

# Conference “Living Independently and Working Inclusively: A Nordic–Baltic Dialogue”

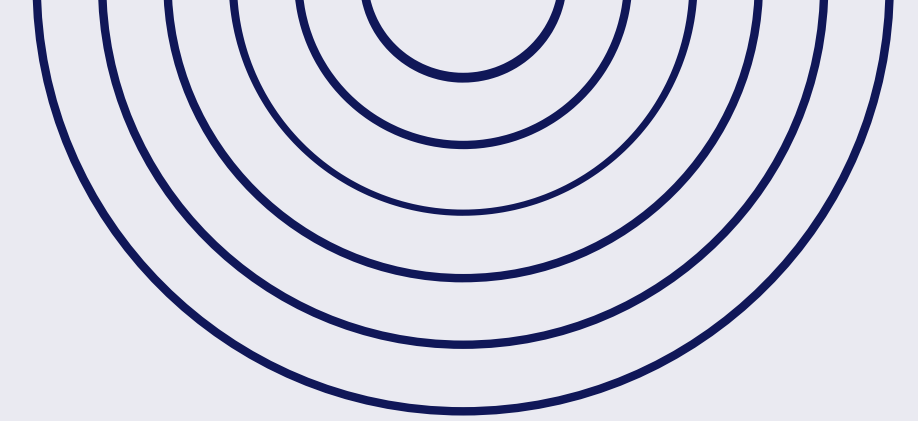
2 – 3 June 2026

Tallinn, Estonia

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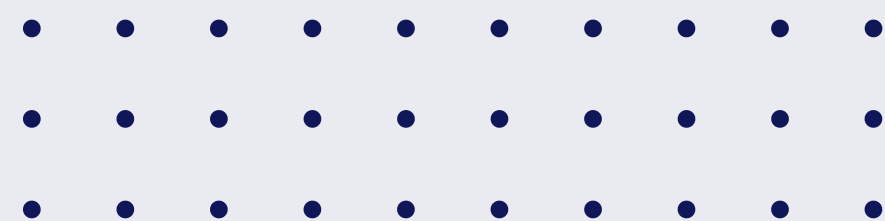


# Conference “Living Independently and Working Inclusively: A Nordic–Baltic Dialogue”

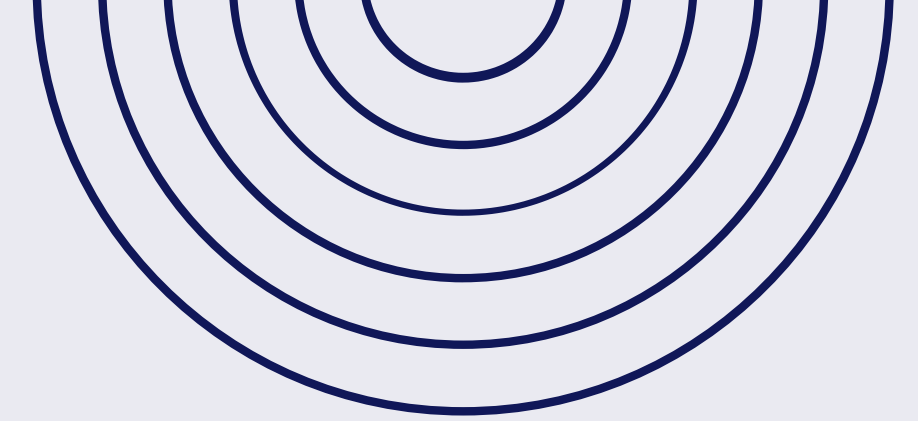


## Tuesday, 2 June: Education and Employment Pathways (1)

- 12.30 - 13.00 Registration
- **13.00 - 13.15 Opening words**
  - Maria Gratschew, Director, Nordic Council of Ministers' Office in Estonia
  - Karmen Joller, Minister of Social Affairs, Estonia
  - Meelis Joost, Chairperson of the Board, Estonian Chamber of People with Disabilities - Introduction to the objectives of the seminar and the focus on youth-centred transition pathways
- **13.15 - 13.45 From inclusive education to inclusive labour market - Lived experiences of young people with disabilities. Barriers and enabling factors in education-to-work transitions. What support works in practice?**
  - Iceland - Eiður Welding, Chairperson of UngÖBÍ (Youth Movement of Icelandic Disability Alliance)
  - Estonia - Külliki Tamm, Astangu Vocational Rehabilitation Centre, Head of Educational Development Department
- **13.45 - 14.00 Inclusive education and transition pathways from (special) schools to vocational training. Inclusive education policies and practices, individual learning pathways and early career guidance.**
  - Finland - Tarja Anneli Heikkinen, Finnish National Agency for Education (EDUFI), Counsellor of Education
- **14.00 - 14.15 Supported employment models**
  - Denmark - Trine Lycke Borgstrup, Danish Agency for Labour Market and Recruitment
- **14.15 - 14.30 Supported employment models. Supported employment, including employers' engagement in inclusive labour market support.**
  - Denmark - PhD Inge S. Bonfils, Senior Associate Professor, Department of Social Work, University College Copenhagen
- **14.30 - 14.45 Break**

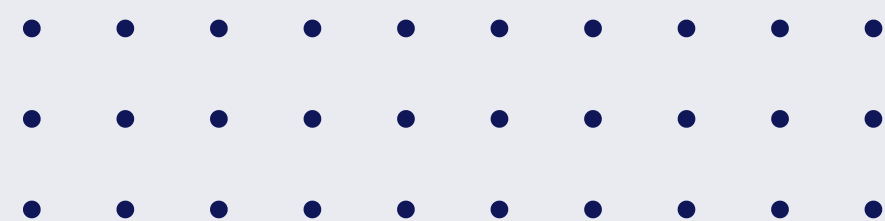


# Conference “Living Independently and Working Inclusively: A Nordic–Baltic Dialogue”



## Tuesday, 2 June: Education and Employment Pathways (2)

- **14.45-15.00 Supported employment models - An example of how to create jobs with and for colleagues in different kinds of supported employment.**
  - Denmark - Per Fruerled, CEO, Grennessminde
- **15.00 - 15.15 Political strategies and presentation of promising cases/practices**
  - Estonia - Cathy Vivien Vahi, Development Manager and Tom Rüütel, Employers' counsellor, Unemployment Insurance Fund
- **15.15 - 15.30 Political strategies and presentation of promising cases/practices**
  - Norway - Yngve Bråten - The Norwegian Directorate for Children, Youth and Family Affairs
- **15.30 - 15.45 Political strategies and presentation of promising cases/practices**
  - Iceland - Anna Klara Georgsdóttir, Senior Advisor, Ministry of Social Affairs and Housing
- **15.45 - 16.15 Vitamin break**
- **16.45 - 18.45 Field trips to:**
  - Astangu Vocational Rehabilitation Centre - address Astangu 27, Tallinn
  - Tallinn Specialized Care and Rehabilitation Service Center Haabersti Clubhouse - address Õismäe tee 105a, Tallinn
  - Pool & Loop -Recovery Learning Community - address Põllu 63, Tallinn.

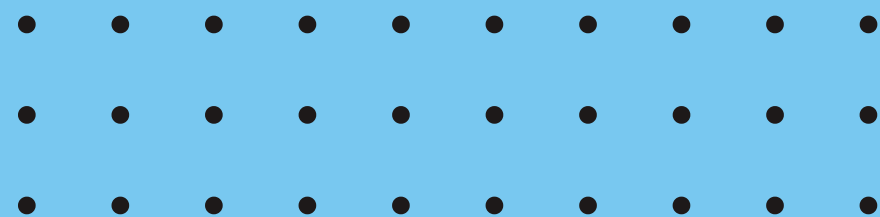


# Opening words I

**Maria Gratschew**

Director

Nordic Council of Ministers' Office in Estonia



# Opening words II

**Karmen Joller**

Minister of Social Affairs

Estonia

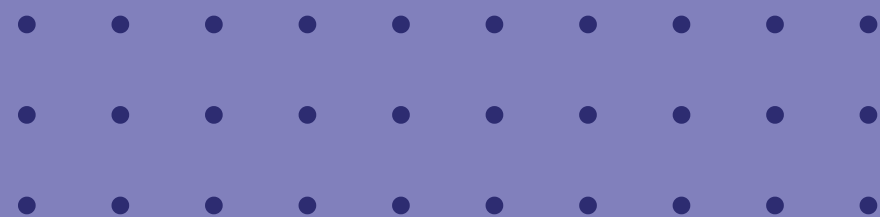


# Opening words III and introduction to the objectives of the seminar and the focus on youth-centred transition pathways

**Meelis Joost**

Chairperson of the Board

Estonian Chamber of People with Disabilities



# From inclusive education to inclusive labour market

*Lived experiences of young people with disabilities. Barriers and enabling factors in education-to-work transitions. What support works in practice?*

## Eiður Welding

Chairperson of the board

UngÖBÍ

(Youth Movement of Icelandic Disability Alliance)

Iceland

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# Inclusion through life

How do we ensure inclusion in education and working life?



Eiður Welding, chairman of UngÖBÍ

# Challenges in education

- Inaccessible buildings
- The study environment offers little flexibility
- Prejudice in society against persons with disabilities and the right to education
- Lack of knowledge about disabilities among teachers and school staff

# Challenges in employment

- Inflexible pension system
- It's hard for youth with disabilities to obtain employment because of prejudice in the labour market and inaccessibility in the labour market
- The expertise of persons with disabilities are often overlooked and they tend to be stuck in low income jobs
- Lack of flexible jobs for example part time jobs

## Challenges in employment - continued

- Lack of adjustments in the workplace for persons with disabilities
- There is often a focus on what the person cannot do rather than what the person can do

# What has been done and what needs to happen?

- New disability pension system in Iceland 2025
- New initiative meant to increase accessibility to the labour market based on the UNDIS implemented also in 2025
- Schools need to be more accessible and offer individually based solutions in order for it to be possible for everyone to seek education regardless of disability
- Disability cannot automatically mean poverty, we need to make it easier for persons with disabilities to pursue education and employment with reasonable accommodation, for the greater good.

