



INAPP

INSTITUTE OF PUBLIC POLICY
ANALYSIS
SOCIAL INCLUSION STRUCTURE

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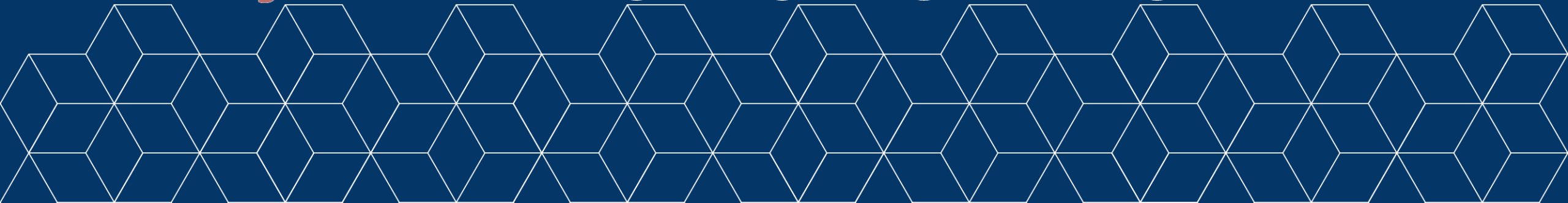
**PARTICIPATION OF
STUDENTS WITH
DISABILITY IN EDUCATION,
TRAINING AND LABOUR
SYSTEMS:**

**AN ISSUE OF EQUAL
OPPORTUNITIES**

CAGLIARI (IT)

6 JUNE 2024

education
and/or
social justice



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INTRODUCTION

Equality is a core value of the EU

Article 2 of the Treaty on European Union (TEU 1997)

Charter of Fundamental Rights of the European Union

(Nice 2000)

All people should be treated the same,
on the basis of **equality of opportunities**



INTRODUCTION

Equity in education, training and labour systems, therefore, relates to the extent to which **learners can fully enjoy the right to education, training and work in terms of opportunities, access, treatment and outcomes**



INTRODUCTION

The **rights of persons with disabilities** have been enshrined in the EU Treaties since **1997**

Moreover, **equality strategies and inclusion policy frameworks** are included in the:

- ✓ **2020–2025 EU Gender Equality Strategy**
- ✓ **2020–2025 EU Anti-racism Action Plan**
- ✓ **2021–2027 Action Plan on integration and inclusion**



INTRODUCTION

focusing on groups at risk of discrimination, such as Roma people, LGBTIQ+ (lesbian, gay, bisexual, transgender, intersex, queer and other sexual identities) people with disabilities and Jewish people

Nevertheless, most recent data at european level, based on **EU-SILC, EU-LFS, EDF, EDE, EASIE, EIGE** publications show that persons with disabilities still face considerable barriers to be involved in education, training and labour systems and have a **higher risk of poverty and social exclusion**



EUROPEAN AND INTERNATIONAL CONTEXT

In 1997, the **inclusion of disability in the Treaty of Amsterdam** (Article 13) gave the EU a new competence enabling it to combat discrimination against disabled people

The **Charter of Fundamental Rights of the European Union** (Article 26) adopted in 2000, is dedicated to the professional and social integration of persons with disabilities.

These measures must concern, in particular, according to the capacities of the beneficiaries, **vocational training, ergonomics, accessibility, mobility support**



EUROPEAN AND INTERNATIONAL CONTEXT

The **UNCRPD**, United Nation Convention on the Rights of Persons with Disabilities adopted in **2006**, was the first international legally binding instrument to set **minimum standards for the rights of persons with disabilities**

first human rights Convention to which the EU became a party



EUROPEAN AND INTERNATIONAL CONTEXT

UNCRPD promotes also **educational right of persons with disabilities**, ensuring inclusive educational and VET systems at all levels and lifelong learning for all, for the development of human potential and respect for diversity

Member States are responsible to **adapt education and training policies to the needs of persons with disabilities** in a manner consistent with the UNCRPD



EUROPEAN AND INTERNATIONAL CONTEXT

The **European disability strategy 2010-2020** enables persons with disabilities to enjoy their rights in full and to participate in society and the economy on an equal footing with others

The areas covered in the action plan are 8: **accessibility, participation, equality, employment, education, social protection and inclusion, health and external action**



EUROPEAN AND INTERNATIONAL CONTEXT

In March 2021, the European Commission adopted the **Strategy for the rights of persons with disabilities 2021-2030**.

The Strategy builds on the results of the previous European Disability Strategy 2010-2020, which paved the way to allow persons with disabilities to enjoy their rights and participate fully in society and economy



EUROPEAN AND INTERNATIONAL CONTEXT

The **European social dimension** is an important part of the broader debate on the 'Future of Europe'.

In this context, the **European Pillar of Social Rights** aims to build a more inclusive and fairer European Union

The European Pillar of Social Rights is a **flagship social initiative** launched by the EU institutions and the Member States in November 2017, that provides further impetus to the **active social and labour market inclusion of persons with disabilities**



EUROPEAN AND INTERNATIONAL CONTEXT

La Hulpe Declaration, 16 April 2024

aims to identify challenges and potential future policy priorities in order to implement the European Pillar of Social Rights. The Declaration called on the belgian presidency to incorporate:

- Ensuring quality jobs and fair working conditions
 - Addressing the challenges of digitalisation
 - Enhancing fair mobility
- Equipped all workers with future-oriented skills



EUROPEAN AND INTERNATIONAL CONTEXT

While several **EU Directives and initiatives** are contributing significantly to promoting equal rights of persons with disabilities in employment, such as

The Employment Equality Directive 2002, the Disability Intergroup of the European Parliament 1980, the EU Network of public employment services 2014, ect.

more needs to be done to ensure them better educational and training opportunities



UNESCO 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

Sustainable Development Goal on Education (Goal 4.5)

- respond to the **needs** of students with disability or special education needs (SEN)
- improving their **education completion rate**
- encouraging their **access in the labour market**



EDUCATION GAP

Strengthening inclusive education is highlighted as a priority dimension in many European strategic documents, as **'education and training is the foundation for successful participation in society** and one of the most powerful tools for building more inclusive societies'

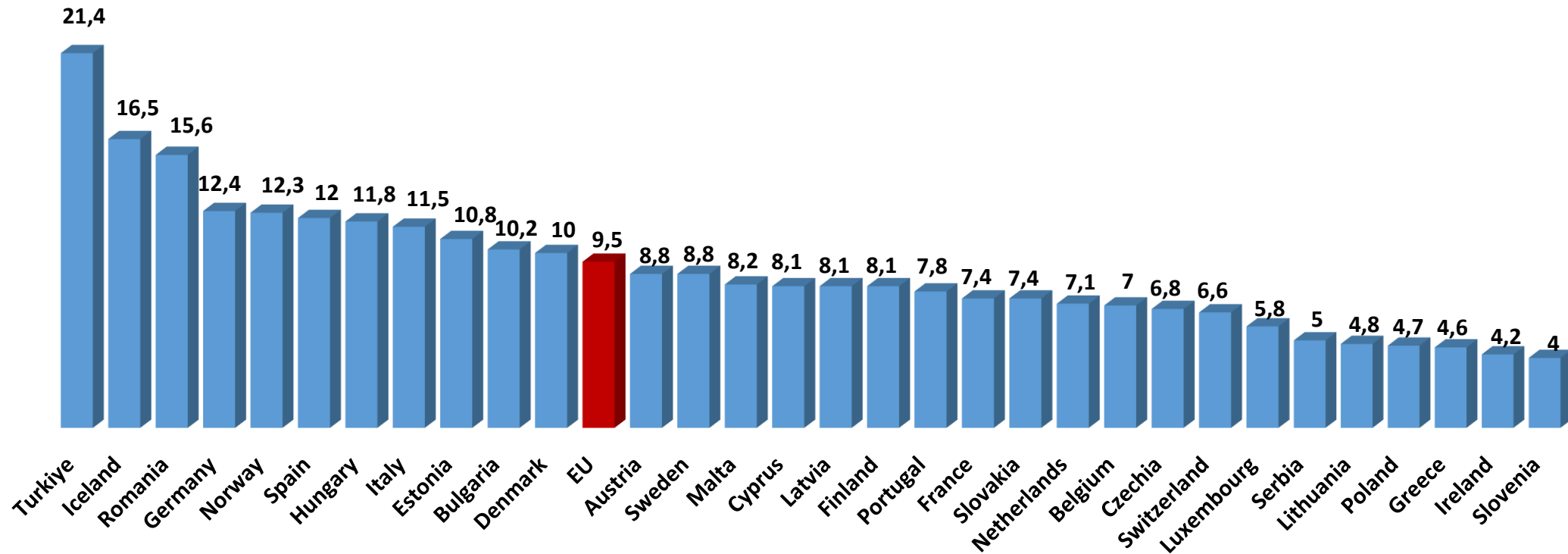
In the **Strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)**, one of the five strategic priorities of the EEA, the **priority 1**, aims to 'improving quality, equity, inclusion and success for all in education and training

