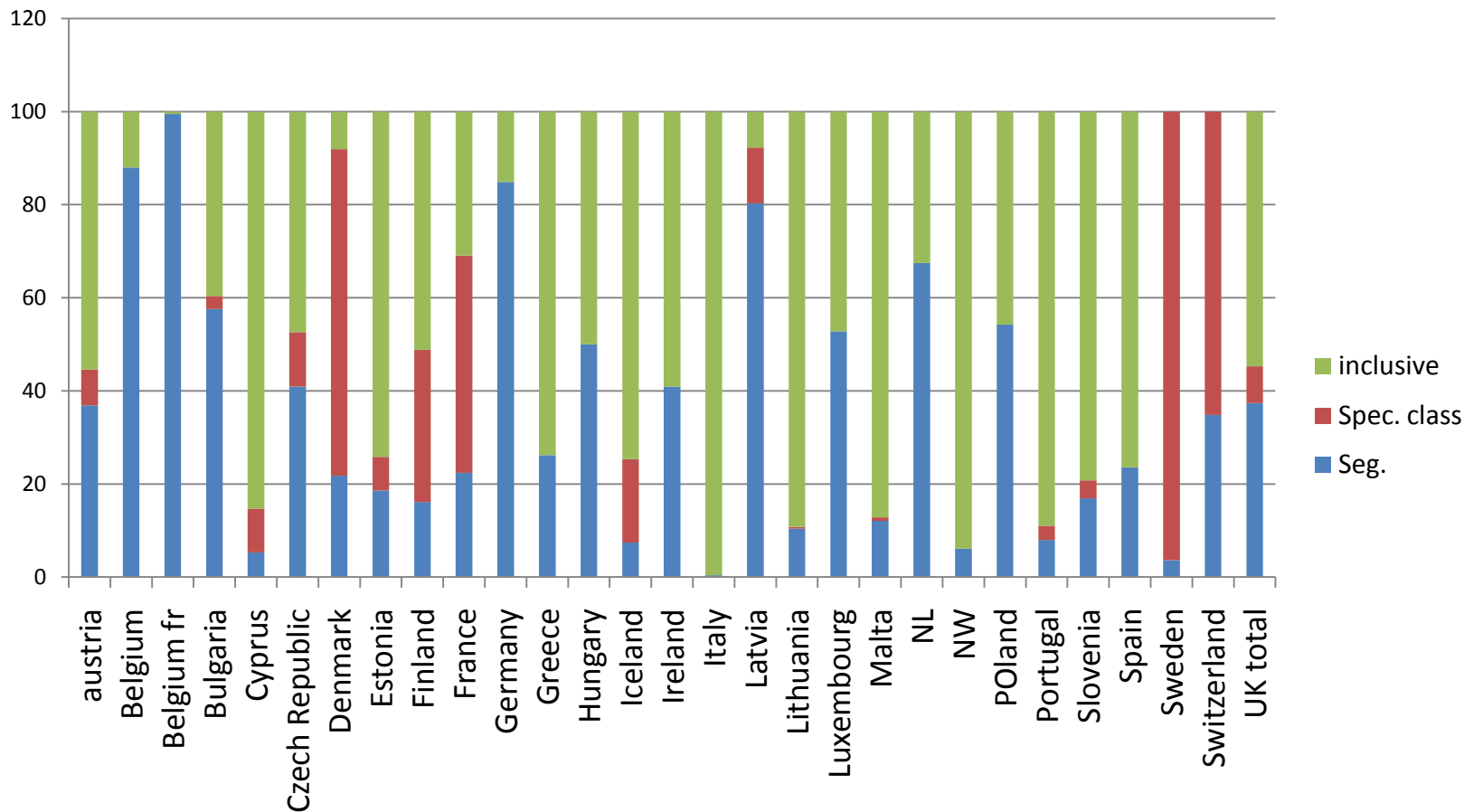
A commitemnt increasing inclusive education opportunities (EASDNE, 2008)