## Let's stay in touch!

- Instagram: @eidurwelding and @ung\_obii
- LinkedIn: eidurwelding
- Email: [weldingeidur@gmail.com](mailto:weldingeidur@gmail.com)

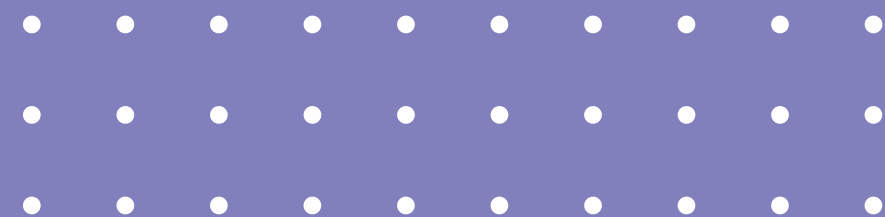
# From inclusive education to inclusive labour market

*Lived experiences of young people with disabilities.  
Barriers and enabling factors in education-to-work  
transitions. What support works in practice?*

**Külliki Tamm**

Head of Educational Development Department  
Astangu Vocational Rehabilitation Centre

Estonia





# **From inclusive education to inclusive labour market**

Külliki Tamm

Astangu Vocational Rehabilitation Center

## The Economic Threat

Estonia faces a projected **39% population drop** (518,700 fewer people) by 2100.

**The workforce is shrinking, and the demand for labor is rising.** We cannot rely solely on immigration; every individual with even partial skills is now an invaluable economic asset.



## The Untapped Potential

**22,900 NEET youth** (Not in Education, Employment, or Training) ages 15–29.

**1 in 10 youths** finish only basic education.

Youth with support needs are an underutilized resource.



**Why Transition Matters: A Social and Economic Necessity.**  
Demographics demand we leave no one behind.

# The gap where the system breaks down



Despite the goals of inclusive education, systemic barriers persist at the transition point. When the bridge is broken, youth fall into the NEET category, causing long-term social and economic damage.

# Mapping the Systemic Barriers



# Protective and Enabling Factors

## Early Career Guidance

Must begin in 7th–8th grade, not 9th. Early assessment of interests, strengths, and necessary support measures prevents rushed, incompatible choices.

## Work-Based Learning

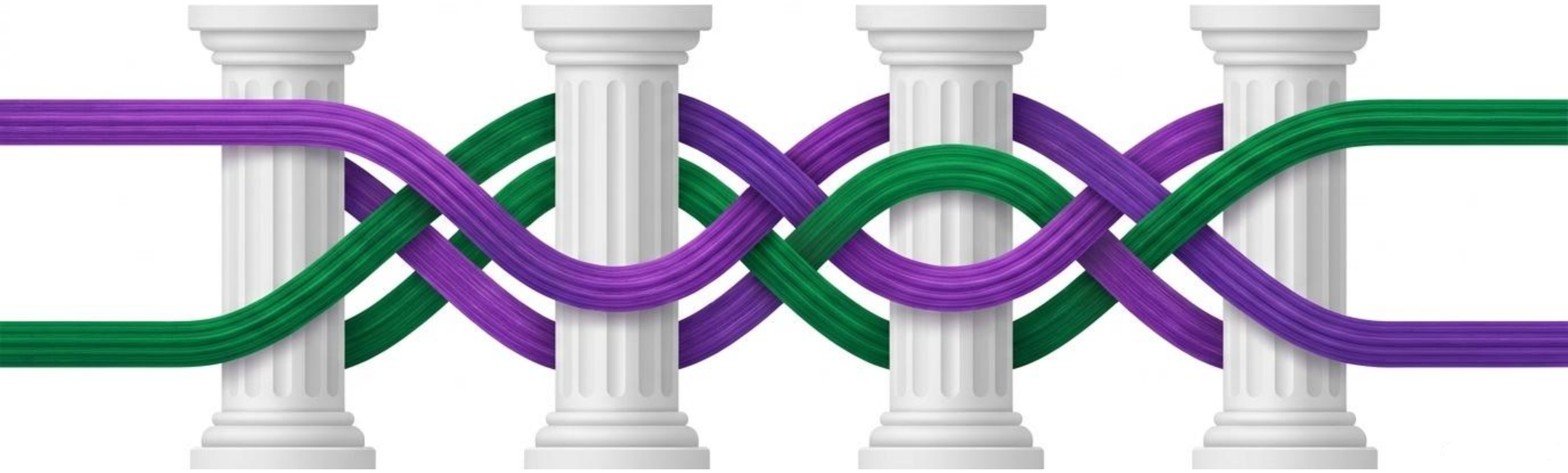
Real-world practice is the most powerful predictor of post-school employment. Practical exposure builds competence and confidence.

## School Climate & Self-Efficacy

Cultivating an environment that builds the student's autonomy. The goal is to shift from focusing on limitations to achieving potential.

## Coordinated Support

Support must span across the school, the dormitory, the home, and the community to ensure new skills take root in daily life.



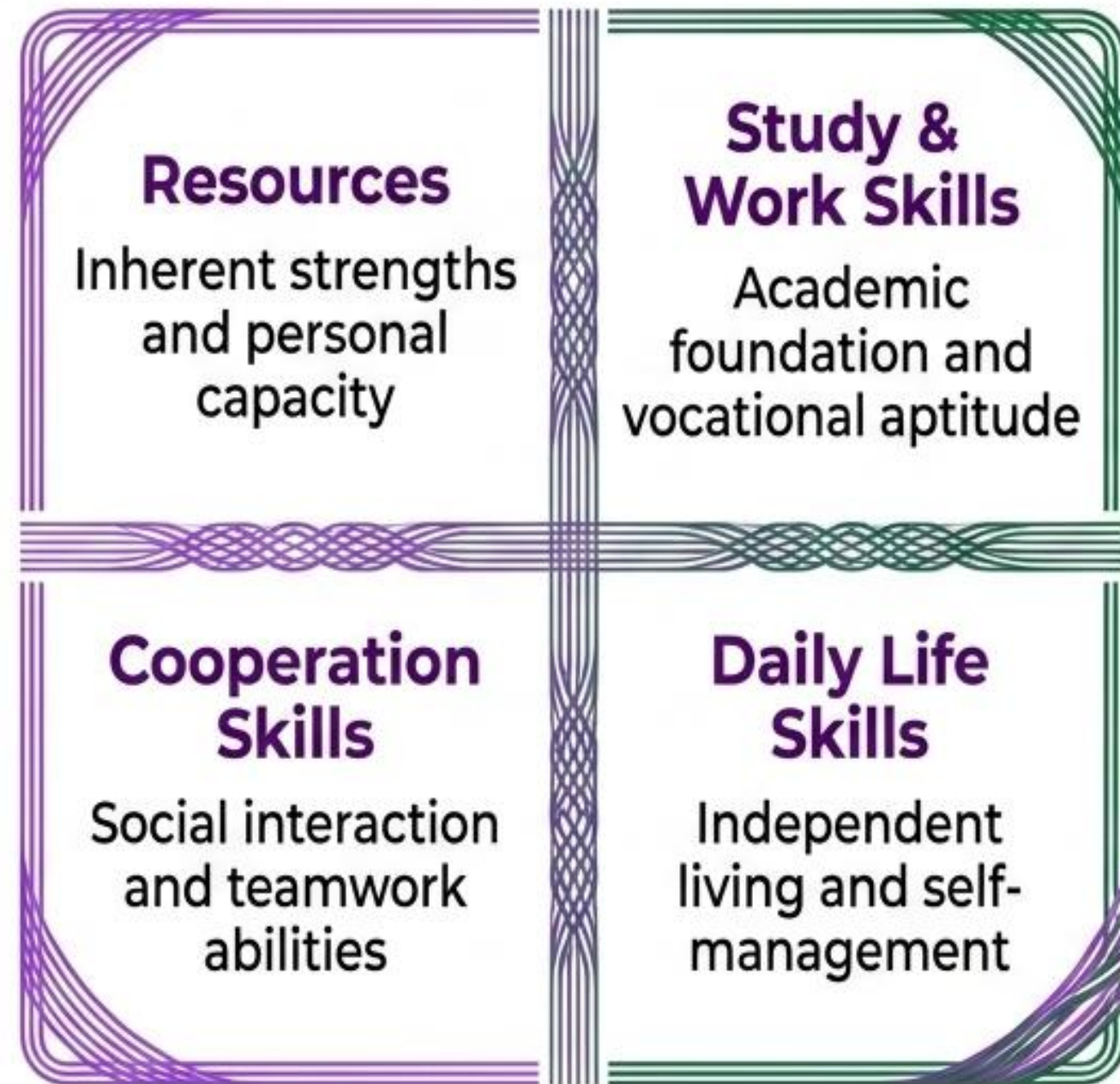
# What Actually Works – Evidence-Based Support Measures



**Key Takeaway:** A fragmented system creates dropouts; a continuous, integrated ecosystem creates successful taxpayers.

# Systematic Assessment & Personalized Action Plans

## Systematic Assessment (The RUORI Model)



## Personalized Action Plans (HOKS)

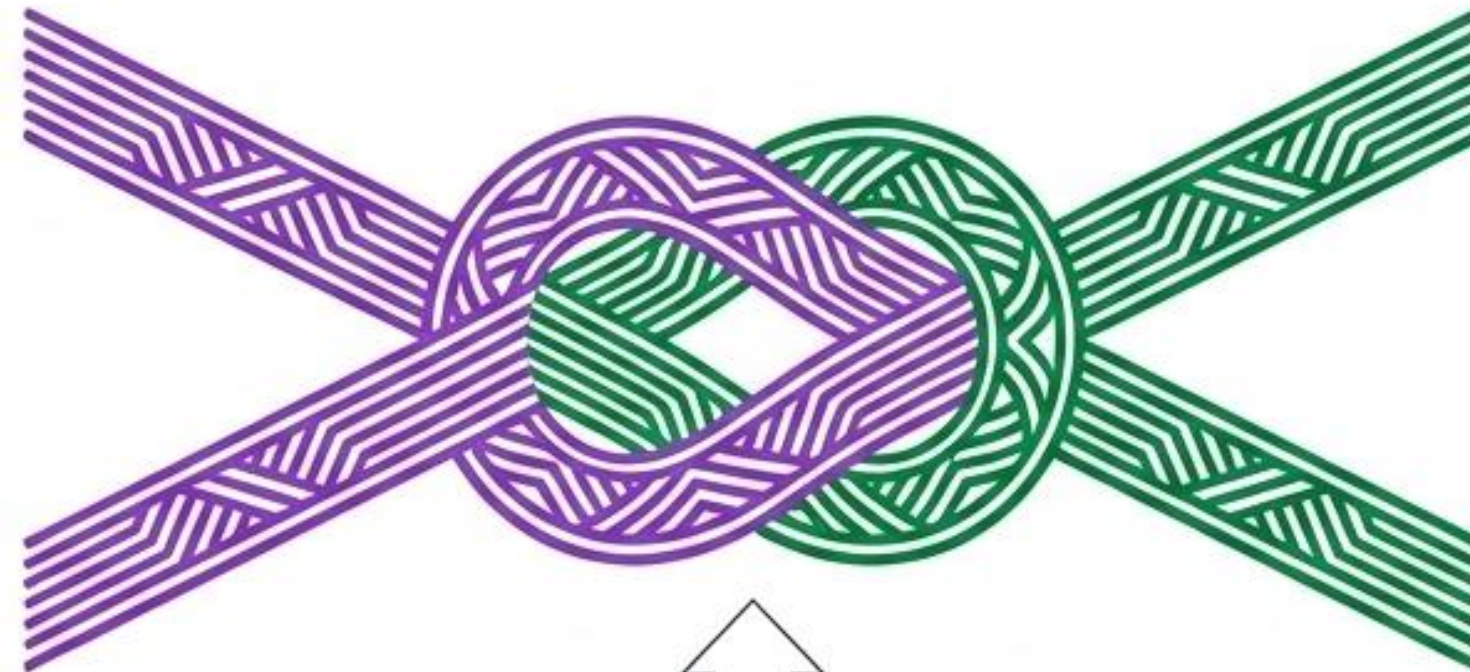
### The Individual Skill Development Plan