Early leaving from education and training although reduced in the last decade, remains a **challenge**, first of all for students with disability/SEN



EDUCATION GAP

Percentage of 18-24 population not involved in education or training, with some or severe limitations



Source: Inapp elaboration on Eurostat data 2022



EDUCATION GAP

With regards to the **main problems** relating to the early school leaving of people with disability, the EU-SILC 2019-2020 show that the high rates indicate an **absence of accessibility and adapted programmes**

Also physical and architectural barriers might present important obstacles but less than pedagogical methods and **instruments that do not meet the abilities of young disabled persons**



EDUCATION GAP

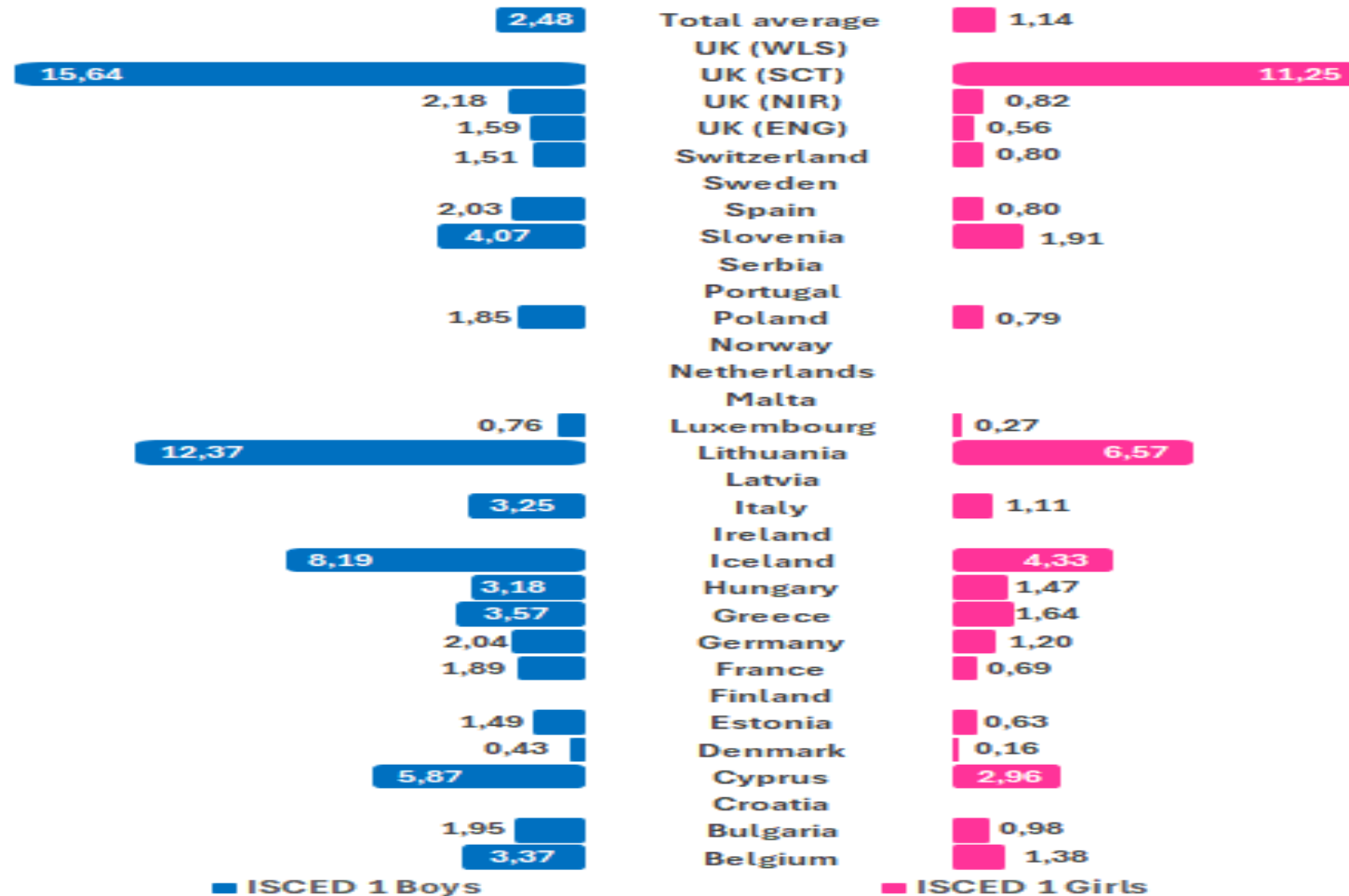
Data from the European Agency for Special Needs and Inclusive Education (**EASIE**) show the share of students with disability or with an official decision of special educational needs (SEN) who are out of any form of recognised education (that means students who should, by law, be in some form of recognised education but who are out of any recognised form of education) are still enormous

Those students who are not in inclusive settings are in separate classes in mainstream schools, fully separate special schools, other recognised forms of education maintained by health or social services or are **out-of-education**



