

Increased segregation in working life and education in spite of anti-discrimination rules and legislation

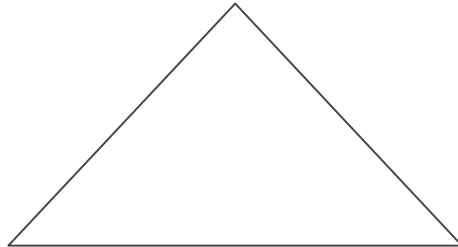
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Normalisation Integration



Full participation & equality

Rules, Statement & Convention

- UN Standard rules (1993)
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- 
- 


UN Standard rules

Rule 5: Accessibility

- States should recognize the overall importance of accessibility in the process of the equalization of opportunities in all spheres of society. For persons with disabilities of any kind, states should
 - (a) introduce programmes of action to **make the physical environment accessible**; and
 - (b) undertake measures to provide **access to information and communication**.

UN Standard rules

Rule 6. Education

- States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, **in integrated settings**. They should ensure that the education of persons with disabilities is **an integral part of the educational system**.

Rule 6: Education

(some details)

2. ... Adequate accessibility and support services, **designed to meet the needs of persons with different disabilities**, should be provided.

RE

(more details)

8. In situations where the general school system does not yet adequately meet the needs of all persons with disabilities, ~~sh~~

~~th~~

...

The Salamanca Statement (1)

- We, ~~the~~
Special Needs Education
- representing **92 governments** and
- 25 international organizations,
- assembled here in
- Salamanca, Spain, from 7-10 June 1994,
hereby reaffirm our
- **Commitment to Education for All**



We believe and proclaim that:

- ~~th~~
~~e~~
- ~~th~~
them ~~va~~
- ~~th~~
~~h~~

The Salamanca Statement (2d)

that regular schools with this inclusive orientation are

- the most effective means of **combating discriminatory attitudes**,
- creating **welcoming communities**, building an inclusive society and achieving education for all;

The Salamanca Statement (8a)

Inclusive schooling is the

- **most effective means for building solidarity** between children with special needs and their peers.
- Assignment of children to special schools – or special classes or sections within a school on a permanent basis – **should be the exception**

ICIDH, 1980

International Classification of Impairment, Disability & Handicap

- **impairment**
↓
- **disability**
↓
- **handicap/hand-in-cap**
↑
- **environmental demands**

WHO. (2001). *ICF* (ICIDH-2)

International classification of functioning and disability.

Geneva: Assessment, Classification and Epidemiology Group.

New view on handicap = health/handicapping situations

Body functions and
structures

Activities

Participation

Surrounding
factors

Activities : the way to do things/activities

Participation : engagement in life situations

Surrounding factors: physical environment and social milieu

Convention on the Rights of Persons with Disabilities

Article 1

- The purpose of the present Convention is to promote, protect and ensure the **full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities**, and to promote respect for their inherent dignity.

Rights of Persons with Disabilities

- Persons with disabilities include those who have **long-term physical, mental, intellectual or sensory impairments** which in **interaction** with various barriers **may hinder** their full and effective participation in society on an equal basis with others.

Rights of Persons with Disabilities

Article 7

- Children with disabilities
- 1. States Parties shall **take all necessary measures** to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
- 2. In all actions concerning children with disabilities, **the best interests of the child** shall be a primary consideration.

Education and the Labour Market

- Labour market situation for disabled persons
– 4th quarter 2008
- Statistics Sweden (2009:3)
- Statistics Sweden, Labour Force and Work Environment
Surveys Unit
Box 24300, SE-104 51 Stockholm
marie-louise.jadert@scb.se

Source: Statistics Sweden, *Labour market situation for disabled persons – 4th quarter 2008.*

Overall statistics 1

- Population 16-64 years = 5 943 000
- Without a disability = **84,5 %** (5 022 000)
 - women **83,4 %** (2 436 000)
 - men **85,6 %** (2 586 000)

