

Inclusive Education and the UN Convention

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SFS

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Initial Point

- The initial point of the debate on inclusion lies in the criticism of the idea of „feasibility“, whether it is possible to make the life of people „better“ – prenatal and postnatal
- This includes criticism on eugenetics as well as on prenatal diagnostics, and criticism on any form of utilitarianism (like this of Peter Singer, Australia)

Definitions

- We distinguish
 - Impairment („Schädigung“)
 - Disability (Beeinträchtigung“)
 - Handicap („Behinderung“)
- UN Convention
 - Respect and human dignity
 - nondiscrimination
 - participation
 - equal chances

The UN Convention

- Convention on the Rights of Persons with Disabilities
- Ruled at UN in 2006, resumed in Austrian law in 2008
- The frame: The Human Rights Declaration
 - Equality of opportunities & non-discrimination
 - Inclusion
 - Respect
 - Equal treatment

Different approaches to deal with

- Historically seen we have three approaches to deal with in separation of persons with disabilities
 - Rehabilitation
 - Integration
 - Inclusion
- The common frame is the discussion of **Deinstitutionalisation**

Deinstitutionalisation

- Criticism on all „*total*“ *institutions* (Goffman, Foucault)
 - residential (group homes,..)
 - ambulant
 - extramural
- Goal of the debate is to overcome the institutional support by self organization and self management

„the Total Institution“

- ❑ Authority over all „inmates“ (=clients, patients)
- ❑ The interests of organization are dominant over the interests of the „inmates“
- ❑ Dictatorship of the experts
- ❑ Custody instead of support
- ❑ „inmates“ are exploited for the interests of the organization and the society

Rehabilitation (1)

- ❑ Rehabilitation focuses on the body, it tries to rebuild the fitness to employment, all other goals are secondary
- ❑ Rehabilitation deals with the person and her/his resources (deficits) but not with society

Rehabilitation (2)

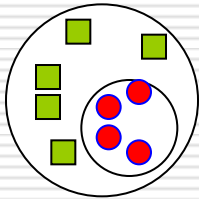
- Focus on the labor market
- Background is the traditional understanding of „standardisation“ (in the sense of norms)
- 3 aspects
 - medical rehabilitation
 - occupational rehabilitation
 - social rehabilitation

Integration (1)

- Integration depends on different settings
- Hovorka defined integration by
 - Integration is indivisible
 - Integration is discourse orientated
 - Integration focuses on clients
 - Integration is holistic (all problems)
 - Integration respects clients' expertise
 - Integration includes the „right to be different“

Integration (2)

Integration



- Integration includes the „right to be different“
- Inclusion does not create a different society but the **intentional „other“** within the society

Integration (3)

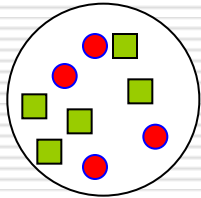
- Integration is the strategy of the outsiders
- It includes also the desire for „contrary privileges“
 - *„nothing for us without us“* (Independent Movement)
 - *„positive discrimination“* (Gender Mainstreaming)
- Integration, in my opinion, is **not the way** to a different society

Inclusion (1)

- ❑ Inclusion is society oriented
- ❑ Inclusion focuses on structures (systems), not persons
- ❑ Inclusion does not focus on differences, but on similarities; → it does not focus on the reason of marginalisation but on the marginalisation
- ❑ Inclusion is focused on human rights

Inclusion (2)

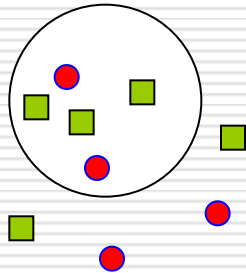
Inclusion



- Inclusion disjunctions not disappear
- But they are **no longer** „the differences, that differ“ (Spencer Brown)

Inclusion (3)

Inclusion



- Inclusion of an attribute (f.e. nation) opens the view for **further disjunctions** (f.e. sex, age)
- Inclusion seems to have the same role as the horizon:
 - *You can never reach it, but it gives direction and on the way you can solve other problems*

Inclusion

- Inclusion is able to ...
 - ... overcome the boundaries of our ideas about „disability“ or „poverty“
 - ... mark different separative factors to make them changeable
 - But also the strategy of inclusion gained some criticism

Research about inclusion

- Research about inclusion needs
- ... to be in the same dimension as research about exclusion
- ... to be as well theoretical as empiric research
- ... to think about the other dimensions (separation, integration, Assimilation)
- ...to look at **all** excluding factors (money, approval, stigma, participation, time...)

... this means

- To choose the „right“ perspective
- If the starting point of our debate is exclusion, which means to be alien, then we can say:
 - „to be alien“ is a concept without any counter-concept („we“ is not a concept in classic meaning, but some like the rest of all)
 - The sovereignty of definition in dealing with the „concept of being an alien“ means to define the threat, extension and term of exclusion
 - Policy consulting and political research should produce data and orientations in favour

antagonism

- We find antagonism f.e. between
 - the interests of clients and social workers
 - the interests of persons and institutions
 - the needs and the resources
- Only in discourses to define is
 - justice
 - equality

In the Educational System

There are different meanings

- ❑ Rehabilitation – training of the „disabled“ persons to fit into society
- ❑ Integration – pupils with and without handicap live and learn together
- ❑ Inclusion – there is no difference which distincts about handicap – the distinctions matter only in the personality of pupils

What is to do?

- Continuing the discourses on deinstitutionalisation
 - Radical criticism on total institutions
 - How to deal with existent institutions
- Discourses of inclusion must be practical in daily work
 - Therefore the discourse must be brought to the „base“
 - The discourse must be freed from populist elements
- Integration of this discourse in our teachings
 - Attend the dialect between our claim and the feasible

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**Thank You
For Your
attention!**