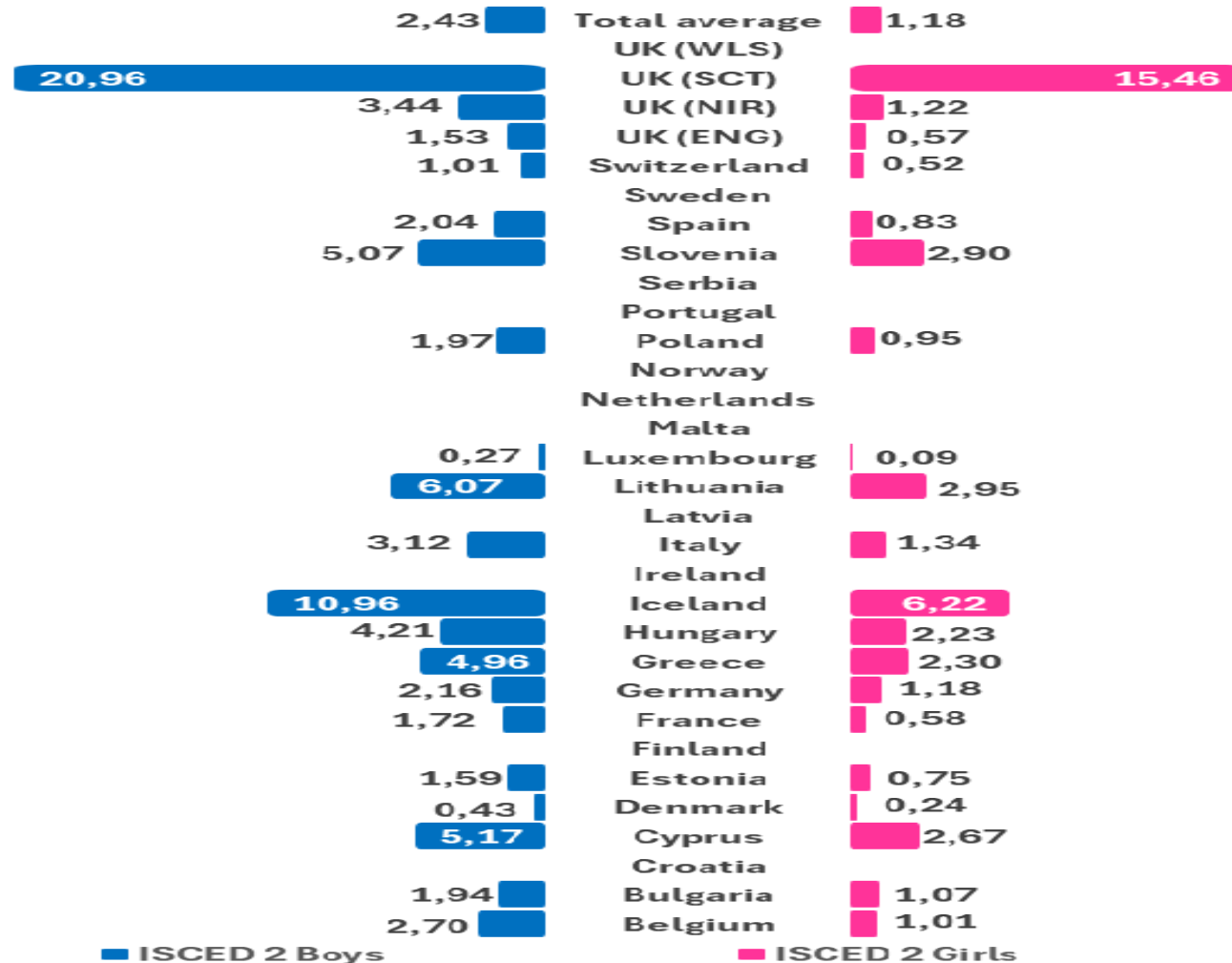
EDUCATION GAP

Enrolment rate in inclusive education for students with disability or SEN (boys and girls) in ISCED 1 level



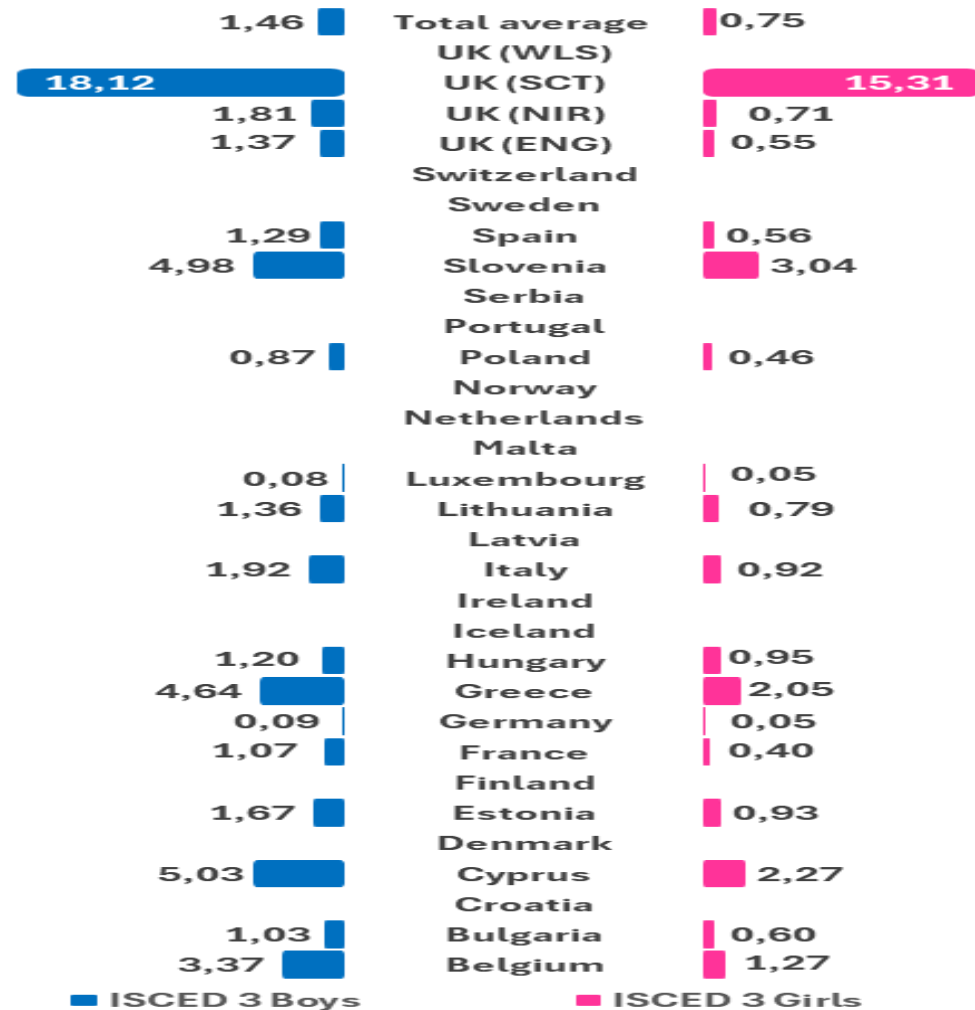
EDUCATION GAP

Enrolment rate in inclusive education for students with disability or SEN (boys and girls) in ISCED 2 level



EDUCATION GAP

Enrolment rate in inclusive education for students with disability or SEN (boys and girls) in ISCED 3 level



