

HACKATHON

Background information on track 1 «INCLUSION»

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Introduction

This short paper is intended to provide a brief introduction to the inclusion track of the Hackathon. It tries to tie together what inclusion means, what vulnerable groups are, where the terminology inclusion derives from, and how inclusion differs from integration.

What is inclusion?

Inclusion is a human centred approach that welcomes diversity and demands the creation of an accommodating environment to enable all persons to have equitable access to services and equal opportunities for development. Inclusion is expressed in international human rights tools, such as the UN Convention on the Rights of Persons with Disabilities. Inclusion is in fact a human right.

The opposite of inclusion is exclusion or segregation, where society does not grant each of its members equitable access and equal opportunities and at the same time limits the development path of individuals. An exclusive society prescribes development paths for its members based on race, religion, gender, disability, health, wealth or a combination of it.

What are vulnerable groups?

There is a long history of different stages of exclusiveness and inclusiveness that vulnerable groups had to endure. Some events were violent and savage to the utmost extreme, like for instance the Holocaust in Nazi Germany, the Partition of India, or the Rwandan genocide to name just a few. Less physically violent incarnations of

exclusion and segregation are the world-wide gender pay gap or the cross-sectoral lack of infrastructure in rural areas. The most recent display of exclusion and segregation is the reaction of European far right parties to the increased influx of refugees from different parts of the world into Europe.

In a nutshell, vulnerability to exclusion is often based on race, religion, gender, disability status, health status, place of residence, refugee status, poverty or being affected by war and crimes against humanity. The list is endless!

How did the term inclusion emerge?

The term and concept of inclusion emerged in the early 1990ies. It was driven by the disability movement and largely anchored in the education sector.

In 1993, the Standard Rules on the Equalization of Opportunities for Persons with Disabilities have been adopted by the UN General Assembly. The purpose of the Rules is to ensure that girls, boys, women and men with disabilities, as members of their societies, may exercise the same rights and obligations as others¹.

In 1994, UNESCO held its World Conference on Special Needs Education in Salamanca, Spain. The output of the conference, namely the The Salamanca Statement and Framework for Action on Special Needs Education, emphasis the need for inclusive education for children with special needs².

The UN Convention on the Rights of Persons with Disabilities (CRPD), which replaced the Standard Rules on the Equalization of Opportunities for Persons with Disabilities, is the latest rights based tool. The CRPD introduces the paradigm shift on how to understand disability and that 'disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others'³. The concept of a person with an impairment interacting with society resulting in disabling or enabling environments can be projected on all learners excluded from or within VET. For instance girls and women are often denied access or decide against enrolling solely based on the VET institution's attitudes, exploitive behaviours, stereotypical expectation.

1. UN (1993), Standard Rules on the Equalization of Opportunities for Persons with Disabilities, <https://www.un.org/development/desa/disabilities/standard-rules-on-the-equalization-of-opportunities-for-persons-with-disabilities.html>

2. UNESCO (1994), The Salamanca Statement and Framework for Action on Special Needs Education, http://www.unesco.org/education/pdf/SALAMA_E.PDF

3. UN (2006), United Nations Convention on the Rights of Persons with Disabilities, <https://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx>

There are nine core international human rights instruments and their monitoring bodies⁴, all based on the Universal Declaration of Human Rights adopted 1948⁵:

Abbreviation	Full Name	Date
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination	21 Dec 1965
ICCPR	International Covenant on Civil and Political Rights	16 Dec 1966
ICESCR	International Covenant on Economic, Social and Cultural Rights	16 Dec 1966
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women	18 Dec 1979
CAT	Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment	10 Dec 1984
CRC	Convention on the Rights of the Child	20 Nov 1989
ICMW	International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families	18 Dec 1990
CPED	International Convention for the Protection of All Persons from Enforced Disappearance	20 Dec 2006
CRPD	Convention on the Rights of Persons with Disabilities	13 Dec 2006

The tenor of the human rights tools is that states must take actions to reduce prejudices, increase knowledge, reduce discrimination, promote understanding, tolerance and friendship among people and nations and create enabling and accommodating environments that allow every individual to strive and meet its full potential.

How is inclusion different from integration?

