

# Introduction to theme and mission of the workshop

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#### Scientific Organizers

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'It makes a difference, doesn't it, whether we fence ourselves in, or whether we are fenced out by the barriers of others?' - E.M. Forster

#### Topics

- Matching Individual Skills and Talents to Vocational Education and Work
- Working Collaboratively with Disabled People
- Universal Design for Learning
- Bullying and Resilience
- Inclusion and Discrimination
- Developing Policies and Practices for the Modern Employment Market

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This workshop is a part of the NIAS-Lorentz Program, to stimulate research bridging the natural sciences with the humanities and social sciences.

Poster design: SuperNova Studios, NL

# DISABILITY STUDIES

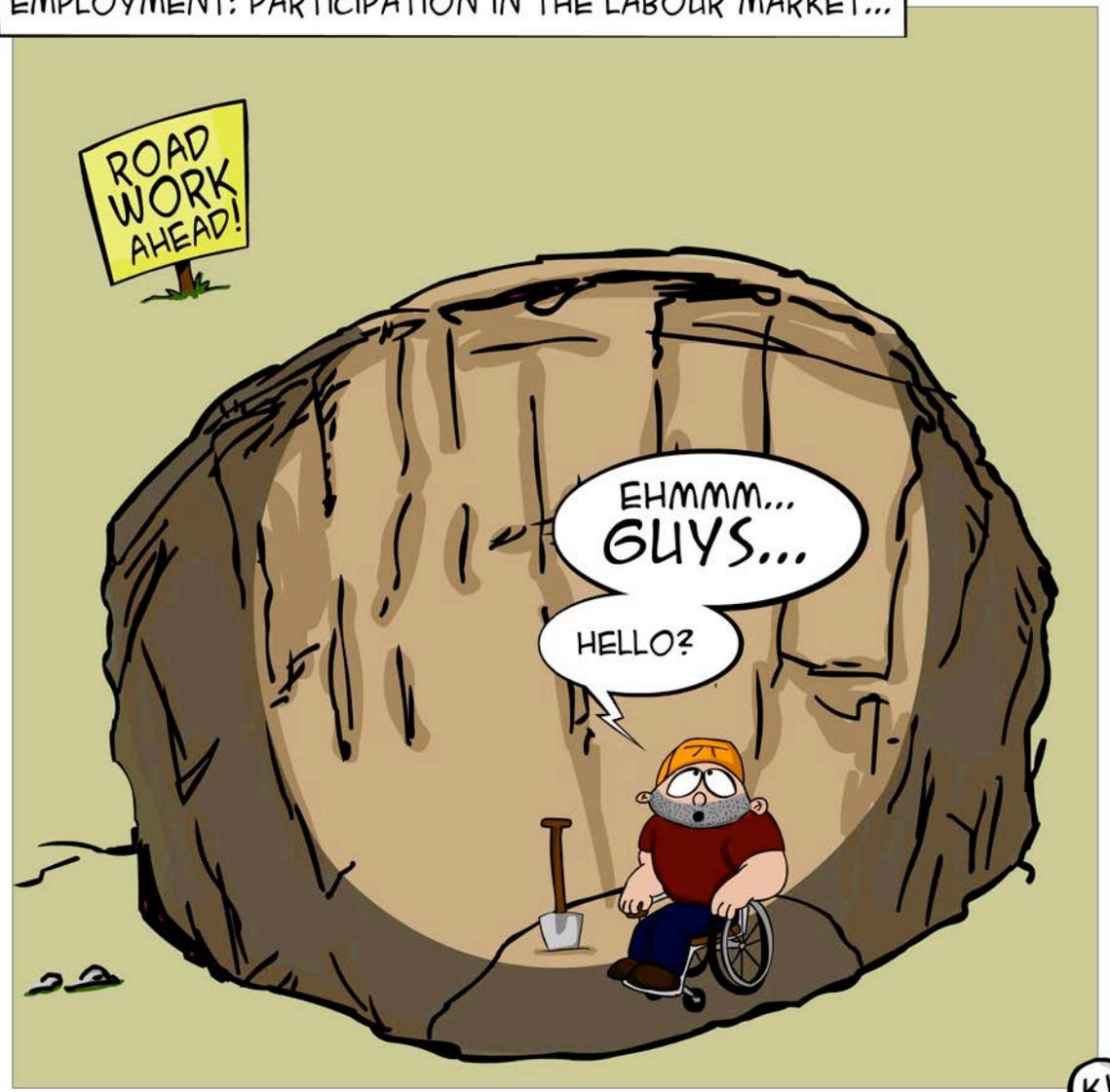
in Nederland

Foundation, started in 2009, with the purpose to realise the academic discipline of Disability Studies in the Netherlands

- Stimulating and initiating research and education,
- Creating, sharing and evaluating knowledge,
- Contributing to social change, improve participation and inclusion of people with disabilities in society.