EDUCATION GAP

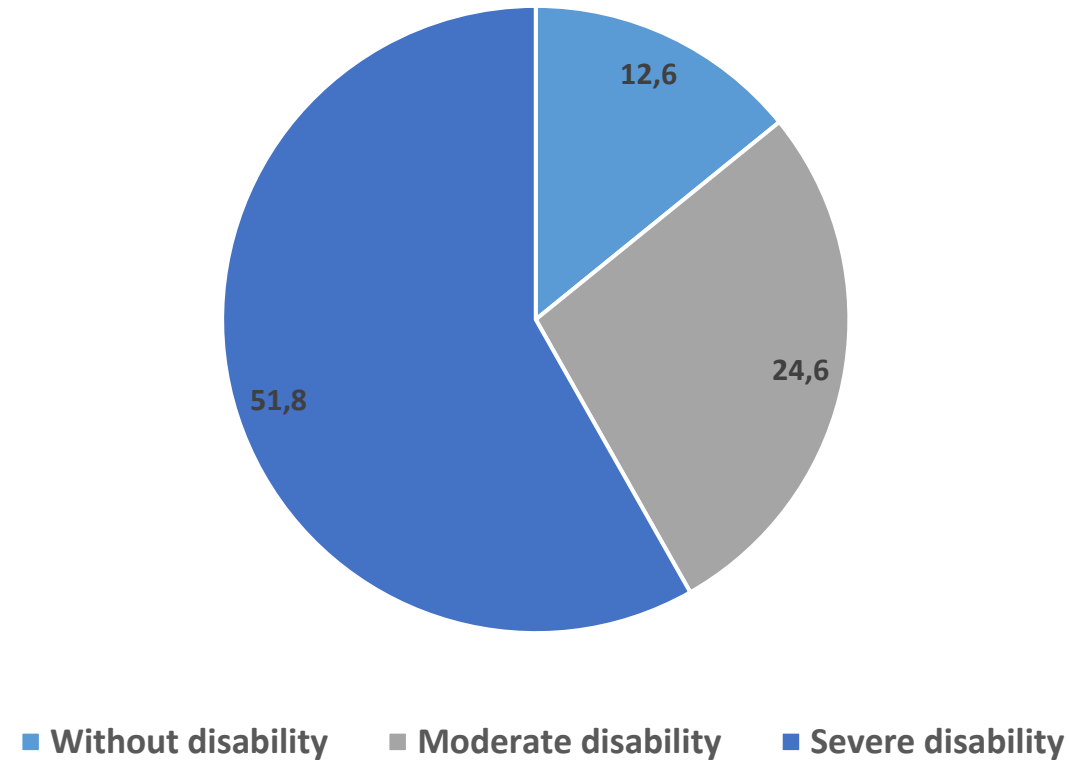
Neet with disability

In the EU 27 in 2020, about 30.6 % of young people aged 16-29 were neither in employment nor in education and training. The rates were 12.6 % for young persons without disabilities, 24.6 % for persons with moderate disabilities and 51.8 % for persons with severe disabilities



EDUCATION GAP

Percentage of Neet with or without disability by degree of limitation



Source: Inapp elaboration on EIGE data 2022



EDUCATION GAP

Percentage of women and man with disability 20-64 aged who had completed a tertiary or equivalent education



With Disability

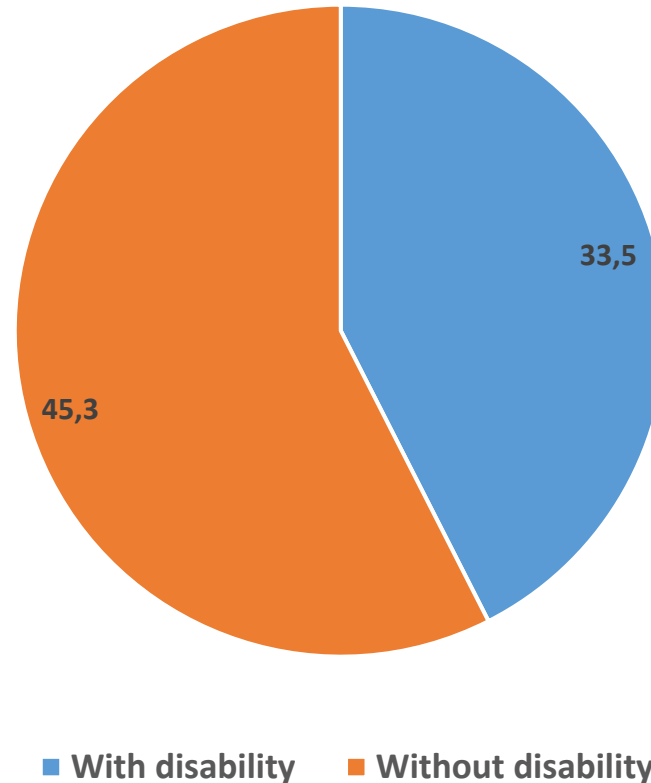


Source: Inapp elaboration on EIGE data 2022



EDUCATION GAP

Share of persons aged 30-34 who had completed a tertiary or equivalent education



Source: Inapp elaboration on EU-SILC data 2020



EDUCATION GAP

To ensure a truly inclusive education and equal opportunities for all learners in all levels and types of education and training, in line with the article 24 of the UN Convention on the Rights of Persons with Disabilities (CRPD)

academic attainment and achievement should be dissociated from social, economic and cultural status, or from other personal circumstances



EMPLOYMENT GAP

The **right to work and employment**

is a fundamental right enshrined in Article 27 of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD)

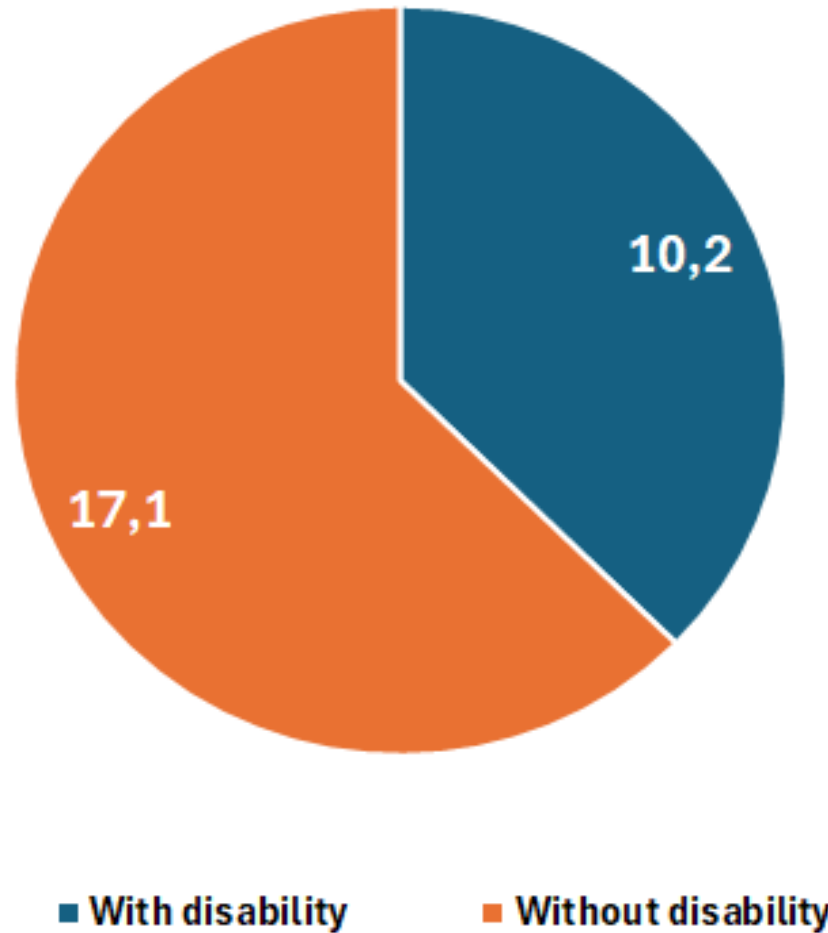
A dedicated flagship initiative, the '**Disability Employment Package**' is included in the new EU Strategy for the Rights of Persons with Disabilities 2021–2030

Nevertheless, **employment rates are notably lower** among persons with disabilities in every EU Member State