Inclusion is different from integration. From the outside, an integrative environment or society does not look different than an inclusive one. Individuals with different abilities, skills, sex, and race are living in one community. However, if you just scratch the surface a little bit more, you realise that those who are integrated set barriers for participation for those who are not integrated.

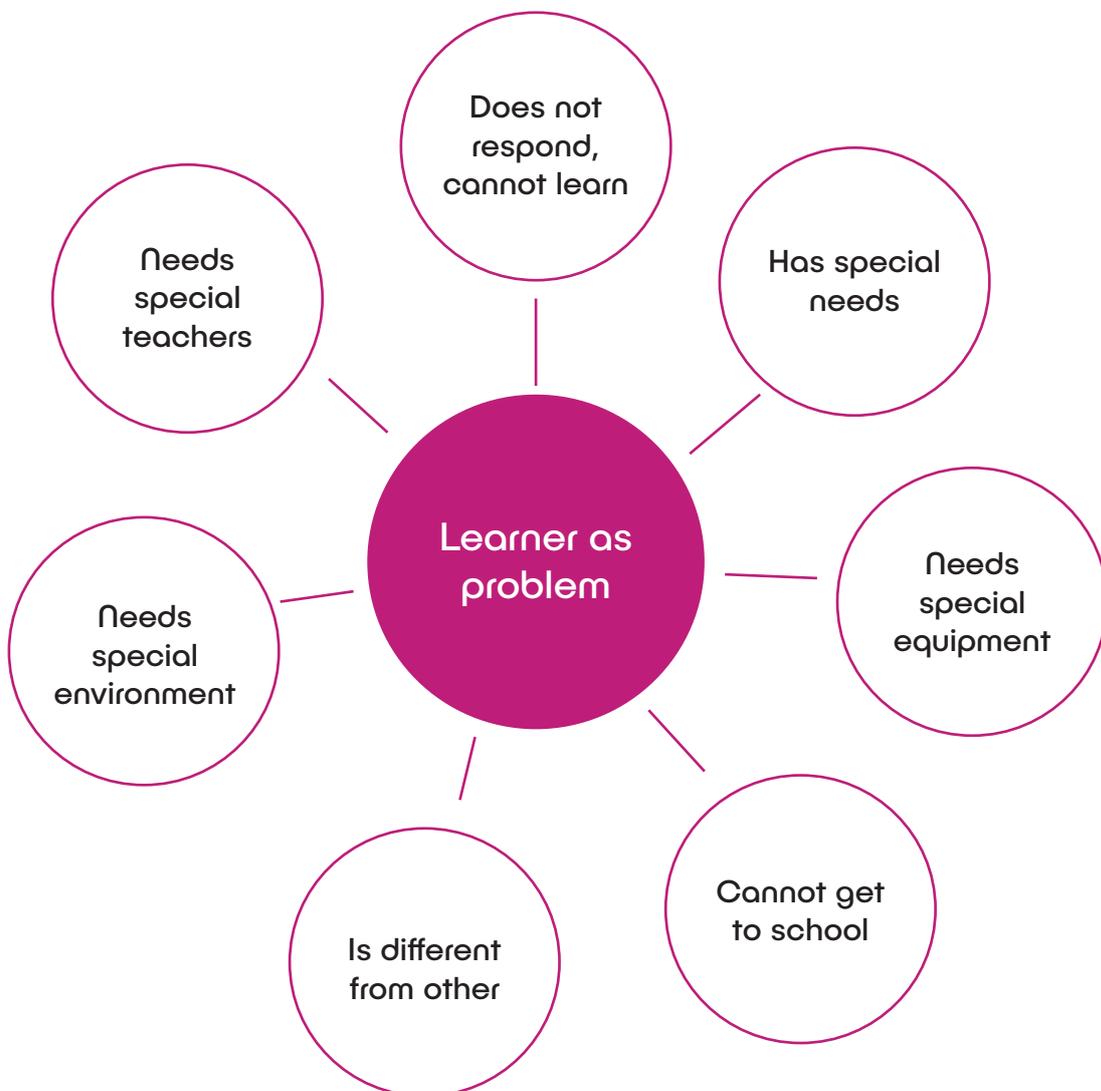
4. OHCHR, The Core International Human Rights Instruments and their monitoring bodies, <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx> [visited 12 May 1019]