Focuses on individual goal-setting based on needs, rather than just currently available possibilities. It provides a customized roadmap for each student.

# Supported Employment: Securing the connection

## The Student's Journey:

- Real work experience and internships during studies.
- Building confidence in a genuine workplace environment.



## The Employer's Journey:

- Workplace adaptation and open communication.
- Overcoming stigma through positive, supported interactions.

## The Bridge: The Employment Specialist

- Acts as the crucial mediator.
- Provides ongoing support during the transition.
- Conducts post-graduation tracking (at 6 months and 1.5 years) to ensure long-term retention and success.

# Inclusive Labour Market as a Shared Responsibility

## Schools

Responsible for early assessment, personalized preparation, and equipping students with market-relevant skills.

## Employers

Responsible for openness, willingness to adapt workplaces, and utilizing state support measures (e.g., social tax compensation).

## Support Services

Responsible for providing continuous, non-fragmented care (career counselors, specialized pedagogues) bridging school and work.

## Policymakers

Responsible for aligning funding, ensuring VET schools have the budget for the 40+ missing specialists, and coordinating cross-ministry data flow.



**A sustainable,  
inclusive  
economy.**

# Conclusions



## 1. Start early

Intervene in 7th–8th grade. Waiting until basic school ends is too late.

## 2. Focus on the individual

Base support on personal needs and goals, not just institutional convenience.

## 3. Bridge the gap

Ensure continuous, integrated support—information and care must flow seamlessly between basic school, VET, and the workplace.

## 4. No one left behind

In an era of demographic decline, every individual's potential is an economic necessity.



# Thank You!

**Külliki Tamm**

**Head of Educational Development Department**

**Astangu Vocational Rehabilitation Centre**

[kulliki.tamm@astangu.ee](mailto:kulliki.tamm@astangu.ee)

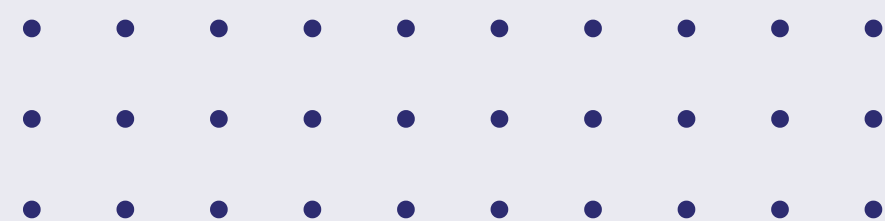
# Inclusive education and transition pathways from (special) schools to vocational training

*Inclusive education policies and practices, individual learning pathways and early career guidance.*

**Tarja Anneli Heikkinen**

Counsellor of Education  
Finnish National Agency for Education (EDUFI)

Finland





FINNISH NATIONAL  
AGENCY FOR EDUCATION

# **Inclusive Education and Transition Pathways to Vocational Education**

## **Finland: Policy Perspective**

**Inclusive education policies and practices,  
individual pathways and early career guidance**

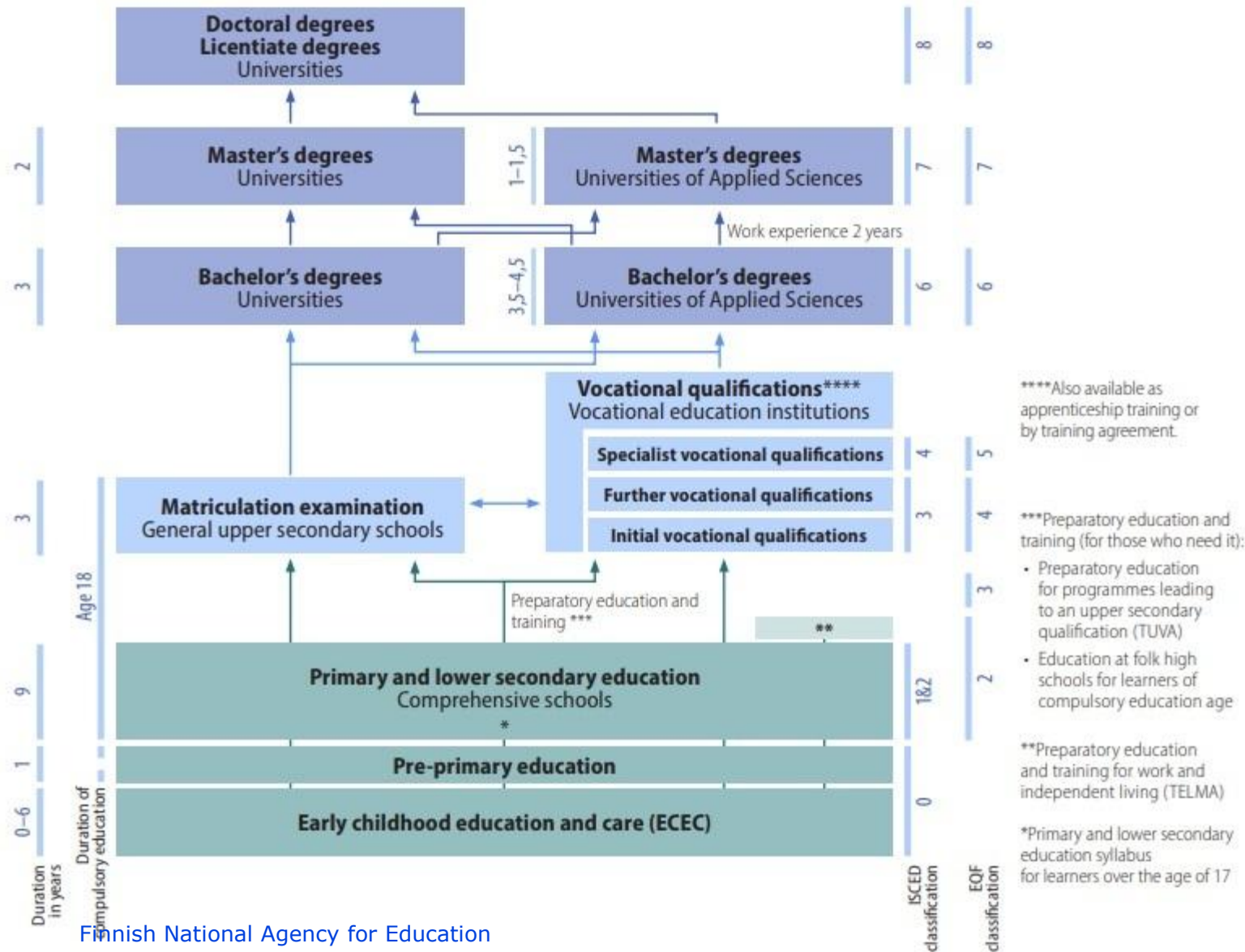
Tarja Heikkinen  
Counsellor of Education  
Finnish National Agency for Education



# What I will talk about today

- Supporting young people in their transition from school to vocational education in Finland
- Focus on three areas:
  - Inclusive education in Finland
  - Transition from basic education to vocational education
  - Individual pathways and guidance

# EDUCATION SYSTEM IN FINLAND



## Initial vocational qualifications

- There are 42 vocational qualifications.

# Inclusive Education in Finland

Education for all

- All students have the right to education and support

Support for learning and participation

Support based on individual needs

- Support can take different forms, such as personal assistance, assistive devices, and therapy or rehabilitation services

Learning together in mainstream environments

- The aim is for students to learn together whenever possible

The role of special schools and special classes has decreased

- The aim is for students to attend their local school whenever possible

# Transition from Basic Education to Vocational Education

- Compulsory education until age 18
- Different needs, different pathways
- Individual plans for each student

## Preparatory education pathways: TELMA and TUVA

- TELMA: supporting independent living and participation
- TUVA: preparation for vocational education

## Initial vocational qualifications

- 42 vocational qualifications.

# TELMA: for students with high support needs

- For students who are not able to transition to vocational education due to severe disabilities or health conditions
- Focus on independent living skills, participation and everyday life skills, including work and support services
- Each student has an individual plan for their future, including work, livelihood, housing and daily life
- Participation in working life may include supported work or other meaningful daily activities
- Some students may also find opportunities to participate in working life during their studies
- Disability services may provide personal assistance and transport services
- Short TELMA education video in Helsinki, Finland: [link to YouTube](#) (1:25 min)

# TUVA: preparation for further studies

- TUVA is a preparatory programme for students who are not yet ready for vocational education
- Helps students improve basic skills, such as reading, writing and numeracy
- Supports students in finding the right study pathway
- The aim is often to transition to vocational education
- Students without a study place may be placed in TUVA during compulsory education.

