4.5.2017 NNDR Conference Keynote on

“Challenges for Disability Studies in Europe: Anti-discrimination and/or Social Rights”

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Outline

1. Inclusion and segregation in education

2. Labour market and economic regime

3. Challenges for the discipline and disability politics
Classification & Segregation in EU

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Finland</td>
<td>17.8</td>
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<tr>
<td>Iceland</td>
<td>15.0</td>
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<tr>
<td>Denmark</td>
<td>11.9</td>
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<tr>
<td>Portugal</td>
<td>5.8</td>
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<tr>
<td>Norway</td>
<td>5.6</td>
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<tr>
<td>Germany</td>
<td>5.3</td>
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<tr>
<td>Belgium (FR)</td>
<td>5.0</td>
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<tr>
<td>Belgium (FL)</td>
<td>4.0</td>
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<tr>
<td>Spain</td>
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<tr>
<td>Austria</td>
<td>3.2</td>
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<tr>
<td>England &amp; Wales</td>
<td>3.2</td>
</tr>
<tr>
<td>France</td>
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<tr>
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<tr>
<td>Sweden</td>
<td>2.0</td>
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<tr>
<td>Italy</td>
<td>1.5</td>
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</tbody>
</table>

Table adapted from Powell/Pfahl 2012
Social legislation defines disability as...

“when someone's bodily functions, intellectual capacity or mental health deviate – in all likelihood for a period of at least six months – from what may be considered the norm for someone of the same age, and their social participation is therefore compromised”.

(Social Code, Book IX)
Risk of becoming disabled...

- day care 90% inclusion
- school education 80% segregation
- more boys than girls visit special schools (13% vs. 4%)
- 75% of special school leavers do not receive a certificate
- 20% of grown up people with disabilities (between 30-64 years) have no occupational or vocational training

(see BMAS 2016; Pfahl 2011)
“Paradox of Special Education”

- a rising number of children are included & are excluded
  
  (Richardson/Powell 2011)

- disadvantage for the students & profitable for the profession
  
  (Pfahl 2011; Pfahl & Powell 2011)
Economic situation

- low chances to participate in the labour market
- in Germany often unemployed, poor and on social welfare
- In Europe, a majority live in very poor (almost 30%) or poor (50%) financial conditions
- further almost 20% claim, that they can only cover basic needs with great difficulty

(Maschke 2008: 97)
Unemployment and ‘Inactivity’

- unemployment rate of those capable of daily work is 20%
- although unemployment is so high, the real problem is with the very high share of occupationally inactive people (60%)
- only 30% of disabled people participate in the labour market
- FR, NL, AT, GB 35% of the disabled were employed
- Southern European states, IR & ESP is 11%

(Maschke 2008: 87)
Work & Employment

- reclining number of state funded advanced training
- number of sheltered work places has doubled
- 300,000 people work for a “Taschengeld” (pocket money) in sheltered workplaces in Germany today
- supported employment & assistance at work is developing slowly

(DGB Bundesvorstand 2016; BMAS Teilhabebericht 2016)
Economic Regimes

- In education, inclusion is rising, as is segregation!
- The will to include and non-discrimination does not prevent inequality.
- “flexible work force” and diversity of human capital
Wir möchten euch auf ein besonders das Programm hinweisen: "DisAbility Talent" unterstützt Studierende mit Behinderung beim Skill-Aufbau insbesondere im Bereich Karrierestrategie und Bewerbungsstrategie.
Ein neuer Turnus startet, und die Anmeldungen sind geöffnet!

**ERFOLGREICH IM STUDIUM? BEHINDERUNG?**
Bank Austria, REWE International, PwC, Österreichische Nationalbank und Caritas suchen DICH!


**NETWORKING / JOB-SHADOWING / SKILL BUILDING / KARRIERE COACHING**
- Matching Day und Abschlusssevent mit Personalverantwortlichen und Führungskräften der Unternehmen
- Job-Shadowing in den Unternehmen
- Trainings und Veranstaltungen in den Unternehmen
- Karriere-Coaching und Workshops zu Selbstpräsentation
- Exkursionsvos zu studieren und arbeiten mit Behinderung im Ausland
- Gelegenheit sich bei Unternehmen zu präsentieren, die aktiv auf der Suche nach mehr MitarbeiterInnen mit Behinderung sind.

Alle Informationen zur Bewerbung auf: [www.disability-talent.com](http://www.disability-talent.com)
EU Developments

“In many EU member states there have been no significant changes introduced in law and policy following ratification of the CRPD”.

“There remain significant problems on the ground in terms of achieving equality, equal opportunity and equal access for people with disabilities across many fields, not least of all education”

(Waddington/Broderick & Poulos 2016: 150 & 17)
Facing Austerity & right politics

– debate about different disability studies concepts
– increasing competition between models of disability
– social model highlights conflicts between persons considered being able and being disabled & cultural model is aiming towards a critique of disability itself
– But in current societies, disability is characterized by the interaction between the cultural and the social!
Conclusion

– idea of equality and social rights of all people

– CRPD has set up the agenda for inclusion: it contains legal aspects of anti-discrimination & equal rights for all

– lack of approaches to mainstream disabled persons

– emancipatory research framework, data collection

– understand disability as the denial of social rights

– alliances with other disciplines, professions, employee groups, unions, associations, marginalized groups
Literature


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