5. OHCHR, The Universal Declaration of Human Rights, <https://www.ohchr.org/EN/UDHR/Pages/UDHRIndex.aspx> [visited 12 May 1019]

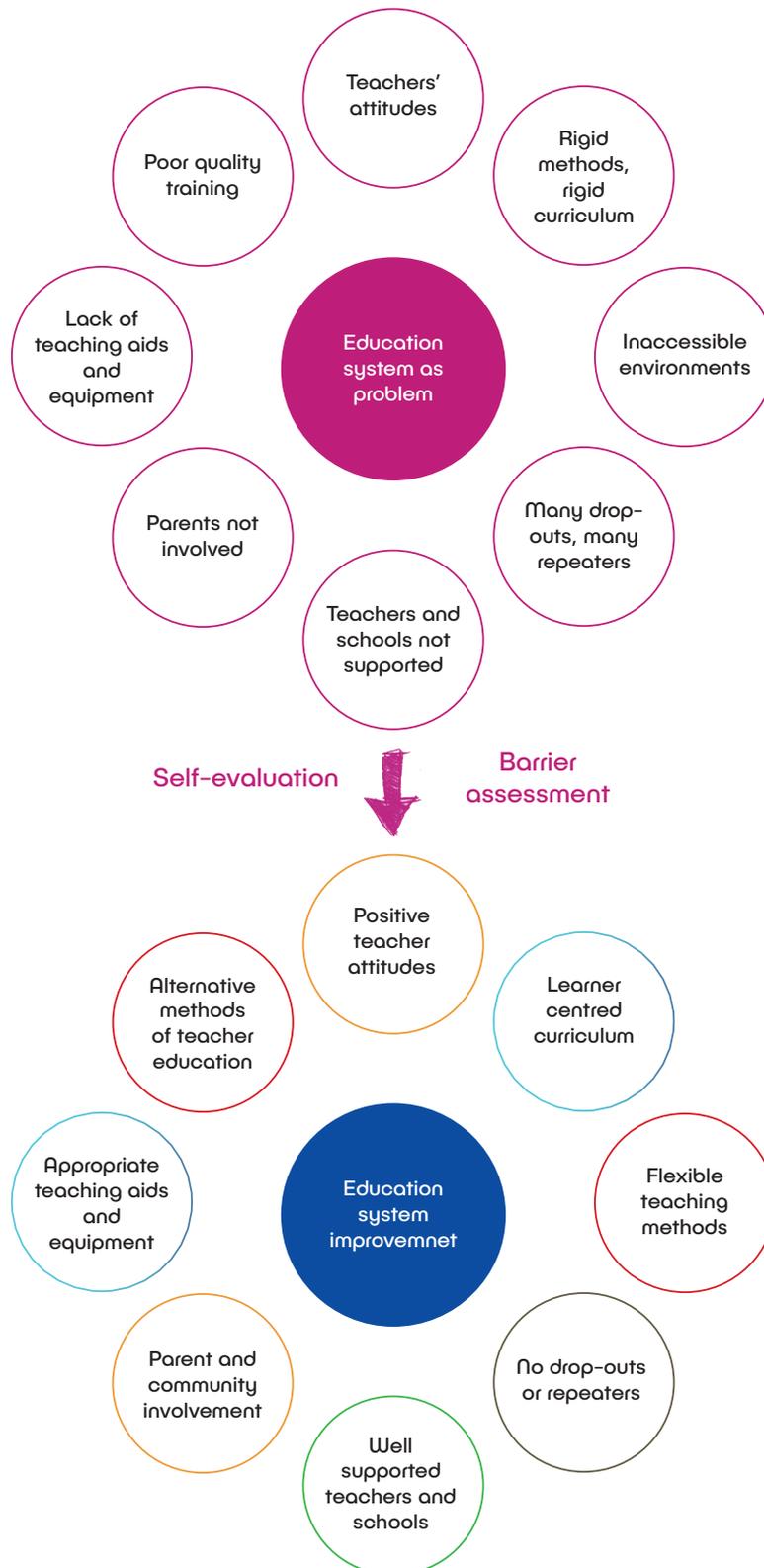
They demand that everybody must possess certain set of common abilities and behaviours to be able to be integrated.