# Vocational Education in Finland

- Around 40 vocational qualifications
- Vocational education is available across Finland
- The goal is that everyone studies in general vocational schools, including with special educational needs
- Students who needs intensive special support can study in special vocational schools
  - There are six vocational special schools in Finland across Finland
- The goal is to complete a qualification and move to working life or further studies

# Conclusion

Inclusion and equal opportunities

- The Finnish system is based on inclusion, flexibility and individual support

Different pathways for different needs

- Many students, including those with special educational needs, study in vocational education and complete a qualification

Support for transition and participation

- The goal is to support all young people in progressing to further education, employment or other meaningful activities
- Goal: education, work and a meaningful life
- **No one should be left behind**



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**Thank you  
for your attention**

Tarja Heikkinen  
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# Supported employment models

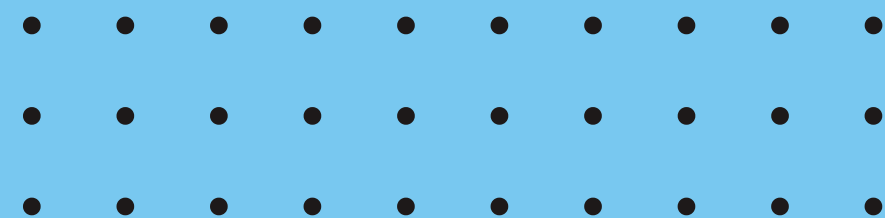
*Supported employment, including employers' engagement in inclusive labour market support*

**Trine Lycke Borgstrup**

Policy Officer

Danish Agency for Labour Market and Recruitment

Denmark



# Supported employment models

**The role of job coaches. Individualized support for young people.  
Cooperation with employers and persons with disabilities.**

Trine Lycke Borgstrup

Policy Officer

Danish Agency for Labour Market and Recruitment

Tallinn, June 2, 2026



# Agenda

- The creation of the Youth Commitment
- Outline of the Youth Commitment
- Status on implementation



# The creation of the Youth Commitment



# The Political Agreement on the Youth Commitment

The Youth Commitment (Ungeløftet) was agreed upon in October 2024 by the government and three supporting parties.

The agreement includes 10 initiatives aimed at helping young people reach their full potential in employment or education.

A total of DKK 2.3 billion has been allocated for the period 2025–2035, followed by a permanent annual allocation of DKK 150 million from 2036 onwards.



# National launch and partnership

The Youth Commitment was launched on January 28th, 2025 at Marienborg.

Twenty-four young people from across the country shared their experiences and insights with CEOs and politicians.



## Key point

**Strong political support and continued attention**



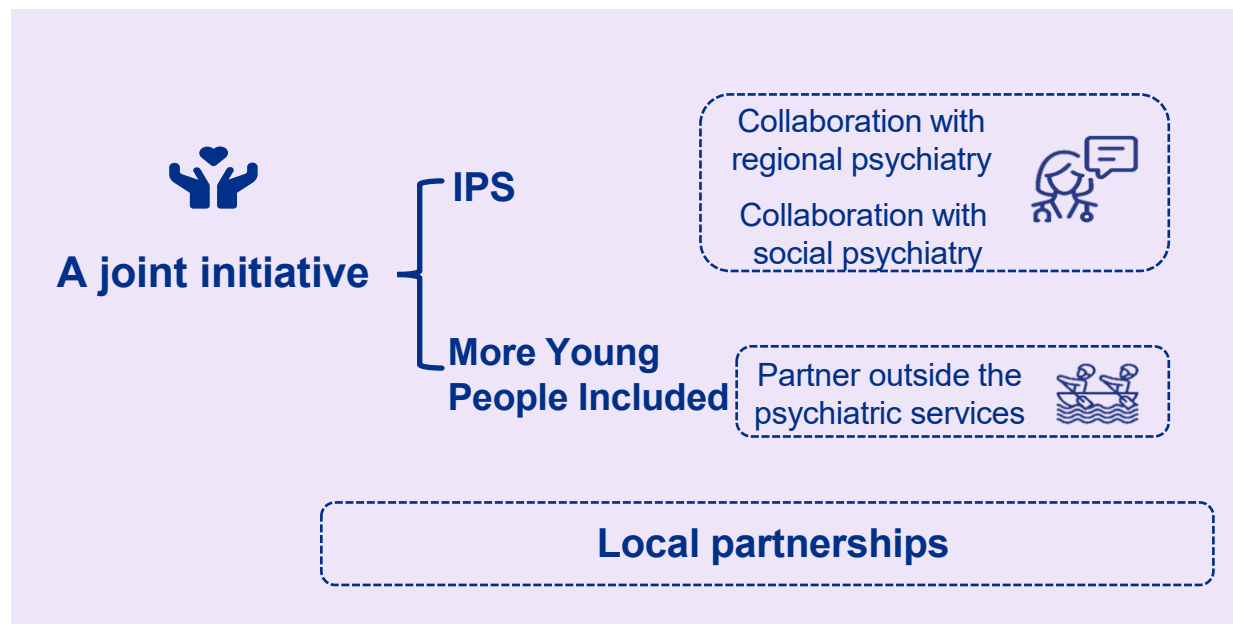
# Outline of the Youth Commitment



# The Youth Commitment (Ungeløftet)

## The Youth Commitment

### The National Partnership



### Four tracks within the Youth Commitment

- 1 IPS
- 2 More Young People Included (FUSM)
- 3 Partnerships
- 4 Outreach to young people

### The target group

Young people between the age of **15-29 years**.

- Is not in employment, education, or receiving benefits
- Is receiving benefits through the municipality
- is employed part-time up to 18 hours per week

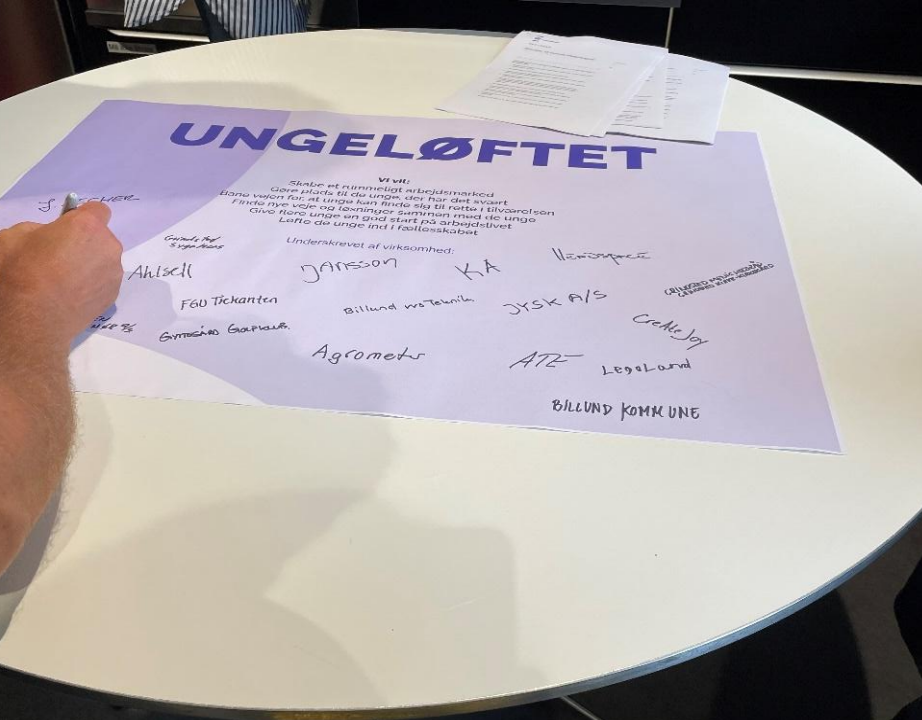


# Kick-off for the municipalities

The municipalities are encouraged to do:

- Clarification of organization within teams and management
- Onboarding of consultants for IPS and “More Young People Included” (FUSM)
- Collaboration with regional IPS ambassadors and the regional psychiatry services
- Involvement of municipal departments, businesses, and civil society (IPS principles)
- Develop clear workflows for consultants (IPS and/or FUSM) to register young people in the intervention group and track their progress





# Track 1) IPS

- Collaboration agreement with regional psychiatry
- IPS basic training for employees working with the Youth Commitment
- Workflow for identification and outreach
- Anchoring job development (regular paid hours)
- Ongoing case consultation and IPS team meetings



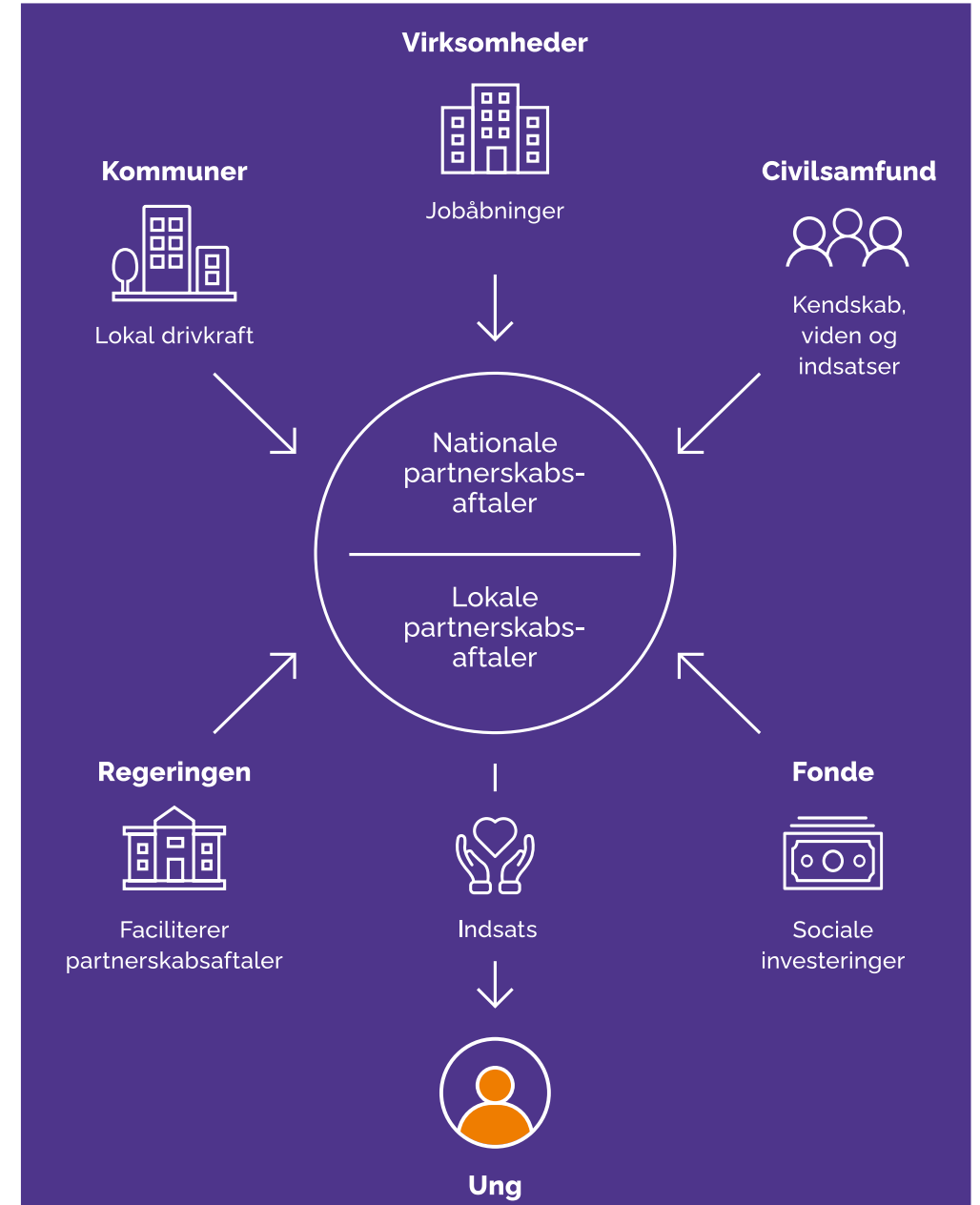
## Track 2) More Young People Included (FUSM)