Overall statistics 2

- Disabled persons = **15,5 %** (921 000)
 - women **16,6 %** (486 000)
 - men **14,4 %** (434 000)
- With a reduced ability **8,8 %** (525 000)
 - women **10,2 %** (298 000)
 - men **7,5 %** (228 000)
- Without a reduced ability **6,2 %** (367 000)
 - women **5,9 %** (172 000)
 - men **6,4 %** (194 000)

Regular Labour Force Surveys

- This survey is based on **interviews with 32 229** persons aged 16 to 64 conducted during the fourth quarter of **2008**.
- If the survey results are ascribed to the population then more than **900 000 persons in Sweden aged 16 to 64 have some form of disability**
- More than **half million** of these persons regard their **ability to work as being reduced**.

Further:

- A **larger percentage of women** than men report some form of disability.
- There are also more women than men among the disabled who regard their abilities to work as being reduced.

and:

- **13 %** of the employed part of the population report that they have **some disability**
- and **7 %** report that their ability to work is **reduced**.

Kind of disability

- The most common disabilities are
 - **motor disabilities** and
 - **asthma** or
 - **allergies** or
 - other form of **hypersensitivity**.
- Motor disabilities are the most common for those with reduced ability to work.

Definitions 1: Disability

- Reduced sight/vision or hearing
- Speech or voice problems
- Motor disabilities
- Asthma or
- allergies or other form of hypersensitivity.
- Psychological disabilities
- Diabetes
- Heart/lung problems
- Stomach and intestine problems
- Psoriasis,
- Epilepsy,
- Dyslexia
- "or alike"

Definition 2

- The definition of disability used in the survey (as above).
- More than half million of these persons regard their ability to work as being reduced.

Ages

- Nearly **half** of the disabled are aged **50 – 64**
- and **more than 50%** of those with **reduced** ability to work are in this age group.

Level of education

- The **level of education** is **lower** among the disabled than among the population as a whole
- and it is clearest among the disabled with **reduced** ability to work.

and further:

- **33%** of the population as a whole have **post-secondary education**,
- among the disabled without reduced ability to work this figure is **28%** and
- Among people with **reduced** ability to work the figure is **21%**.

In the labour force

- **66% of disabled persons were in the labour force in 2008**
- compared to 79% for the population on the whole and
- **81% for non-disabled persons.**

Tendency

- There is an **increasing tendency** toward distance from labour force participation since 2006 between the disabled and the non disabled.

Conclusion 1

- Since 2000, the percentage of disabled persons without reduced ability to work has remained the **same or been higher** than the percentage of those who are not disabled.
- This indicates that **disability in itself is not affecting participation** in the labour force or the employment rate.
- The **important factor** is whether or not the disability results in **reduced ability** to work.

Conclusion 2

- **Unemployment** among the disabled amounted to **6.5%** during the fourth quarter 2008, compared to **4.9%** in the population as a whole.
- 9.1% among the disabled with reduced ability to work were unemployed.
- There is **a trend of rising unemployment** since 2006, but no significant differences exist between the years.

Conclusion 3

- The percentage of **full-time employees** among the disabled is **lower** than
- among the non disabled. However, disabled persons **without reduced ability**
- to work do work full time to **the same** extent as the non disabled.

Conclusion 4

- Since 2000 the percentage of **full-time employees with disability has decreased** from 73 % to 65 % in 2008.
- The percentage of full-time employees among the non disabled has been fairly unchanged, 80% in 2000 and 79% in 2008.

Conclusion 5

- Women with disabilities, like women in the population as a whole, work **part time** to a greater extent than men.
- However, the difference between the sexes as regards employed persons with disabilities and reduced abilities to work is less than among the employed persons with disabilities on the whole.

Conclusion 6

- Almost 10% is **self-employed**, both among the population as a whole and among persons who are disabled.
- Among disabled persons with reduced ability to work, it is **even more common** to be self-employed.
- There is a larger percentage of men than women in both the population and among disabled persons who are self-employed.

Conclusion 7

- Persons **with disabilities** work in the municipal sector to a greater extent than the population as a whole
- This applies to a greater extent for disabled persons who also have reduced ability to work.