In an inclusive society, diversity is celebrated. Society evaluates existing services and attitudes in regard to their accessibility and inclusiveness. Inaccessible and exclusive services will be reviewed and replaced with solutions that eliminate or at least reduce barriers to access, participation and development.

A practical example is the education sector. An integrated education system looks at the learner and evaluates if the he or she has the right set of skills and abilities to participate in mainstream education.



An inclusive education system on the other hand also looks at the learner. However, instead of blaming the learner for not being able to cope with the rigid rules, the education system evaluates itself, identifies barriers regarding the learner’s participation and embraces the learner by offering accessible solutions for the learner that accommodate her or his special needs. This process will lead to whole education system improvement. The schema below describes this process.



Twin track

Successful inclusion is best implemented using a twin track approach.

Track one must focus on inclusion mainstreaming in schools, communities, and education authorities. Principles, instructors, teachers, parents, and peers must be made aware and sensitized of the abilities and needs of learners from vulnerable groups. This is a continuing process where current barriers are addressed, and new barriers identified.

Identifying
barriers



Seeking and
implementing
solutions for
barriers

Track two must focus on the individual needs of the learner. The education system must assess which interventions are necessary to accommodate the learner's needs. The results of the assessment should cumulate in the formulation of an 'individual education plan'. This plan must formulate a goal as well as strategic interventions to reach this goal. It is also suitable as a M&E tool to verify the rehabilitation progress. Service providers are selected based on the 'individual education plan'.

Inclusive VET

Inclusive VET systems and inclusive labour market are not a reality yet in many countries.

At the current stage, VET providers often lack access to quality and affordable support services to increase their skills in enrolling and teaching persons from vulnerable groups and increase the inclusivity of their institutions. In the majority of countries, VET providers are left alone with the objective to become more inclusive.

Therefore governments must find ways to address the following challenges:

- VET systems and VET institutions lack awareness and skills related to the inclusion of persons from vulnerable groups.
- VET institutions lack access to providers of assistive devices and support services to include persons from vulnerable groups.
- A rigid VET system does not allow accommodations for persons from vulnerable groups, e.g. accommodation of disability specific needs.
- The VET system does not provide support services or coordinate services from third parties that are necessary for the inclusion of learners from vulnerable groups.
- There is a culture of resistance within VET providers to include persons from vulnerable groups.

- Differences between persons from vulnerable groups and mainstream society are not understood as added value but as challenge.
- Too little focus on abilities of people instead of their disabilities.
- Learning peers in VET do not have the social skills and mind set to support their peers from vulnerable groups.

Policy makers are challenged to identify solutions for the above mentioned issue. Solutions must be valid for formal VET, non-formal VET and informal VET. In many countries this approach would mean that inter-ministerial (e.g. Ministry of Education and Ministry of Labour) or intra-ministerial (e.g. Directorate for Technical High Schools and Directorate for Out-of-School Education within the Ministry of Education) cooperation is fostered to achieve sustainable and effective solutions. In addition to this, standards for inclusive VET in emergency situation and humanitarian crisis situations must be developed. This issue is important since many emergency and camp environments prevail for many years and have an impact on the education and skills development of learners.

Inclusive labour market

To facilitate, an inclusive labour market, two targets must be achieved:

- There is a mismatch between available skills and demand on the labour market.
- Employers feel burdened with the employment of persons from vulnerable groups.
- Employers are not aware of reasonable accommodation and how to implement it.
- Persons from vulnerable groups lack skills to be competitive on the labour market.
- Inclusive labour laws are not fully implemented and evaluated or do not exist at all.
- There is a need for inclusive employment centres that facilitate a match-making process between employees and employers and coach this relationship over a period of time.

Due to the novelty of the process, an inclusive employment hub can take on a match making and coaching role. Its function should ideally include:

- Mobilisation of potential workforce.
- Demand driven counselling.
- Facilitating rehabilitation.
- Facilitating quality skills development / vocational training.
- Facilitating job placement.
- Facilitating enabling and accommodating working environments.
- Provide job coaching.

- Facilitate mediation in case of legal conflict.

An inclusive employment hub will draw on the support of many public and private stakeholders and service providers. The success of such an endeavour on the strength and institutionalisation of the intermenstrual cooperation.