EMPLOYMENT GAP

Unemployment rate of persons with disabilities in the EU, aged 20- 64

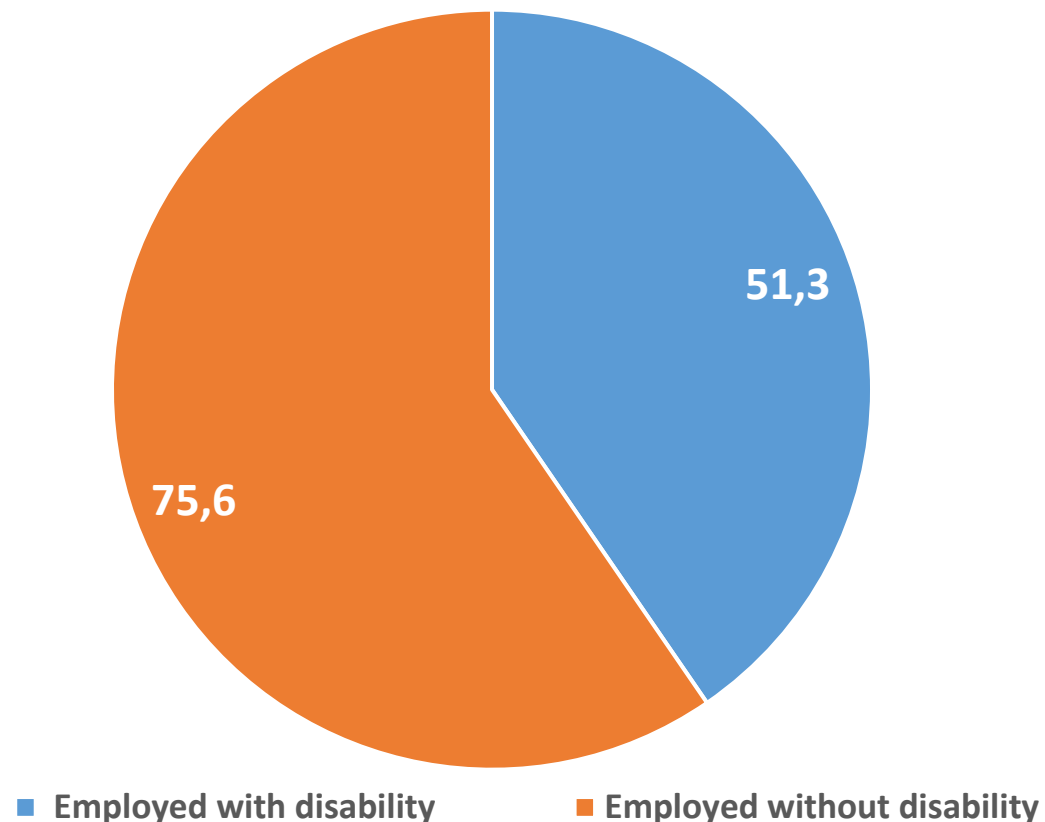


Source: Inapp elaboration on EU Commission data 2020



EMPLOYMENT GAP

Percentage of Employed with or without disability in EU

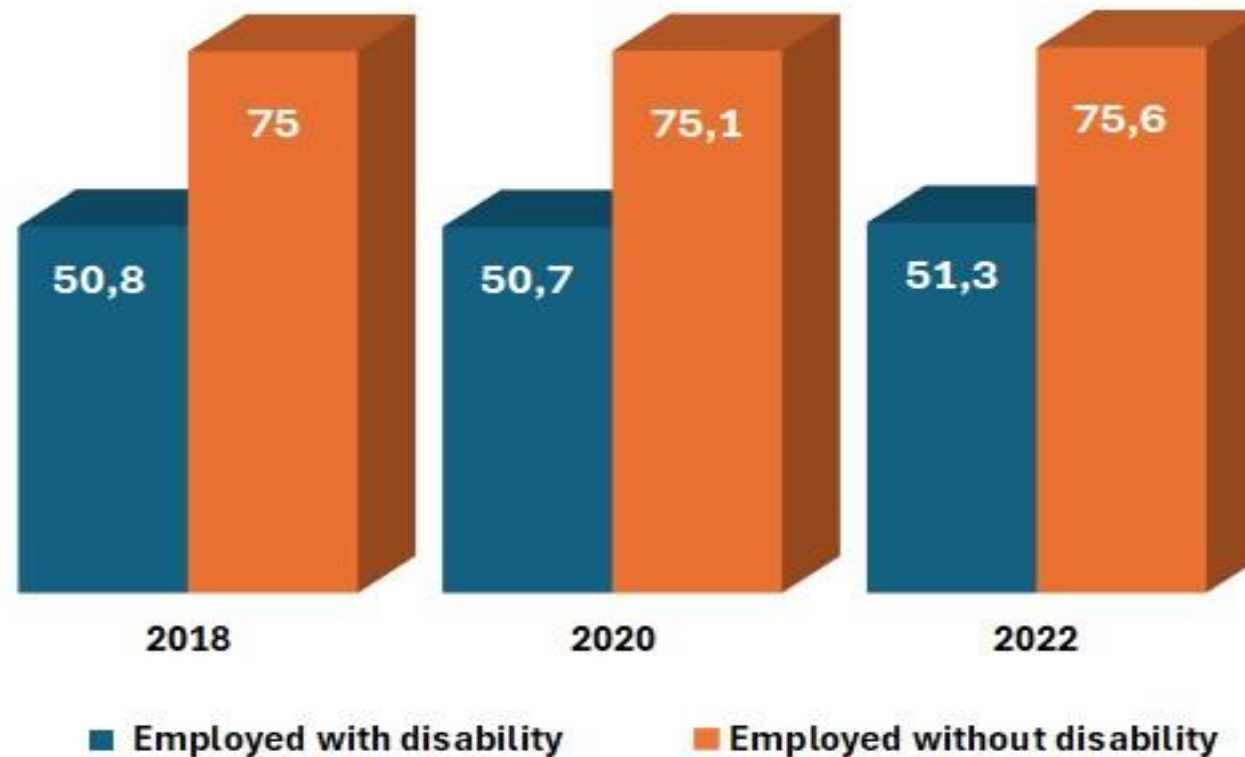


Source: Inapp elaboration on EU Commission data 2020



EMPLOYMENT GAP

Evolution of employment rate for persons with and without disability



Source: Inapp elaboration on EU Commission data 2020



EMPLOYMENT GAP

The gap between the employment of persons with disabilities and the employment of persons without disabilities is known as
the **disability employment gap**

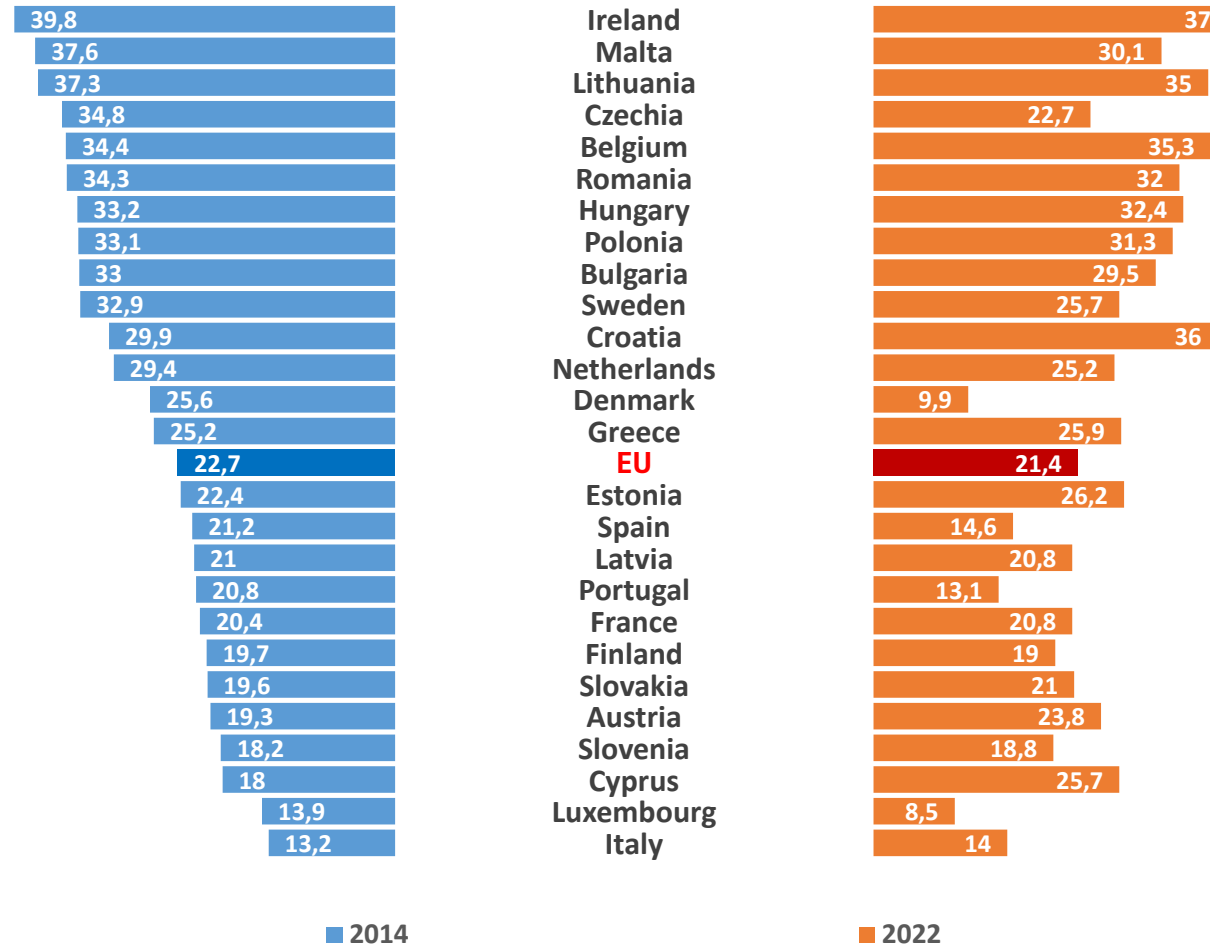
The disability employment gap was added as headline indicator to the European Pillar of Social Rights social scoreboard in 2021
(Principles 3 and 17)