Conclusion 8

- Men work in the private sector to a significantly greater extent than women,
- while the opposite applies for the municipal sector and county council levels.
- This applies to disabled persons as well as to the not disabled persons.

Conclusion 9

- Ca 3/4 of **employed** disabled persons with reduced ability to work report they need adaptation of their working conditions.
- Women require adaptation to a greater extent than men.
- Mainly needed are **adapted work duties, adapted work rate, adapted working time and/or adapted aids**.
- Women to a greater extent than men are in need of adapted working time.

Conclusion 10

- Among those **not employed** nearly half see that at least some measure should be needed for them to be able to work.
- The most important measures needed are getting help with adapted work duties, adapted work rate, adapted working time and adapted aids.

Discrimination of disabled persons

- **12% of all disabled** persons experienced some form of discrimination due to their disabilities.
- **Significantly more, 22%, among disabled persons with employment** and with reduced ability to work have been discriminated.
- Conditions for those without reduced ability to work are significantly better.

Denied jobs

- 4% of all disabled persons and 6% of those with a reduced ability to work say that at some time during the last five years they have been unfairly treated and **were denied jobs** for which they had sufficient qualifications due to their disability.

Salary

- Ca 1% of disabled persons without reduced ability to work and 6% of those with reduced ability to work report that they have been unfairly treated in **salary negotiations** due to their disability sometime in the past five years.
- Women report salary discrimination to a greater extent than men.

Dismissal

- 7% of disabled persons with a reduced ability to work experienced **layoffs or dismissal** due to their disability in the last five years.
- Only 1% of those without reduced ability to work have experienced the same.

Bullying

- 6% of all disabled persons and 2% of disabled persons without a reduced ability to work say that they had been **bullied, harassed or offended** due to their disability in the past five years.
- Among disabled persons this is more common for women than for men.

A paradoxical development

(Magnus Tideman)

- **”A school for all”**
- **A (partially) contradictory practice**
- **Increase of pupils in the särskola**
- **Neuro-psychiatric diagnosis**
- **Small group instruction in regular schools**
- **Private (free) schools**
- **Big differences within and between municipalities**

Increase of pupils in the särskola

- 1968 – 1990 0,6-0,7 %
- 2007 1,6 %

New groups:

- **mild intellectual disabilities**
- **new and different difficulties as to former tradition**
- **big local differences**
- **larger share of students in “inclusive education”**

Reasons

- **More theoretical instruction**
- **Marks / “betyg” / character**
- **Individualised education (without “individualisation”)**
- **Cost-effectiveness / result units**
- **Better diagnosis**

More students in särskolan & more persons in day centres (daglig verksamhet)

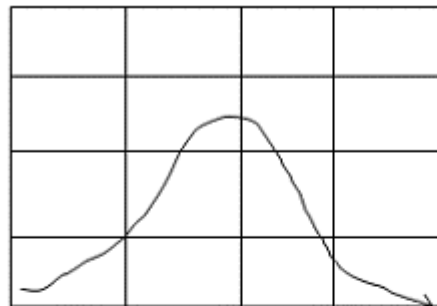
- **Large increase in number at day centres due to**
- **new groups & new demands**
- **decrease in resources**

or:

- **lower quality (in the labour force)?**
- **higher need for adult education?**