- Local definition of the target group (FUSM)
- Description of the initiative and organization within the teams
- IPS basic training for employees
- Workflow for identification and outreach
- Anchoring job development (regular paid hours)
- Involvement of partners (internal/external)
- Ongoing case consultation and FUSM team meetings



# Track 3) Partnerships

- Partnership is a **collaboration** to help young people in the target group.
- The national partnership serves as **national ambassadors** for **The Youth Commitment**, and the partners are encouraged to engage their local branches.
- The partnership must come to life locally. The current process is therefore for the municipalities to establish **local partnerships**.



# Track 4) Outreach (Screening)

The municipalities should:

- Develop a strategy for how to identify young people in the target group.
- Reach out to and get in contact with these young people.
- Decide which young people can be referred to an initiative (IPS or FUSM).
- Describe the process for how others (e.g. colleagues and employees) can refer identified young people to an assessment interview for an IPS or “More Young People Included” initiative (FUSM)



## Key point

**Broad collaboration with  
companies and civil society**



# Status on implementation



# Status on the implementation of the Youth Commitment



- ✓ All 98 municipalities are participating
- ✓ National start-up seminars and regional meetings combining learning and support to help implementation
- ✓ Funding and systematic monitoring
- ✓ 250 partners in the National Partnership



# Status on the implementation of the Youth Commitment



## First feedback:

- Very positive reception and strong engagement across municipalities, companies and civil society.

## Key strengths:

- Evidence-based IPS and Supported Employment
- Strong partnership approach

## Focus going forward

- Local embedding and long-term coordination
- Partnerships developing into operational collaboration
- Competency development



## Key point

**Implementation support,  
sharing of positive results  
and best practices**





Trine Lycke Borgstrup  
Policy Officer  
[tlb@star.dk](mailto:tlb@star.dk)  
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Thank you for your attention 😊

# Supported employment models

*Supported employment, including employers' engagement in inclusive labour market support*

**PhD Inge S. Bonfils**

Senior Associate Professor  
Department of Social Work  
University College Copenhagen

Denmark

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# SUPPORTED EMPLOYMENT MODELS

Conference 'Living Independently and Working Inclusively  
- A Nordic–Baltic Dialogue'

Inge Storgaard Bonfils,  
Senior Associate Professor, Department of Social Work, University College Denmark

2th June, 2026, Tallin

# Agenda

- Supported Employment (SE) – fundamental assumptions and principles
- SE Models
- SE in the Nordic Region
- IPS and modified IPS for Youth – Findings from two Danish studies
- Final reflections

# Supported Employment (SE) – fundamental assumptions and principles

## Definition:

*“the provision of support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market”.*

(Association of Supported Employment Europe.)

# From 'train-then-place' to 'place-then-train' approach

## Train-then-place:

- Preemployment assessment
- Training in sheltered settings
- Activation and job training in work adjustment sites
- *Critics: 'Non-realistic settings'*

## Place-then-train:

- A competitive job the individual is interested in doing
- Real demands for performance
- Receive support to develop specific skills to do the job successfully
- Work accommodation
- *Experience: being part of real work and social situations at a job. (Becker & Drake, 2003)*

# Person-centered, flexible and time-unlimited support

*'Employment specialists help people find jobs appropriate for their skills and interests as soon as possible, and provide ongoing support as needed'*

(Becker & Drake, 2003:74)



# Person-centered, flexible and time-unlimited support

**Person-centred:** Personalised support based on individual needs and preferences, enabling shared decision-making

**Flexible:** Time and place are adjusted to follow the person's preferences and needs

**Time-unlimited support:** Follow-along support, continues as long as the clients want and need the support (Drake et al. 2012)

# Employer engagement through job-development and job-matching

## **SE job development approach:**

- Employment specialists build long-term relationships with employers based on clients' interests and look for job opportunities, do job-creation and job-carving

## **Job-matching:**

- A rapid job search based on the career profile of the person's preferences, skills, strengths and previous employment and education
- Follow the person's dreams and hopes (recovery-based)
- Face-to-face contact with employers in job-matching

# SE models

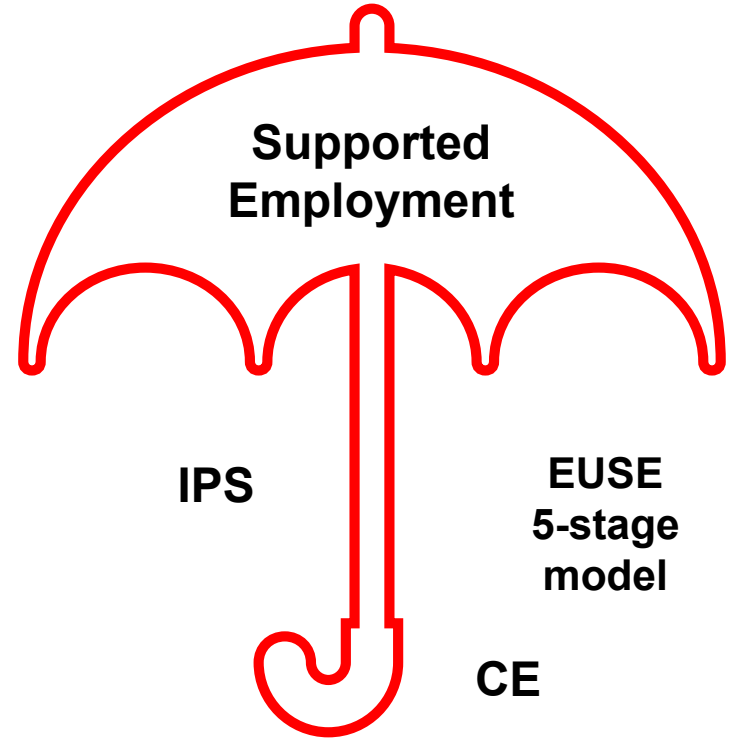
## Individual Placement and Support – IPS:

- Evidence-based SE for persons with mental health issues

## European Union of Supported Employment (EUSE):

- 5-stage model of SE, based on ‘best practice’

## Customized Employment(CE)



*This slide has been removed as it contains unpublished research findings.*

# IPS and IPS for Youth – findings from Danish study

## **INCLUSION – Project (2012-2017):**

**Methods:** RCT

**Target group:**

- Persons with severe mental health issues.

**Outcomes:**

- The proportion achieving competitive employment or education was 59.9% in IPS compared to 46.5% in those receiving service as usual – corresponding to a difference of 13 percentage points.

(Christensen et al., 2019)

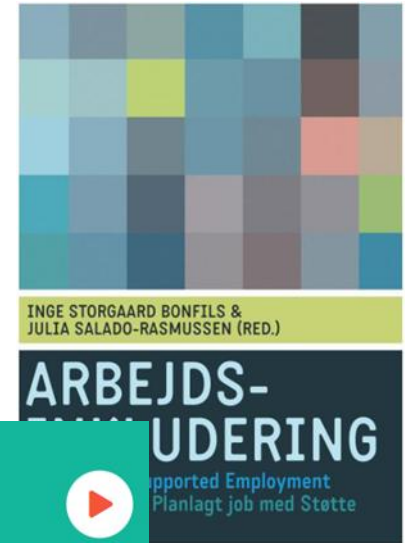
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# Final reflections

## – a turn towards SE through educational activities and professional development

### University College Copenhagen:

- Learning materials, website, podcasts, films
- Book "Arbejdsinkludering"
- Diploma module
- Basic education



Becker, D. R., & Drake, R. E. (2003). *A Working Life for People with Severe Mental Illness* (Bd. 2003). Oxford University Press.

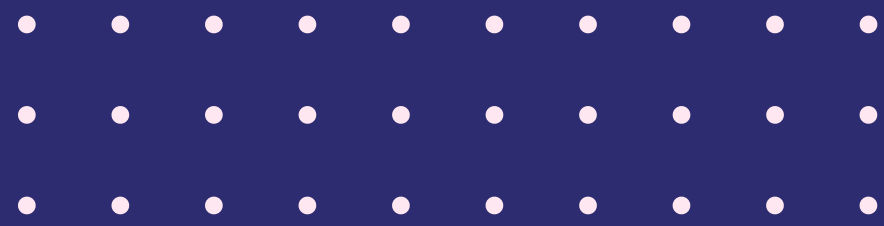
Christensen, T. N., Wallstrøm, I. G., Stenager, E., Bojesen, A. B., Gluud, C., Nordentoft, M., & Eplov, L. F. (2019). Effects of Individual Placement and Support Supplemented With Cognitive Remediation and Work-Focused Social Skills Training for People With Severe Mental Illness: A Randomized Clinical Trial. *JAMA psychiatry*. <https://doi.org/10.1001/jamapsychiatry.2019.2291>

Drake, R. E., Bond, G. R., & Becker, D. R. (2012). *Individual placement and support: An evidence-based approach to supported employment*. Oxford University Press.