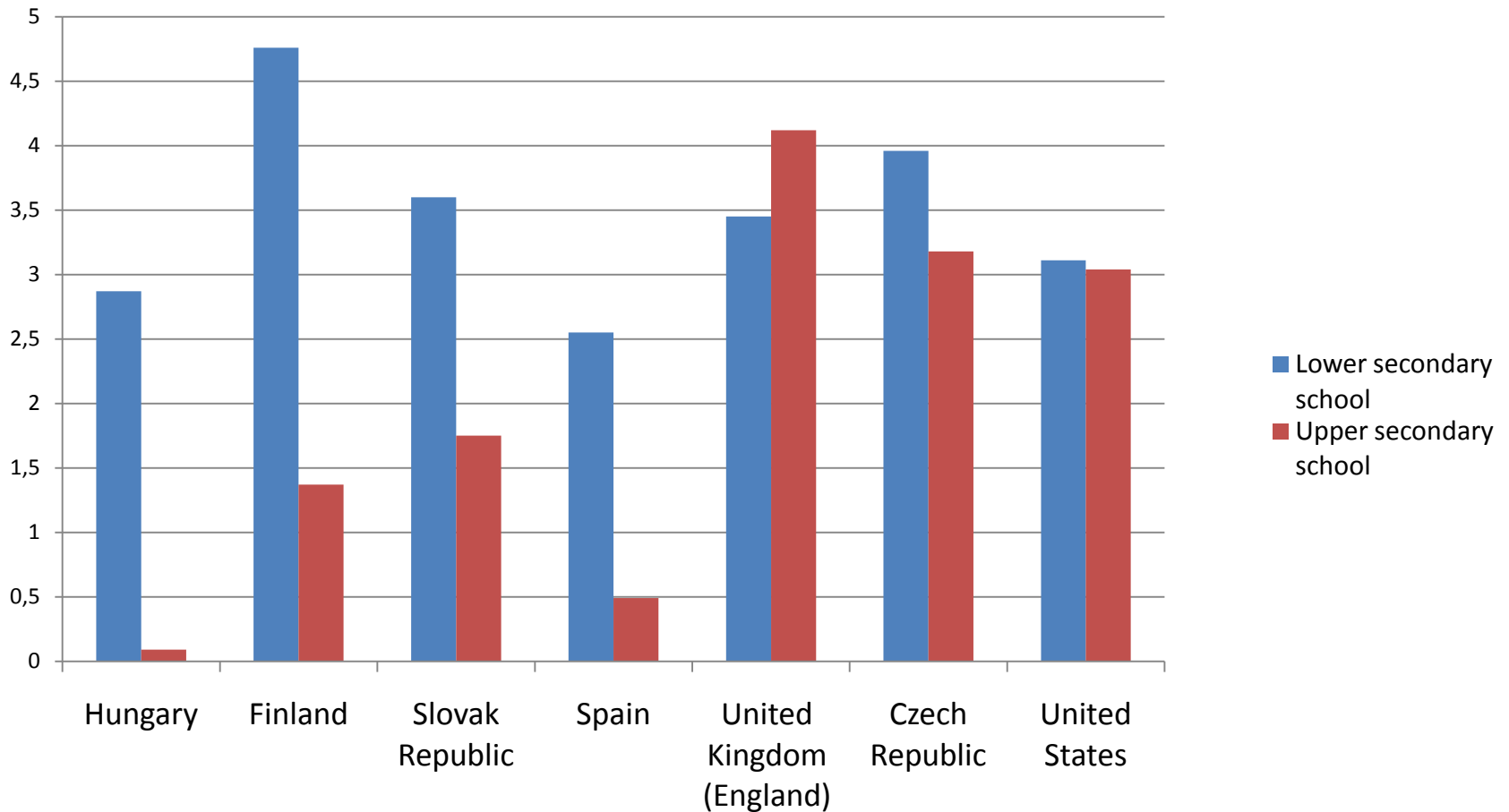
An increasing access unequally shared among young disabled people

- In France, students with a learning difficulty and students with mental issues have a better access to inclusive education than those with an impairment
- In Germany, access to mainstream education is easier for children with speech impairments and specific learning difficulties than for those with cognitive impairments

An increasing trend within 3 educational frameworks (EASDNE, 2008)



Lower opportunities to transit to post compulsory education (OECD, 2003)



Students face difficulties in progressing within upper secondary education

- Disabled students may leave upper secondary education without the academic requirements for entry to higher education, especially where entry depends on success in standard admission tests, for example in the Czech Republic