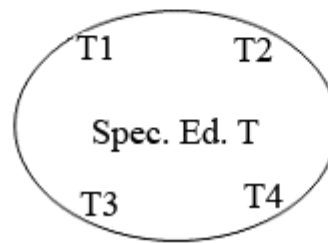
Organisation model

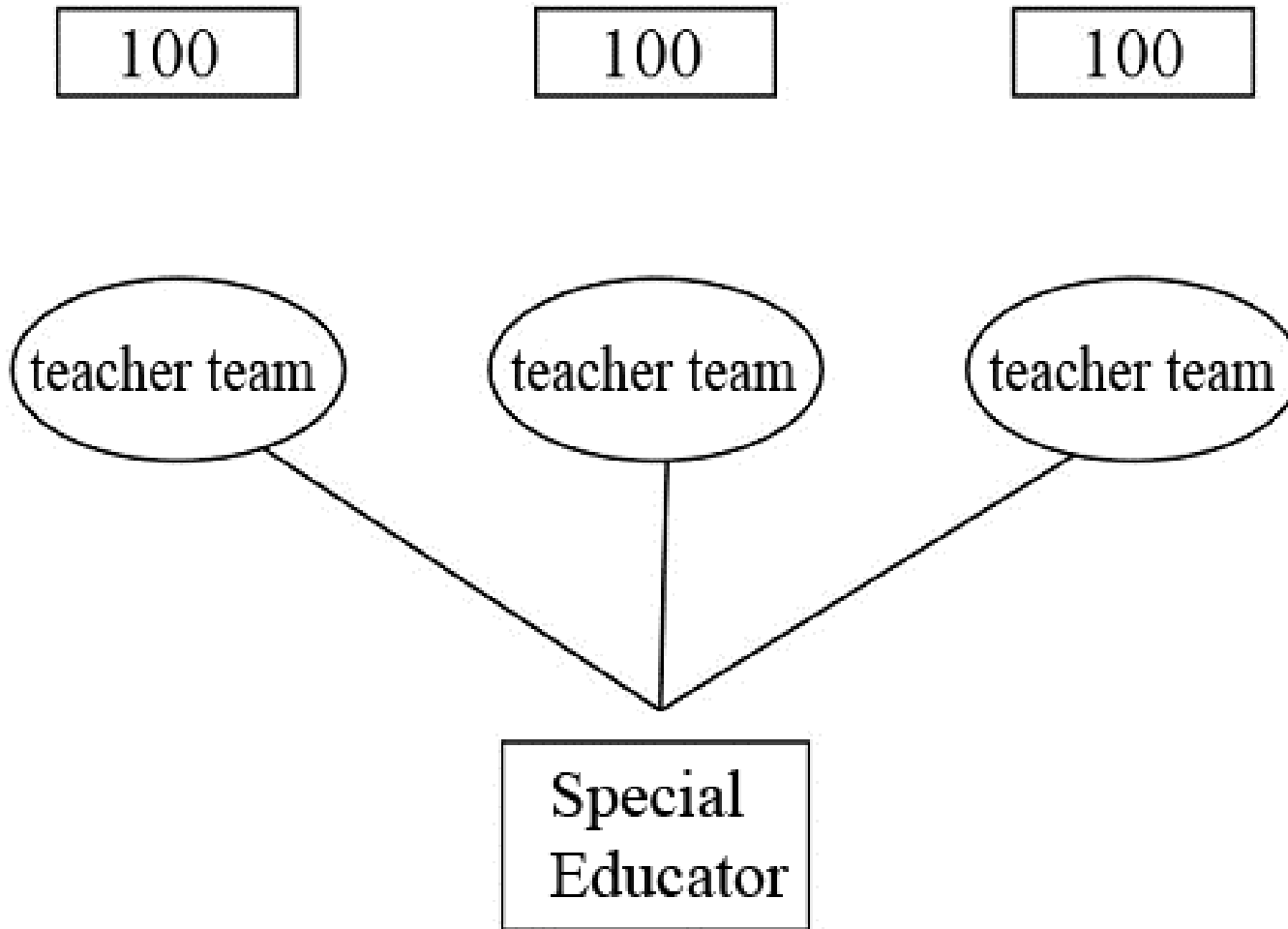
100 students
group sizes 1-100



heterogeneous
groups

homogeneous
groups





This view [integration] accepts that the technical approach often amounts to little more than variations upon an assimilation score. Inclusion is not assimilation, it speaks to the value and contribution to the patterns within the social mosaic.
(Corbett & Slee, 2000, s 143.)

The central mission:

Qualification to meet all students

Which means

A way out from

- *a paradigm of special instruction, characterised of insulation and segregation*

and into a way of rapproachment to

- *a paradigm of special education characterised of integration, participation and solidarity.*