# Break

Back in 14.45



# Supported employment models

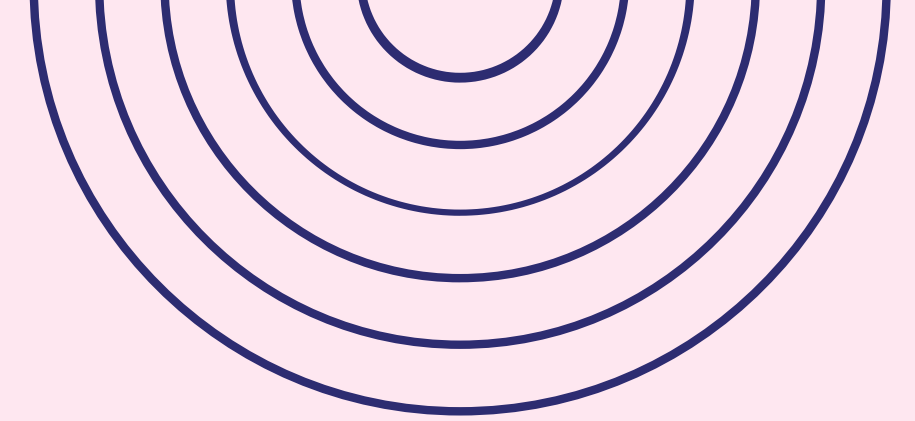
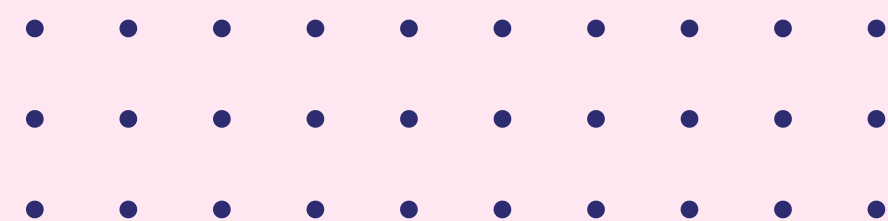
*An example of how to create jobs with and for colleagues in different kinds of supported employment.*

**Per Fruerled**

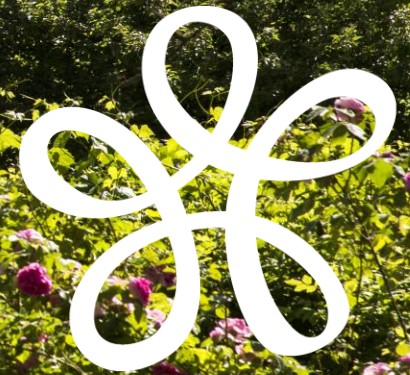
CEO

Grennessminde

Denmark



How to create jobs with and for  
colleagues in different forms of  
supported employment  
– CEO Per Fruerled



**GRENNESS**  
MINDE

## As a social enterprise, we create value through:



### SUPPORTED HOUSING

Five residential units offering supported housing for young people



### SPECIAL YOUTH EDUCATION PROGRAMME

Specially designed youth education with a focus on practical work



### SUPPORTED EMPLOYMENT

Different types of supported employment in our workshops



### COMMERCIAL ACTIVITIES





Social business activities for private and corporate customers through our cafés and shop



- **143 employees across the organisation**
- 58 colleagues on regular terms
- 26 colleagues in sheltered employment
- 13 colleagues in flexible employment
- 46 hourly paid colleagues
- 38 students
- 42 residents



# Our beliefs

-  We all have skills and a will to use them
-  We focus on interests and resources – not disabilities
-  We work together for a greater good
-  We are all colleagues, and everyone is needed





## Creating job opportunities by

### TRAINING AND SUPPORT

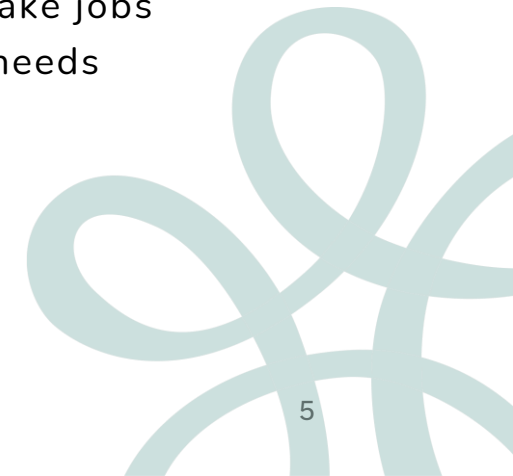
Through practical work and tasks, we prepare our students for future jobs

### MAKING BUSINESS

We produce real products for real customers to create job opportunities

### USING SUPPORTED EMPLOYMENT MODELS

We use the supported employment models we have in Denmark to make jobs and hire employees with special needs



# Designing work that fits the individual

A PRODUCTION INVOLVING MANY SIMPLE TASKS



A MIXED TEAM OF COLLEAGUES IN THE PRODUCTION UNIT



SUPPORT FROM A TEAM OF EXPERIENCED SOCIAL WORKERS



” I feel that my work is meaningful here. I have some challenges that make it difficult for me to work in a regular workplace. People are always kind here. Customers come to me with a smile and ask questions whenever there is something they don't understand. ”



**Olivier**  
Employed in supported employment

” What I like most about my job at Grennessminde is serving customers. Sometimes I can get a bit confused if a customer orders many different things, but I've learned that if I'm worried, I've forgotten something, I can just ask, and people are kind to repeat things to me. ”



**Julie**  
Employed in supported employment

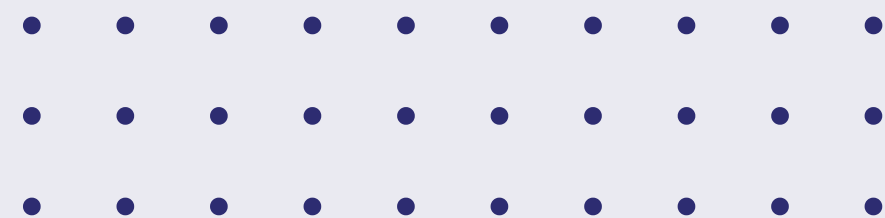


# Political strategies and presentation of promising cases/practices

**Tom Rüütel**

Employers' counsellor  
Estonian Unemployment Insurance Fund

Estonia





# Political strategies and presentation of promising cases/practices

Tom Rüütel  
*Employer counsellor*  
*Estonian Unemployment Insurance Fund (EUIF)*

# Political strategies

- In 2016, first of July, the work ability reform took place in Estonia, creating a new work ability support system.

Why this is important?

- The work ability assessment is measuring what person is **capable** of and **how difficult** it is, not what person **can't** do and **why**.
- Disability **pension** changed to work ability **allowance**. Activity requirements can be set for the allowance.
- And those who haven't activity requirements need to start to use EUIF services. Job seeking etc.

This spring-summer we are piloting Children with Special Educational Needs project, where we try to get and maintain contact with young person and match him/her with employer. And we try to support young and employers with EUIF services.

# How do we do in Estonia

- More than 94 000 people with reduced work ability, around 55 000 of them are working.
- Around 33% of Estonian population has a long-term illness or health problem.
- More than 25% of the working age population is feeling depression or elevated stress levels.
- Stigmas related with mental health
- Myths and prejudices that come from the Soviet times that people with health problems are not accepted as part of the society.



# Employment measures for different target groups and employers

## Employees with health limitations (and their employers)

- Work-related technical aids
- Workplace adjustments
- Work-related support person
- Social tax benefit

## Jobseekers and employees with health limitations

- Peer counselling
- Work-related rehabilitation
- Supported employment
- Individual solutions

## Jobseekers

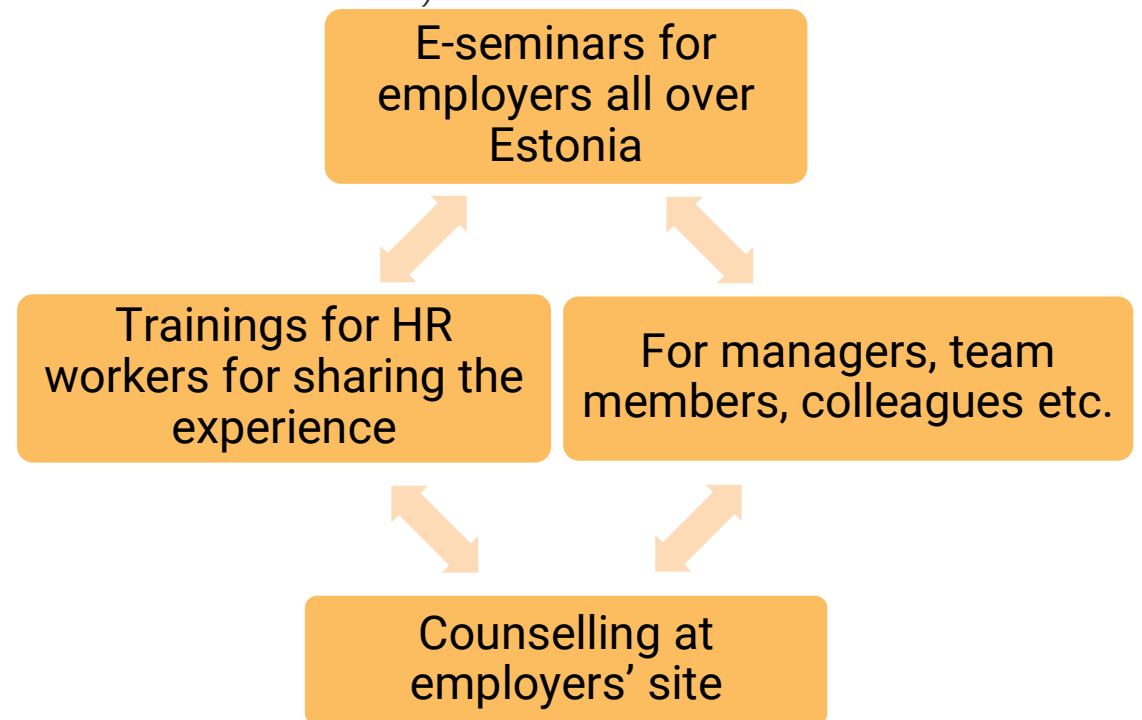
- Work practice
- Wage subsidy

## Everyone

- Career counselling
- Health-related employers' counselling
- Training (incl. degree study)
- Training grant for employers

# What is employers' counselling service?

**Aim:** The consulting and information service provides employers and colleagues (managers and team members who come into direct contact with an employee with reduced working capacity including supervisors, support persons etc.) with an overview of how to support people with various health problems and special needs in the workplace. As part of the consulting service, we offer different consultation methods to employers. The service is offered based upon the information from the employer (we don't control if there actually is someone with health limitations). **Service is for free.**



# Work-related technical aids and adjusting the workplace Examples

Accessible gates



Standing frame



Special fin



# Work-related support person



If a person needs additional help and guidance when carrying out job duties due to health-related obstacles, we offer the help of a support person.