Young disabled adults face difficulties in accessing to higher education

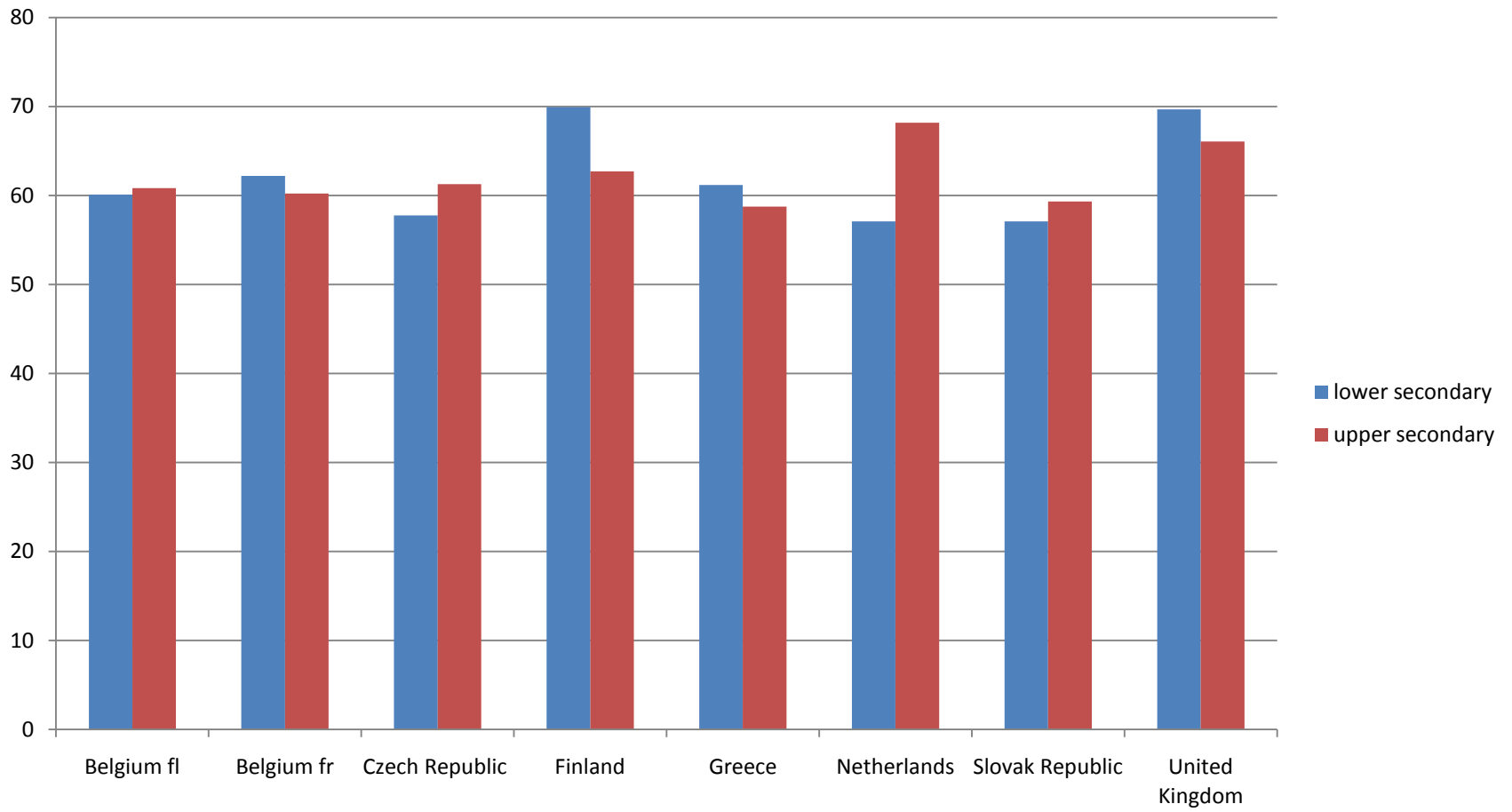
- In Malta, 4.4% of disabled people reached higher education against 10% of non-disabled people,
- in Spain, in 2009, 5.4% of the people with disabilities had a university education compared to 19.1% for people without disabilities.
- In the United Kingdom, only 28% of disabled young people enter higher education by the age of 19 compared to 41% of non-disabled young people

- Young disabled people are also more likely than non-disabled youth to face discontinuities during their studies in higher education
 - more likely to follow part-time courses
 - More likely to drop out after the first year and less likely to graduate
 - More likely to have erratic pathways
- disabled young adults are less likely than their non-disabled peers to access the most professionally promising courses