# Participation - Inclusion - Education and work

EMPLOYMENT: PARTICIPATION IN THE LABOUR MARKET...





# 'What would truly inclusive vocational education look like?'

Our goal is

- to consider the research evidence for what works and what doesn't
- evaluate the research base for current and proposed responses
- develop a clear roadmap for future research alongside a set of research-based policy and practice recommendations.

# Inclusive Employment





# EU policies: From 'Work-first' to 'Train-first'

First decade of 2000s:

- ▶ 'Work-first' approaches: activation strategies and re-employment services for unemployed people
  - ▶ Limited relevance for people with disabilities
  - ▶ Specialist support: e.g. vocational rehabilitation, subsidised employment, supported and sheltered employment

From 2010s:

- ▶ Shift to 'Train-first' approaches (and mixed approaches)
  - ▶ Impact of economic crisis
  - ▶ Adult Continuing Education and Vocational Education and Training  
*(OECD, Organisation for Economic Co-operation and Development, 2010)*



## *' The failure of Active Labour Market Programs for people with disabilities'*

- The gap between the employment rate of people with, and without, disabilities ranges from 8% (France) to 40% (UK, Ireland, Romania, the Netherlands, Hungary and Bulgaria).
- Biggest gap for people with work limiting mental and behavioural problems

*Beyer, S. (2016). The economic impact of inclusion in the open labour market for persons with disabilities.*



Context:

'Social Return on Investment'

'Cost-benefit analyses'

Conclusions from Beyer's study (a.o.):

1. Disabled people, government and taxpayers are likely to benefit financially in the longterm from greater investment in employment in the open labour market of persons with disabilities
2. Supported employment and individual placement and support have proved to be effective in doing so and with high cost-benefit return for the tax payer (Beyer, 2016)



# What worked?

- ▶ Post (formal) education 'on the job'  
e.g. job coach supported employment
- ▶ Important role of internships (of significant time)  
Serve both students and employers; summer- and part-time supported job experience; vocational *technical* (= non academic) training  
(Beyer, 2016)



# Four examples

- ▶ Educated disabled women in Ethiopia
- ▶ Socio-Economic intervention in Indonesia
- ▶ Inclusive employment in Nijkerk (Netherlands)
- ▶ 'Client lectures' in Geldermalsen (Netherlands)



# Educated disabled women in Ethiopia: paradoxes

- ▶ Paradox of Educational Opportunities due to Social Exclusion

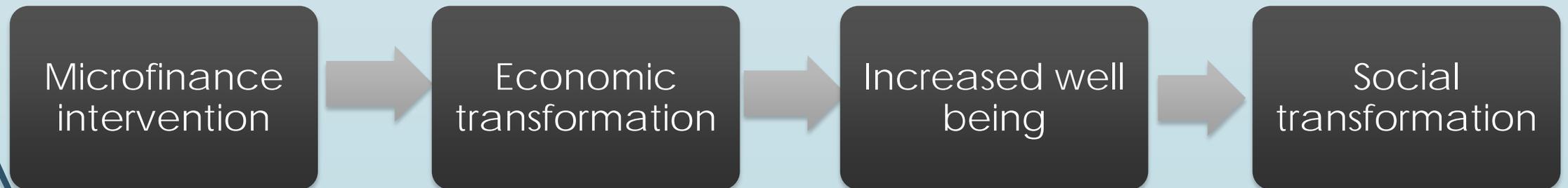
'My father had a distant relative in Addis Ababa who worked near the Ethiopian Association of the Blind and told my father that I could be educated. Through her assistance, I was enrolled in a boarding school for visually impaired at a young age. That opportunity is the foundation for my success in life. I was the only one who was educated from among my family members.'

- ▶ Paradox of Disability and Improved Quality of Life

'So, if I had not learned, my life would have been what most other people expect. Maybe I would have been found at the lowest level of life. I have helped myself and others. For example, I have helped two of my nephews through high school and allowed them to stay with me and join the University this year. I personally help other people like this too'.