This indicator shows that **persons with disabilities are persistently disadvantaged in the labour market** compared with persons without disabilities



EMPLOYMENT GAP

Evolution of employment gap for persons with disability (%)



Source: Inapp elaboration on EU-SILC microdata 2022



EMPLOYMENT GAP

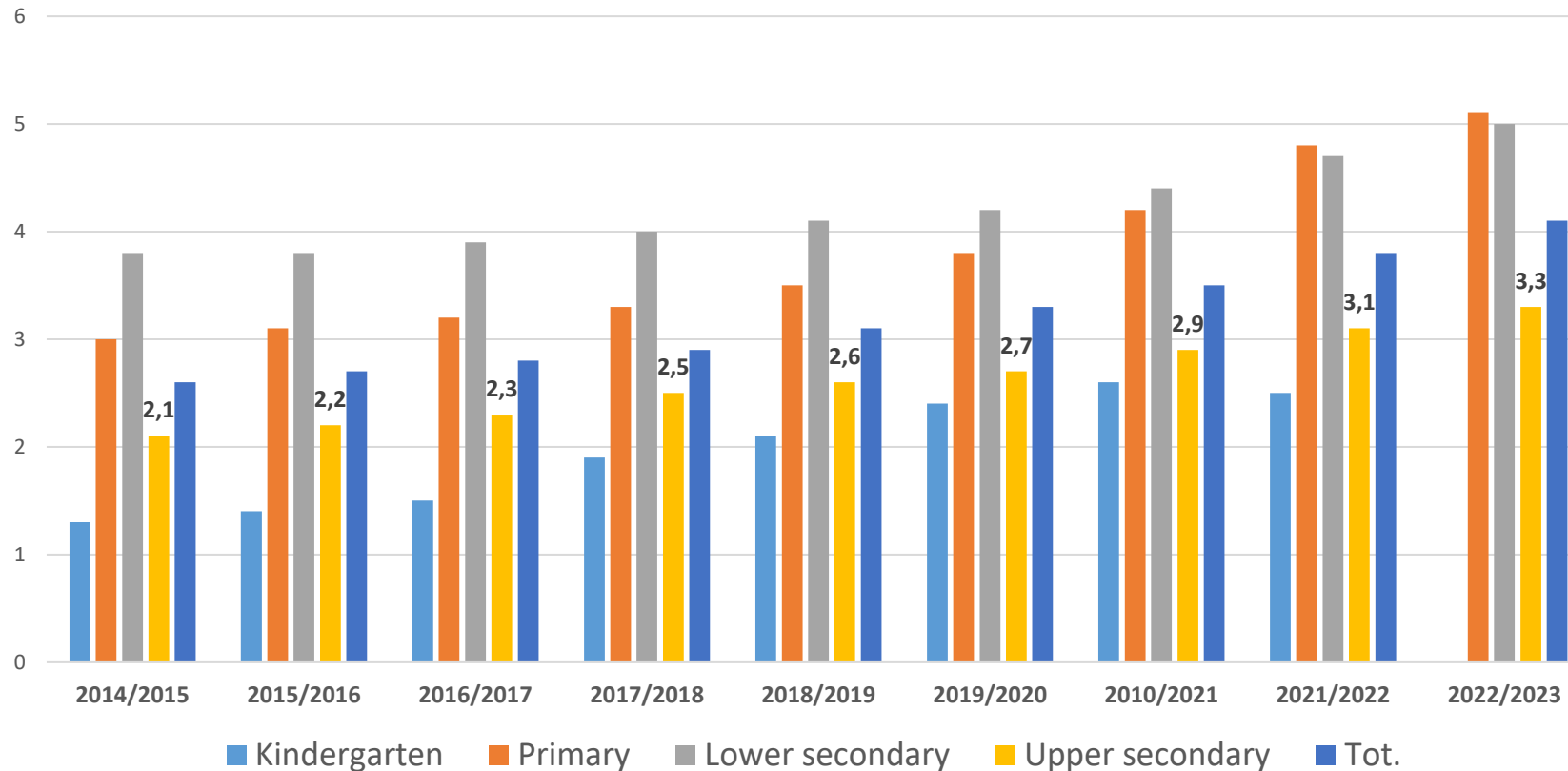
A recent special Report of the European Court of Auditors on the impact of EU action in supporting people with disabilities (2023) concluded that **‘no significant improvement in recent years is seen with regard to the disability employment gap’**

In 2023 also the **European Human Rights Report** stressed the unemployment leads to a risk of poverty and social exclusion and **lack of access to employment** for persons with disabilities is one of the main obstacles to labour inclusion