Progression opportunities within the education system differ among young disabled people

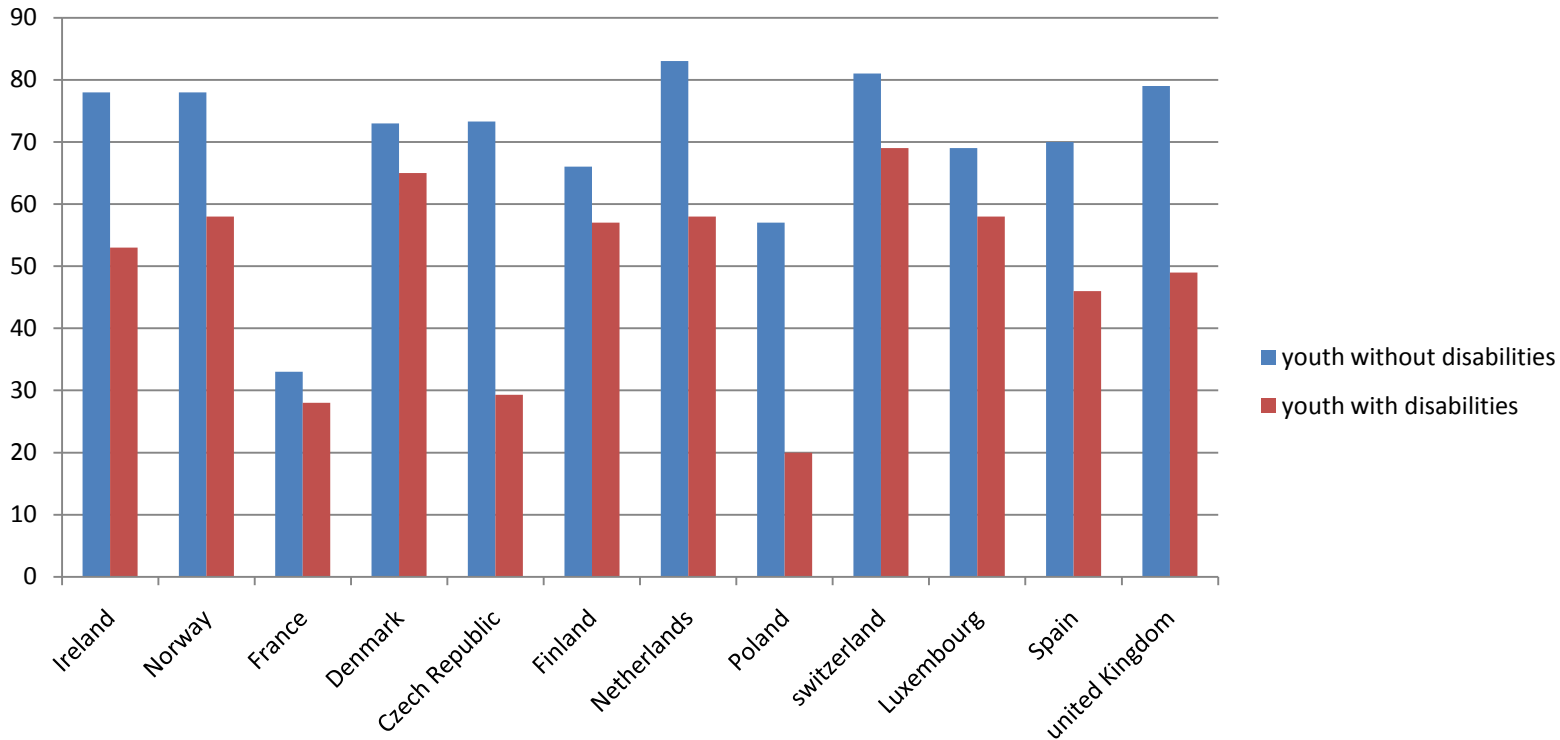
- Youth with a cognitive impairment, with multiple impairments tend to have fewer opportunities in progressing than those with other types of impairments
- youth with psycho-social conditions are more likely to encounter difficulties
- Out of 24 reports, 6 indicate some data on gender differences
- In Germany, young people coming from migrant families are over-represented in special schools, especially in those for learning difficulties but they are under-represented in VET programmes, and are more likely to lack vocational qualification.
- In Austria, adolescents from ethnic minority background are over-represented among those children identified as SEN children
- in Portugal students whose first language was not Portuguese and those belonging to an ethnic minority are largely referred to special education.