The support person guides and assists in adapting to working life, learning and completing work assignments, planning and organising work and work-related communication. The support person does not perform the employee's duties and does not provide professional education or training.

The service can be provided for a maximum period of 12 months. If justified, the service can also be provided more than once for the same employer and the same job.

EUIF will sign a contract with the support person's employment service provider (can also be the same employer where the person who needs support works) and pay a fee for the provision of the service. The volume of the service will be agreed upon in the contract and it may be 50%, 75% or 100% of the employee's expected working time. The aim is for the employee to be able to work as independently as possible over time. If the employee is expected to need assistance for less than half of his working time, the employer must arrange for the necessary assistance and the support service will not be provided.

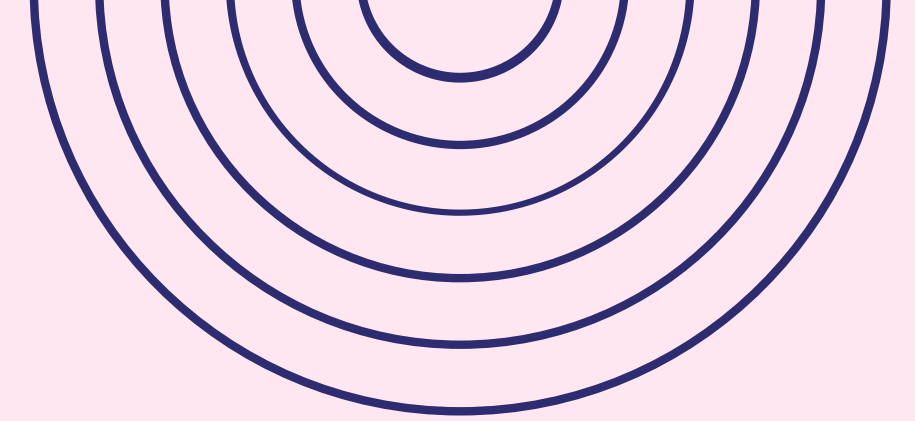
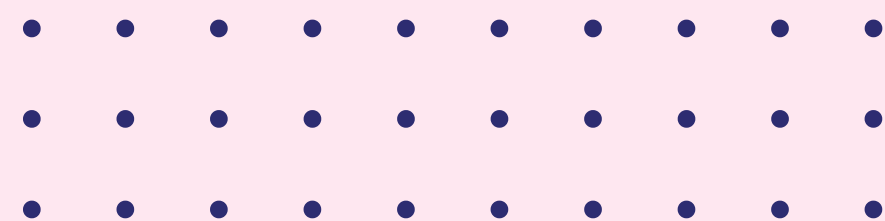
Thank you and enjoy!

# Political strategies and presentation of promising cases/practices

**Yngve Bråten**

The Norwegian Directorate for Children Youth and Family Affairs

Norway





# **Political strategies and presentation of promising cases/practices Norway**

Yngve Bråten, senior adviser

Norwegian Directorate for Children, Youth  
and Family Affairs



**Bufdir**

# The topic of the presentation

How do we work to ensure that the digital learning materials in schools are universally designed?

- > Laws and regulations
- > Regulatory compliance and oversight
- > Competency building and user participation





**Background**

# Universal design

> ... the design of products, environments, programs, and services to be usable by all people to the greatest extent possible, without the need for adaptation or specialized design. It does not exclude assistive devices for particular groups of persons with disabilities where needed.

> **CRPD article 9**

# Official Norwegian Report: «Its about time»

- > Summarizes barriers faced by people with disabilities
- > Proposes measures to ensure full equality, human rights and participation in society
- > Universal design, or the lack thereof, is considered one of the main impediments to ensure the realisation of the rights of people with disabilities



# Findings regarding digital learning materials

- > Technology can contribute to participation, but it can also create exclusion, reduced learning outcomes and marginalization, especially if digital learning resources are not accessible to all.
- > Students with disabilities often experience that digital learning materials are not universally designed.
- > Impediment to life-long learning

# **Laws and regulations**

# Laws and regulations

- > Incorporation of the CRPD into national law as of January 1.st 2026.
- > Many laws in regard to universal design
  - Regulations on universal design of information and communication technology (ICT) solutions
    - equitable participation in society
    - remove and prevent new digital barriers and prevent discrimination
- > Regulation revised in 2018: digital learning materials added



# Digital learning materials

- > Digital materials which can be used in educational work, and which is developed with the intention of supporting learning activities.
- > When is digital learning environment universally designed, according to law?
  - [WCAG 2.1](#).

# **Regulatory compliance and oversight**

# Authority for Universal Design of ICT

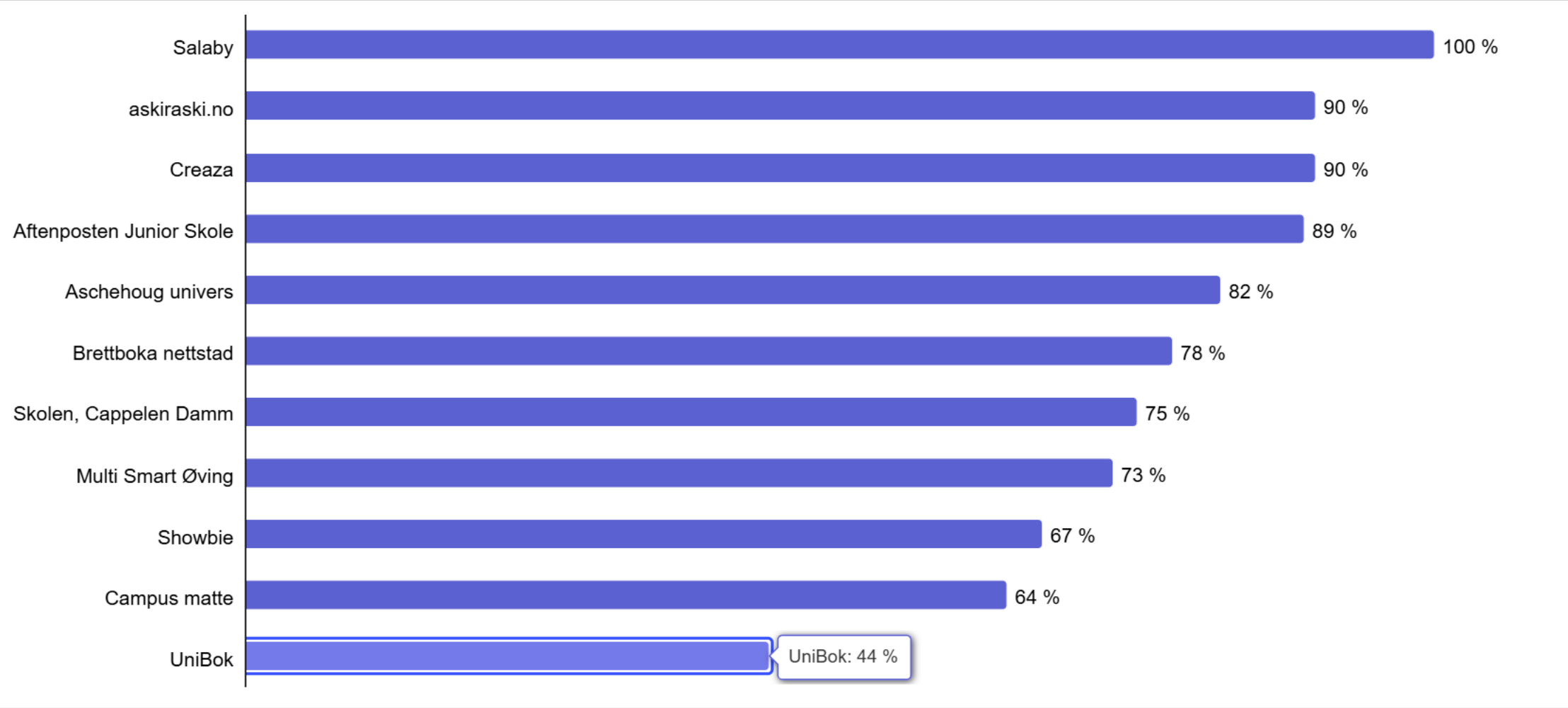
- > Responsible for following up regulations on universal design of ICT solutions
- > Established in 2013
- > Tasks:
  - Investigates whether or not organisations are complying with the requirements for web solutions and self-service machines.
  - Inform and advise about the universal design of ICT
  - Sector inspections

# 2023 sector inspection: education



- > “We have systematized input, conducted surveys, analyzed data from the inspection and reviewed research. Overall, this has given us a good overview of the challenges in the sector. The purpose is to contribute to ensuring that the digitalization of schools benefits all students”.