# Socio-economic Development Intervention (Indonesia, Cirebon district, West-Java)

- ▶ Stigma reduction: vicious circle of disability/poverty/stigma
- ▶ Socio-economic transformation: embedded & integrated
  - Including key persons in the community & people with disabilities
  - Contributes to income generation and stigma reduction





# Two quotes to illustrate impact of SED

- Being capable to fulfil daily needs/no poverty:

“Well, I am happy now, yeah. My husband and I earn enough (money)”

- Recognition and acceptance:

“I used to get scared when having the disease. I thought nobody would be willing to buy my merchandise. It turns out that I was wrong, they still want to buy it.”

(Dadun, 2016)

# Inclusive Work in Nijkerk (NL)

## Participatory video





# Inclusive Work in Nijkerk (NL)

- ▶ Participatory Video: making your own portfolio
  - ▶ All participants: skill development
  - ▶ All participants: new contacts
  - ▶ Some participants: new (mainstream) job
  - ▶ Some participants: change of perspective at job opportunities

*(van den Heuvel, 2017)*

-> what matches talents most?

Social Role Valorization (Wolfensberger, 1979; Wolfensberger & Thomas, 2005)

## 'Client college' in Geldermalsen (NL)



# 'Client college' in Geldermalsen (NL)

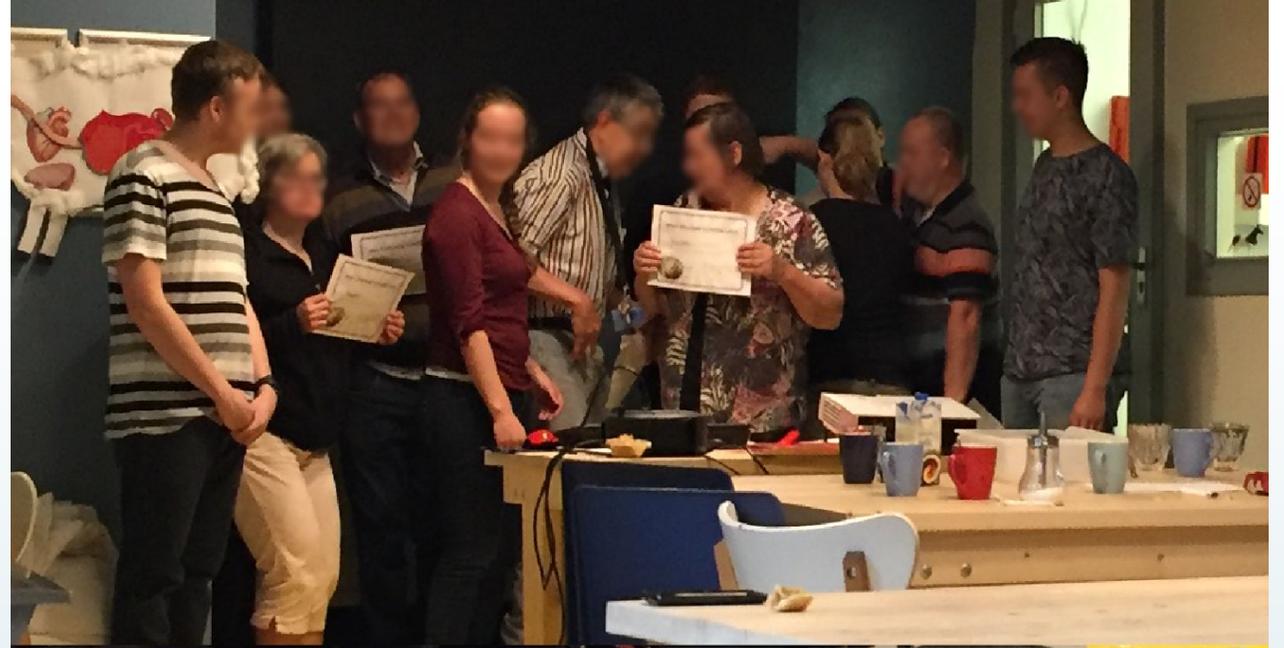


## CLIENT COLLEGE

### Participants:

- Students of a mainstream VE for Animal Care, Farming & Business
- People with disabilities (ID/DD ) at their workplace (companies with small scale animal farms) and/or at college
- -> Skill and attitude development for all participants

(Chen, 2016)





# Some concluding remarks

- ▶ The Method is the Message:
  - ▶ Inclusive and creative methods
  - ▶ Partnerships with the (smaller & wider) community
  - ▶ Go off the beaten track: paradoxes are everywhere- if you (want to) see them