Progressing in education vary among females and males

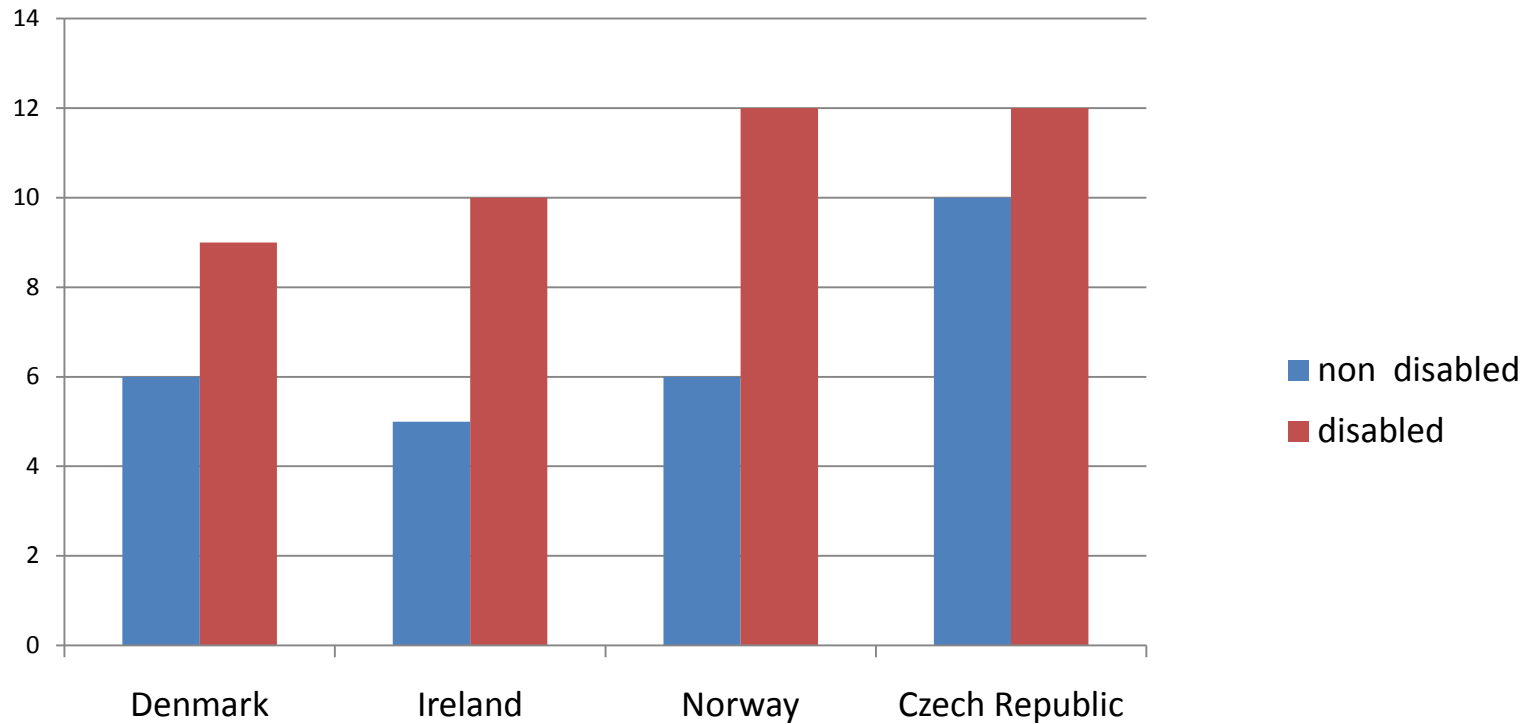


Education systems fail in preparing young