

# Inclusion of children and young people – the practice in North Rhine - Westphalia and its local communities

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# Inclusion is a cross-sectional-, multi-segment task

hence: interdepartmental task force at the  
Department for Work, Integration and Social  
Security of North Rhine Westphalia since  
summer 2011

# Review of norms in detail

Controlling for match of state-level acts and regulations with the UN Convention on the Rights of People with Disabilities

- Act of Equal Opportunities for People with Disabilities
- acts relating to elections etc.
- regulations for construction works
- Act on Housing and Participation
- Act on Care
- Act on Children's Education

## Inclusion starts at children's age

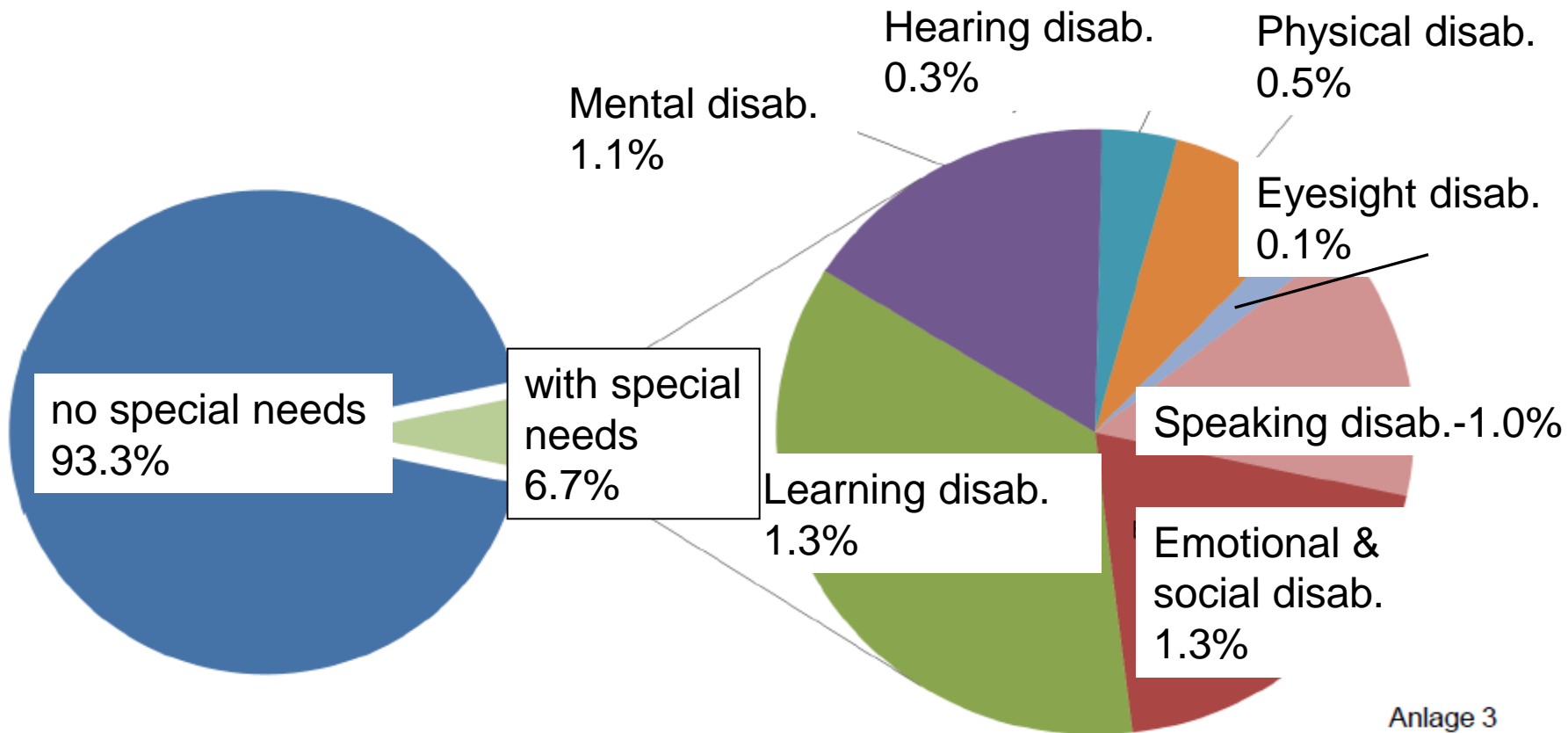
- Infrastructure of consultation
  - Realisation and evaluation of constraints and curtailings
- Early education and support
- Inclusive kindergartens

## Inclusion at school - I

- Ca. 1.7m pupils, 117,000 of which are pupils with special need for assistance (of these, 94,500 are in special schools, and 22,500 in regular schools)
- Inclusion and demographic change confront all schools with new challenges
- 244 out of 693 special schools no longer manage to reach minimum number of pupils
- Resource efficiency of special schools taken into doubt

## Inclusion at school – II

- Aim: entitlement for inclusion on the basis of the UN convention



## Inclusion at school - III

- From 2014: legal entitlement for inclusive education at school (entry at 1st or 5th year respectively)
- Required resources: support systems, cooperative and bridging solutions, schools with specific emphases, retraining programmes

## Implemented instruments

- Competence task forces in all 53 school districts
- Qualification of 300 moderators for use in teachers' education
- Since February 2013: on-job-training for 2,500 teachers for special needs education (500 per year)
- Ca. 3,200 additional teachers for implementation of inclusion until 2017/18
- Control for „connectivity“ (clause of evaluation)



## Inclusion at work

- Immediate creation of working opportunities on the first job market –  
„property obliges“
- Facilitation of changes from special „Work Centers for the Disabled“ to the first job market
- Extension of integrative enterprises
- Gendered working conditions

## Implemented instruments

- New transfer system school to work
- 1,000 additional integrated field jobs for workers in „Work Centers for the Disabled“
- Expert council „Work and Qualifications“ for people with disabilities created
- Verification of effectivity of existing support instruments and impulses for further development/redesign

## Inclusive universities

- Barrier-free universities for students and lecturers alike (inclusive curriculum)
- Preparation of all lecturers for the challenges of inclusion
- 2,300 additional places in study subject of „education science for special needs“ until 2018 (univ. of Bielefeld, Cologne, Paderborn, Siegen, and Wuppertal)

## Inclusive sports

- Project „Determinants for Successful Inclusive Sports at School and in Clubs" focusses on equal participation of children and youths with and without disabilities. Aim: guidelines for special schools providing for effective networking in the local community.
- Project „Sports and Inclusion within in the Club" tests the design and implementation of inclusion within sports clubs.

## Awareness campaign

- Aim: creation of an outright culture of inclusion
- instruments:
  - Setting up of a creativity workshop: exchange of experiences, development of new projects
  - Enhancement of public relations (tv, radio, internet, print)
- Partners: business, NGOs, foundations

## Practice: Inclusion in Wuppertal

- Self-commitment to implement the above mentioned framework on the state level in the local community by specific action plan
- Adaptation and specification of that framework where needed; e.g., Wuppertal's rather undulating topography
- Other cities with local action plans: Cologne, Munster

Nobody thought that possible, either...



Source: Klaus Lehnartz, Bundespresseamt