CASE STUDY: ITALY

Percentage of students with disability in a.y. 2022-2023 in all ISCED levels

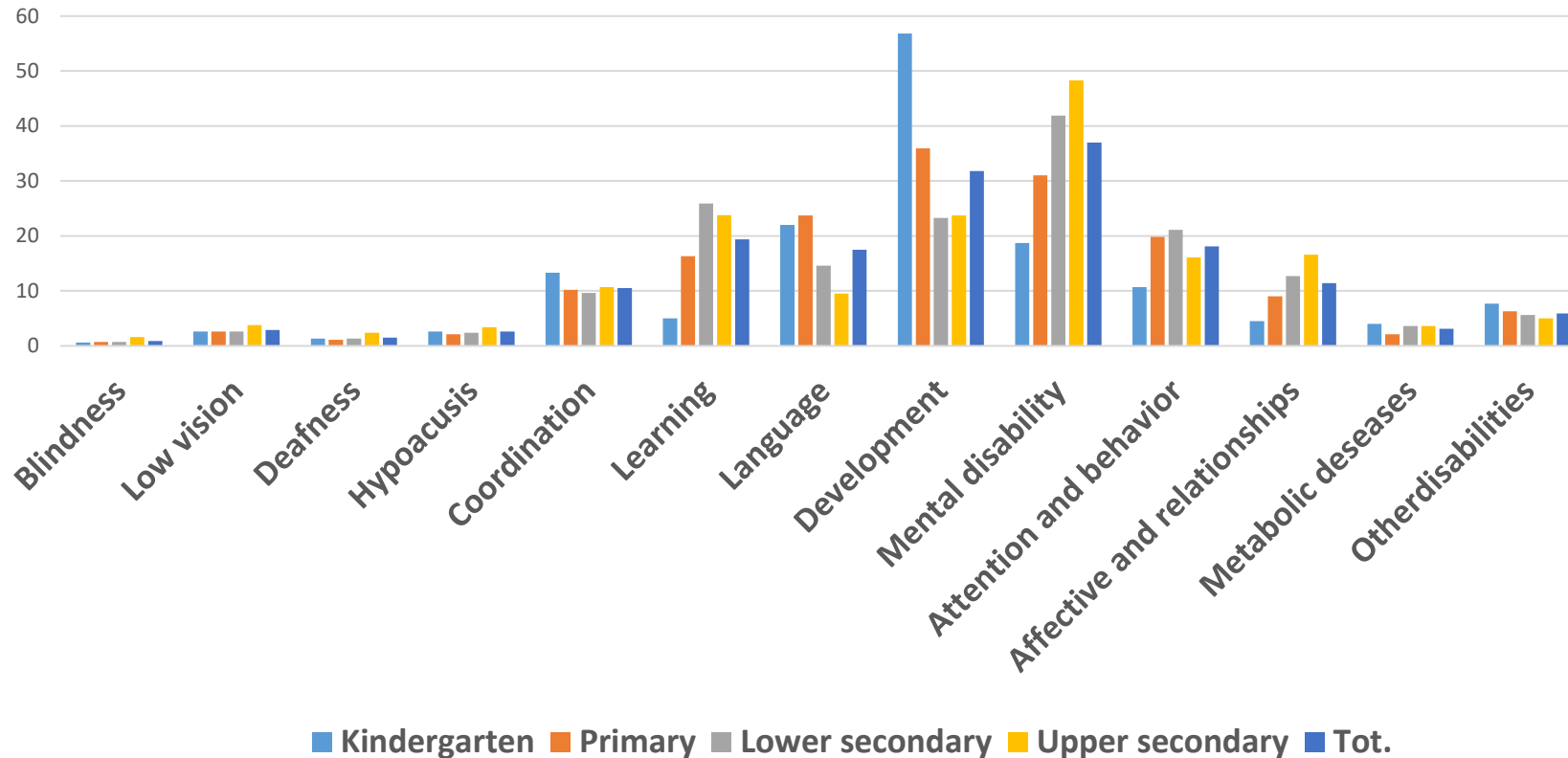


Source: Inapp elaboration on Istat data 2022/2023



CASE STUDY: ITALY

Percentage of students with disability enrolled in all ISCED levels by disability condition



Source: Inapp elaboration on Istat data 2022/2023



CASE STUDY: ITALY

In Italy, one of the most effective measures to promote labour inclusion of students with disability is the **school-to-work transition path** (PCTO), giving them the opportunity to «*learn by doing*»

In a.y. 2022-2023, most of the pupils with disabilities enrolled in the last three years of secondary school participated in a school-to-work transition process (83%)

Infrequently they might learn new skills in a real workplace.

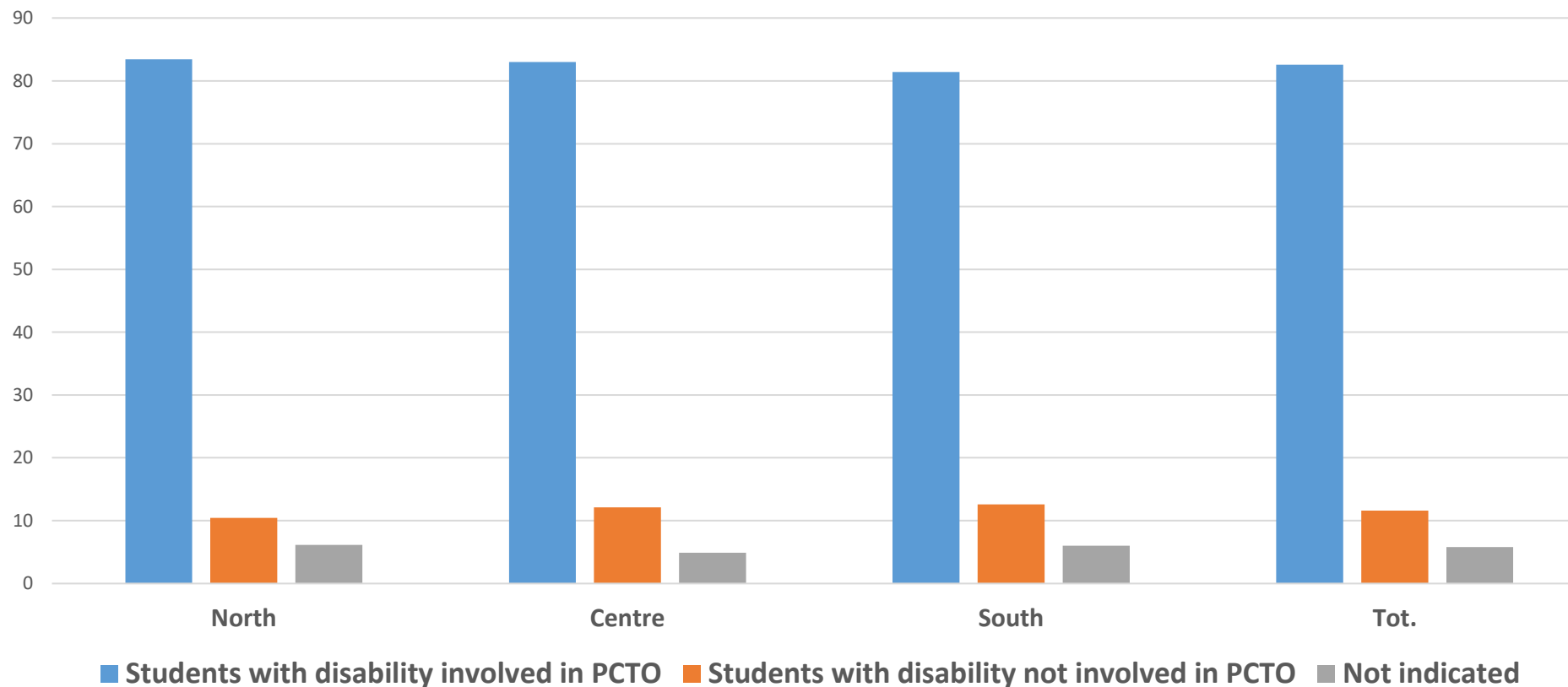
That is the main obstacle to italian PCTOs:

**The lack of relationships between
entrepreneurs - employment services - school – caregivers**



CASE STUDY: ITALY

Percentage of students with disability who participated to school-to-work paths (PCTO) in a.y. 2022-2023