disabled people to work

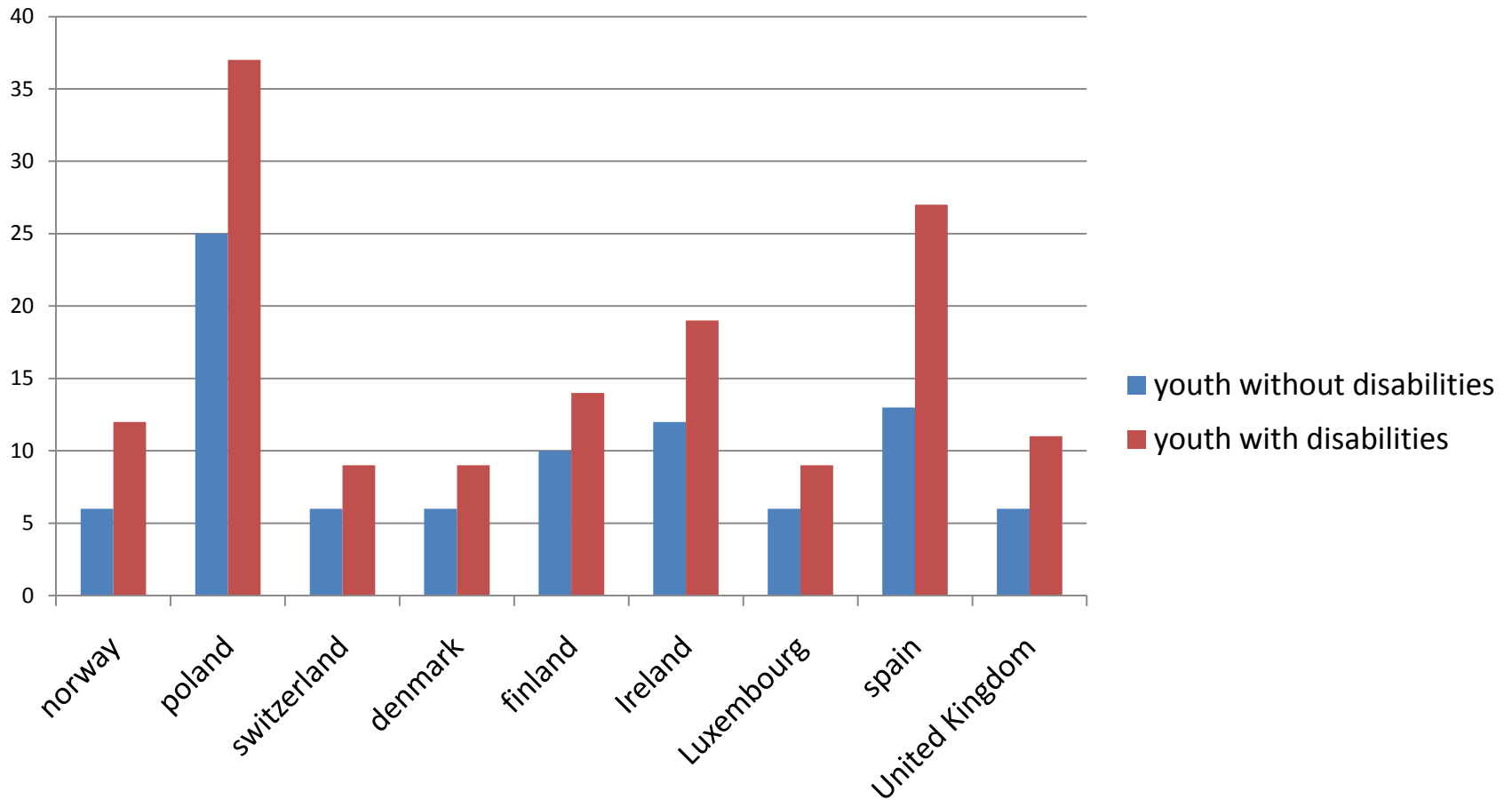
- lower employment rate than their non-disabled peers (OECD, 2006; 2008)



