

Inclusion in education and employment of persons with ASD under the UN CRPD

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- Education and employment in the UN CRPD
- The particular challenges of ASD
- Legislation and policies for inclusive education
- Policies for the inclusion of persons with ASD in mainstream education and in the workforce



ASD in the UN CRPD

- Not specifically mentioned, but
- Combating discrimination of persons with disabilities is a question of human rights
- For **all persons with disabilities including those who need a more intense support** (Preamble, (J), Article 4, General Obligations)
- **No distinction or exception are acceptable in a right-based perspective perspective**



EDUCATION AND EMPLOYMENT IN THE UN CRPD

- **Art.24: Right of persons with disabilities to**
 - equal opportunities, without discrimination
 - **inclusive quality** education
 - **lifelong** learning
- **Art. 27: 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**



THE PARTICULAR CHALLENGE OF AUTISM

- **The “inner” barriers: the impairments**
 - Social Impairment (often misunderstood)
 - Global Communication Impairment
 - Secondary non-adaptive behaviours
- **The environmental barriers:**
 - Prejudice (Uneducable, incapable to work)
 - Lack of competences of teachers/supporters)



ENVIRONMENTAL BARRIERS TO INCLUSION OF PW ASD

- **Neglect:**

- **Preventing development of potential and skills**
- **Leading to further disability** (ID 80% vs 50% with intensive & extensive support programmes)

- **Prejudice**

- **Incapability** : unable to work
- **Unreliability** : fear of problems in the workplace
- **Cost** : fear of need for expensive accommodation

- **Exclusion** : PwASD living in institutions



MORE INTENSE SUPPORT NEEDS IN INCLUSIVE EDUCATION (NESSE report)

- **Complex health problems**
- **Pervasive or specific learning disorders and/or challenging behaviours (ASD*, ID, ADHD)**

**DECLOC study*



Removing barriers to inclusive education

- adequate resources
- skilled, individually tailored **support**
- in mainstream education
- **reasonable accommodation of**
 - **Environment** (schools, classes, workplace, tasks)
 - **Teaching strategies and tools**
 - **Organisation**, including individual planning



Moving towards inclusive education

- **Exclusion** of disabled students from mainstream school to be recognised as an **offence** based on anti-discrimination
- Developing consequent **legislative measures and policies**
 - in close **cooperation with DPOs** (Art. 4.3, 33.2)
 - without any compromise with the principles of **equal opportunities and non-discrimination**
 - **regardless the intensity of the support** needed



Developing policy measures

- **Incentives for the transition to mainstream schools**
- **Ensuring adequate educational support**
- **Adopting special education good practices and skills in the general education systems**
- **Pre-service and in-service training of teachers to meet the diverse educational needs**
- **Lifelong learning opportunities and strategies**
- **Coordination** between ministries, administrations and stakeholders



Benefits of inclusive education of students with disabilities

- Improves the capacity of teachers to meet the educational needs of any other student
- Enhances since childhood the awareness and understanding of diversity as a richness of our society



THE PARTICULAR CHALLENGE OF AUTISM IN EMPLOYMENT

- **Employment rate:**
 - Non-disabled workers 65.9%
 - **persons with disabilities 44%**
 - **persons with ASD < 10%**



JOBS AND GROWTH POLICIES FOR PEOPLE WITH ASD

- **Lifelong education and training programmes** in the mainstream and in special services
- **Specialised placement services**
- Defining **reasonable accommodation** of workplaces and **flexibility** of labour conditions
- **Job-placement** opportunities (supported apprenticeships and stages)



MEASURES FOR INCLUSION AT WORK OF PERSONS WITH ASD

Adopting IPS methodology:

- **Specialised guidance and counselling** (job counselling and job coaching):
 - **Matching jobs with individual** strengths, interests and weaknesses
 - **Providing assistance** with interview skills
 - **Assessing and accommodating the environment** (including social aspects)

- **Ongoing support and advice to employees, employers and colleagues**



Benefits of inclusion at work of persons with ASD

- **Enhances dignity and self esteem of workers with ASD**
- **Reduces**
 - the occurrence of associated mental health problems
 - **Dependency on social benefits**
- Values diversity as a resource for innovative problem solving strategies
- **Motivated efficient employees, less absenteeism**



Monitoring the implementation of the UN CRPD: Shadow report

- Shall analyse legislations, policies, strategies, programmes and **budgets**
 - Before and after the UN CRPD
- **Discriminatory exceptions** on the grounds of...
 - Level of support needed
 - Kind of disability

OHCHR Guidelines to UN CRPD shadow reports