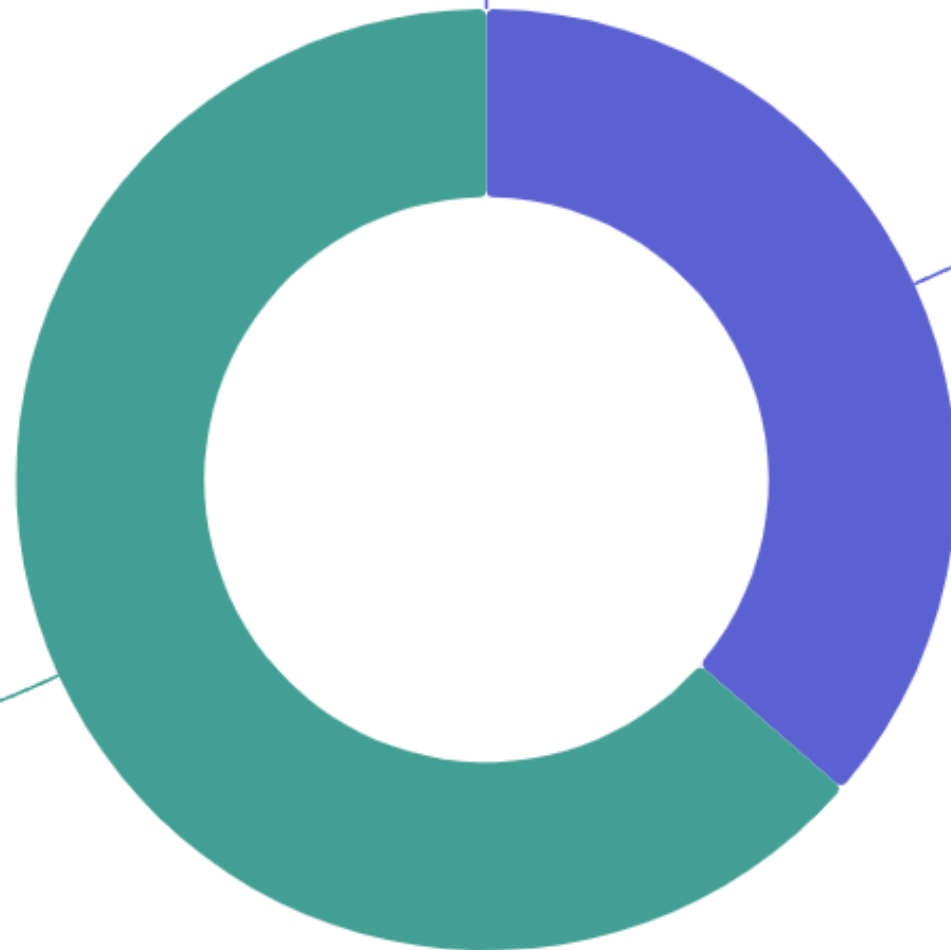
**Main finding: Lack of universal design of digital solutions threatens the right to equal education**



Tvangsmulkt iverksett: 0

Utbetra feil innan frist: 4

Vedtak om tvangsmulkt: 7



# Some main conclusions

- > Lack of knowledge about how to ensure universal design in procurement
- > Teachers
- > Developers of digital learning materials

# **Competency building and user participation**

# After the sector inspection...

uutilsynet

Den digitale skulen  
— kan alle delta på  
like vilkår?



## Universell utforming av det digitale læringsmiljøet

Her har vi samlet noen ressurser som er spesielt nyttige for deg som jobber som skoleeier, i skoleledelsen eller i administrasjonen.



## Lærerens ansvar for universell utforming

Her har vi samlet noen ressurser som er spesielt nyttige for deg som jobber som lærer.



## Test med skjermleser

Denne guiden er laget for deg som vil sørge for at digitale læremidler er mest mulig tilgjengelige for alle elever – også de som bruker skjermleser.

# What about the developers of digital learning materials?



# Standard Norway

- > A Committee of 50 organizations
- > Grants given from the government
- > Connecting requirements with principles for pedagogy og best practices
- > Official guidance – free of charge: N/TS 11043 "Equal access to digital learning materials in school and education"


# Online resource

- > Based on the official guide
- > Provide specific advice and examples for creating learning materials that work for students with different needs.
- > Intended for developers, editors and designers.

## Universell utforming av digitale læremidler


Dette er en ressurside for utviklere, redaktører, designere og andre fagpersoner som jobber med digitale læremidler. Her finner du best praksis utviklet i samarbeid med bransjen, basert på felles prinsipper for universell utforming.

[Les om prosjektet](#)




### Redaktør

Redaksjonelt arbeid for universell utforming



### Designer

UI og UX -design for universell utforming



### Utvikler

Utvikling og programmering for universell utforming

# Summary

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Laws and regulations

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Regulatory compliance and oversight

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Competency building

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Collaboration and user participation

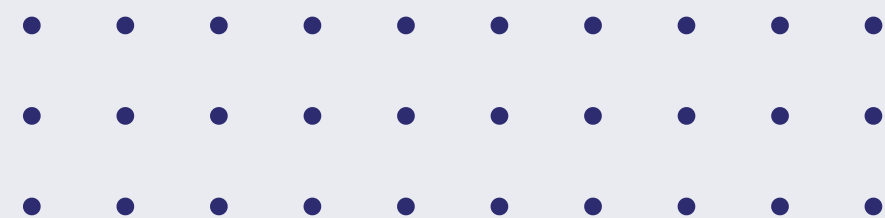
# Political strategies and presentation of promising cases/practices



**Anna Klara Georgsdóttir**

Senior Advisor  
Ministry of Social Affairs and Housing

Iceland





# Political strategies & promising practices in Iceland

Anna Klara Georgsdóttir, Senior advisor

**Government of Iceland**  
| Ministry of Social Affairs and Housing



# Education - legislation

## The Compulsory School Act nr. 91/2008

- Pupils attend their neighbourhood school
- Exclusion based on disability is not acceptable
- Schools adapt to pupils' needs
- Support services are integrated into all schools



# Education - legislation

## The Prosperity Act nr. 86/2021

- All children have the right to receive the services they need, when they need them
- Active collaboration between service systems, on three levels:

Level 1: General support, groups

Level 2: More individual and targeted support

Level 3: Extensive specialized support

# Education - strategy

## Education Policy until 2030

- Equity and equal opportunities
- Teaching quality
- Skills for the future
- Well-being at the forefront
- Quality education





# Education - strategy

A national implementation plan of the CRPD 2024 – 2027

- Increased variety regarding high school options
- Confirmation of studies
- Assessment of the benefits of support within higher education
- Increased funding to universities to offer more variety for students with disabilities





# Education – practice

Special education courses in all  
public high schools

Work-related University diplomas

Some challenges when it comes to  
implementation



# Employment - legislation

## The Equal Treatment on the Labour Market Act nr. 86/2018

- Prohibits discrimination in employment
- Duty to provide reasonable accommodation
- Protection during recruitment
- Equal pay



# Employment - legislation

## Reform of the pension system 2025

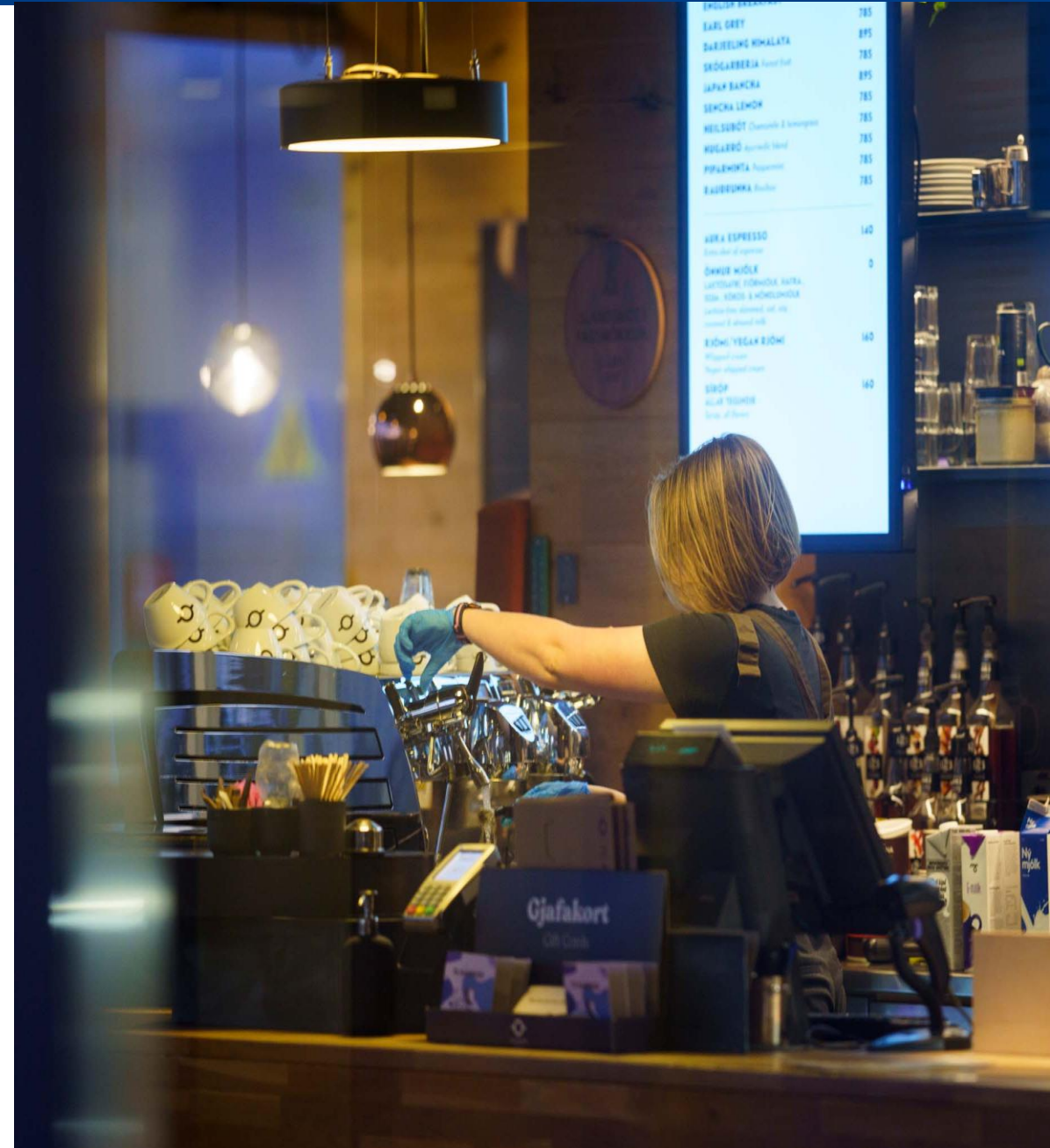
- New disability and partial disability pensions
- Medical and rehabilitation pensions
- A new integrated expert assessment
- Activity grant



# Employment - strategy

## Unndís – a strategy to increase part-time jobs

- Based on The UN Disability Inclusion Strategy (UNDIS)
- Targeted support and education to employers
- Assessment of the workplace's level of inclusion
- Training on reasonable accommodation
- Support
- Evaluation and feedback





# Employment - practice

Stepping Stones

Supervisors

Skills in the Labour Market

Some challenges when it comes to implementation



# Thank you!

[anna.georgsdottir@frn.is](mailto:anna.georgsdottir@frn.is)

**Government of Iceland**  
Ministry of Social Affairs and Housing

# Vitamin break

16.45 - 18.45

Field trips to:

- Astangu Vocational Rehabilitation Centre
- Tallinn Specialized Care and Rehabilitation Service Center  
Haabersti Clubhouse
- Pool & looP - Recovery Learning Community