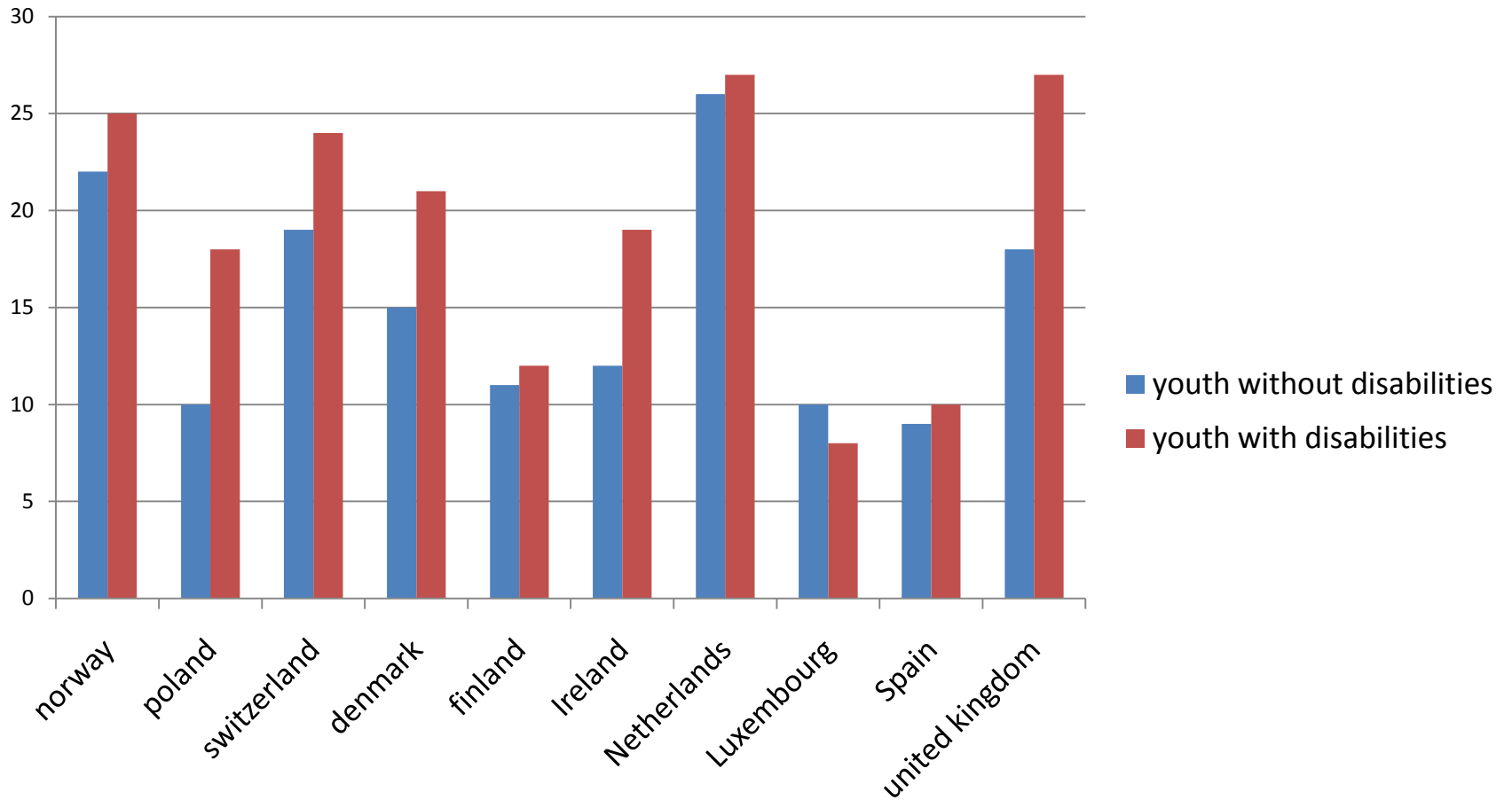
Higher unemployment rate (OECD, 2006; 2008)



More precarious employment opportunities (OECD, 2006; 2008)



More part time jobs (OECD, 2006; 2008)



Remaining gaps and challenges

- legal framework tends to foster early tracking beyond compulsory education
- In spite of progress made, education systems fail in providing with the skills required to progress beyond compulsory education and to become employable
 - Lower access to empowering VET courses
- Too little attention is paid to transition issues
- Education system fail in combining effectiveness and equity

- lack of tools for planning and monitoring policies
 - Lack of data allowing for comparing situation, identifying pathways, learning outcomes and impact of supports, having precise breakdowns
 - Weak assessment procedures
 - Weak implementation of IEP
 - No ITP

recommendations

- Prevent drop out and *Include transition issues in policies and practices*
- Develop data allowing for precise planning and monitoring of policies for better inclusion opportunities
- Improve financing mechanisms
- *Improve the quality of support arrangements*

- Facilitate local synergies for strengthening inter-institutional complementarities.
- Improve initial training and continuing professional development and provide appropriate methodological tools and supports .
- Actively involve young disabled people, their parents and representative groups at all levels of educational policy making (both local and national)

Thank you

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