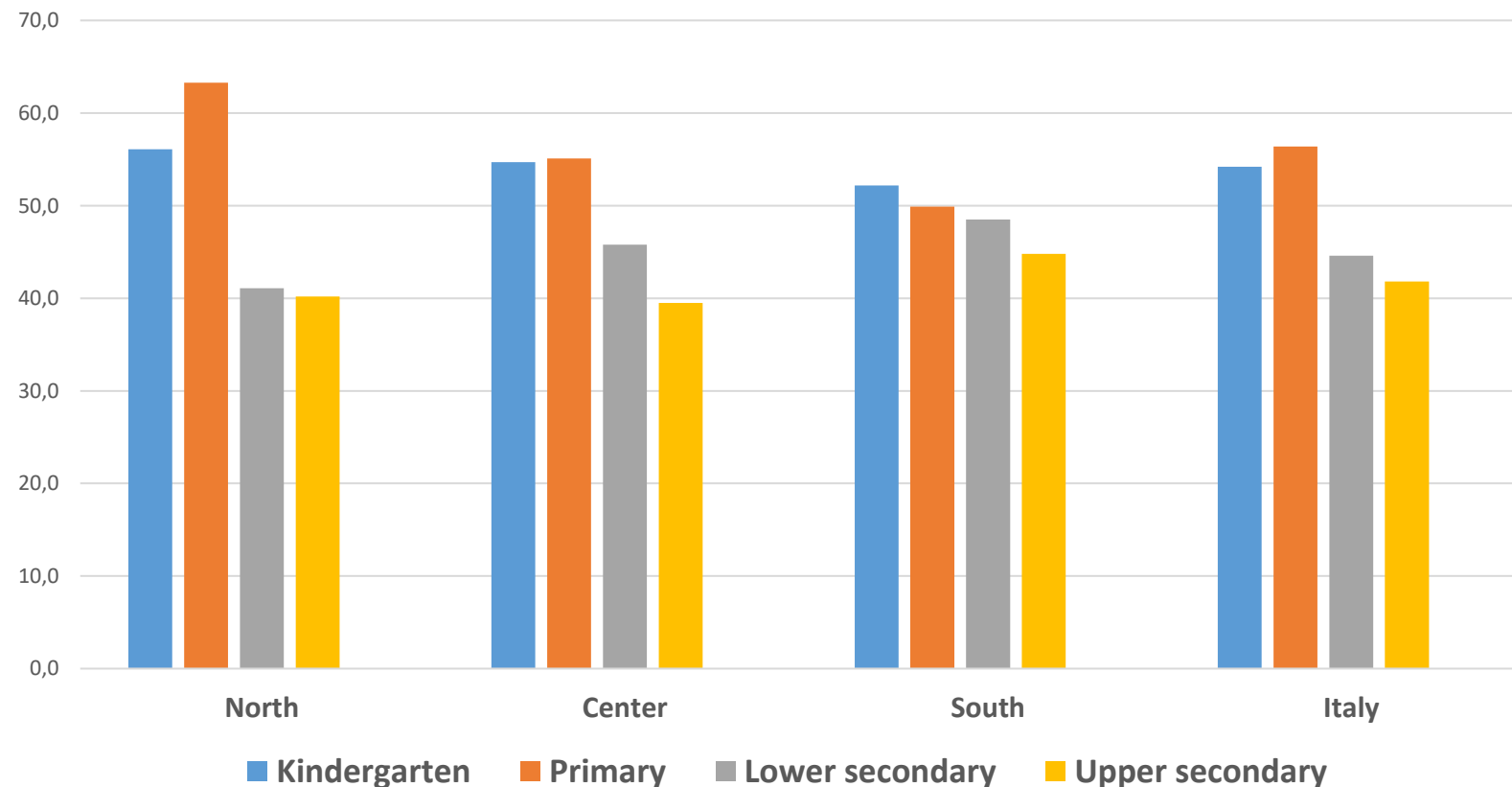


Source: Inapp elaboration on Istat data 2022/2023



CASE STUDY: ITALY

Percentage of students with disability involved in activities out of school in a.y. 2022-2023



Source: Inapp elaboration on Istat data 2022/2023



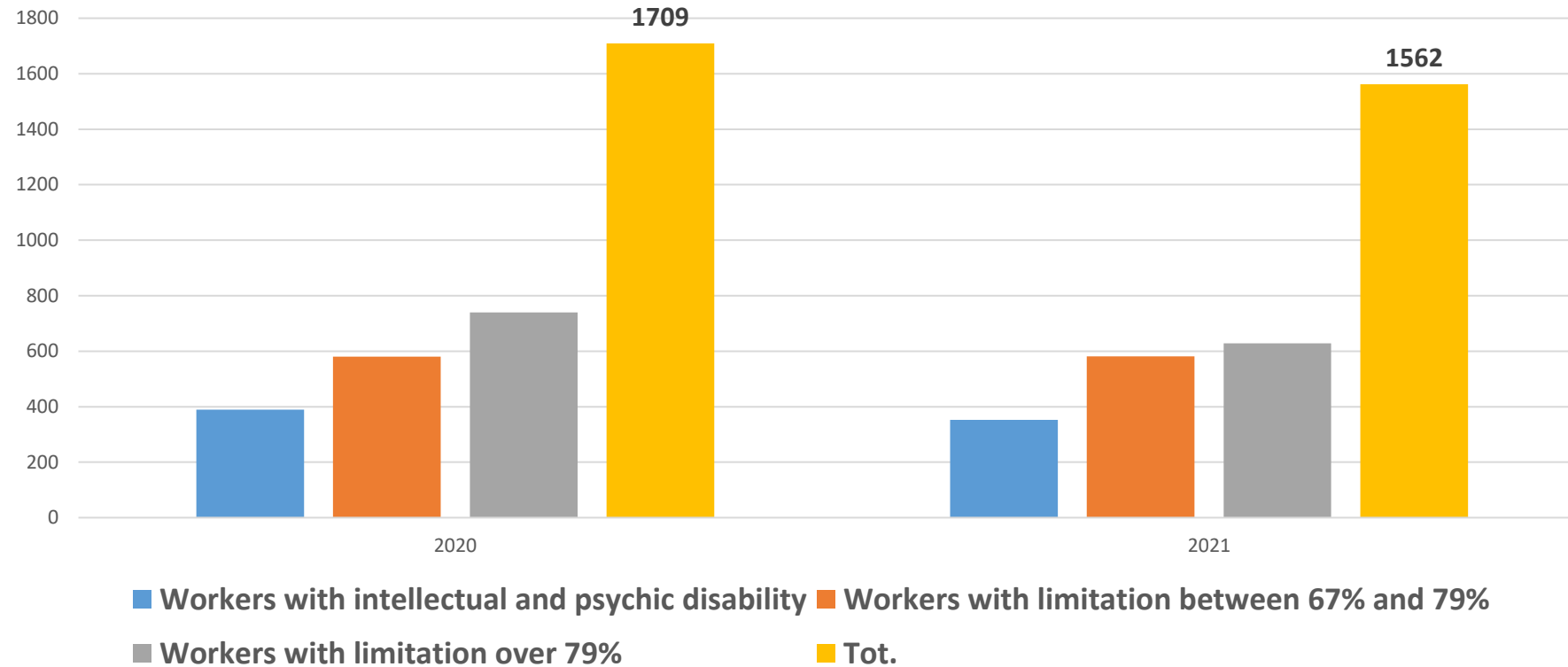
CASE STUDY: ITALY

The XI Report to Italian Parliament on implementation of the Law for the right to work of persons with disabilities (L. 68/2019), elaborated by Inapp – Social Inclusion Structure, refers in 2021 only 1,562 people with disabilities were employed on a total number of 774,50 members, with a decrease of 147 units compared to the previous year. In both years, there is a lower presence of women enrolled than men (equal to 44.6%)



CASE STUDY: ITALY

Percentage of workers with disability by degree of limitation



Source: Inapp elaboration on National Institute of Social Security data 2020-2021



KEY ISSUES AND CONCLUSIONS

- An effective implementation of inclusive policies for people with disabilities will contribute to the implementation of the European Pillar of Social Rights (Principles 3 and 17) and the UN CRPD (Article 27 on work and employment)

Moreover, it will help to achieve the 2030 EU headline targets set out in the European Pillar of Social Rights Action Plan:



KEY ISSUES AND CONCLUSIONS

- by 2030 at least 78 % of people aged 20–64 should be in employment
- at least 60% of all adults should participate in training every year,
- at least 15 million fewer people should be living at risk of poverty or social exclusion



KEY ISSUES AND CONCLUSIONS

- It will further contribute to the development of national policies that involve persons with disabilities in education, training and labour systems
- to be inclusive, education - training - labour systems need to developing **diversity sensitivity** in the learning and working processes, as well as in education, training and labour institutions, so to challenging and dissolving **cultural paradigms** and **diversity stereotypes**





THANKS FOR YOUR ATTENTION

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