

Dis/ability and sustainability

Designing independence by disability
movement and disability studies?

Creating the Mindset of Sustainable Societies

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Creating a mindset

- turning the gaze to the oppressive society
- and, to a discussion of how to make it better
- Dis/ability – independence – disability movement and disability studies – “my” concepts
- To create a mindset by discussion on design and sustainability – “your” concepts



Independent living?

Convention on the Rights of Persons with Disabilities and its Optional Protocol

Adoption by the United Nations General Assembly

- 13 December 2006

Opened for signature

- 30 March 2007

Entry into force

- 3 May 2008
- Finland's Disability Policy Programme 2010–2015
- Council of Europe 2006
- European Commission 2010

Salamanca Statement and Framework for Action on Special Needs Education (UNESCO 1994): global consensus of inclusive education

A Paradigm Shift

- The Convention marks a 'paradigm shift' in attitudes and approaches to persons with disabilities.
- Persons with disabilities are not viewed as "objects" of charity, medical treatment and social protection; rather as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.
- The Convention gives universal recognition to the dignity of persons with disabilities.
- a universal need to diminish discrimination and lower barriers for equal participation for people with disabilities
- defend discriminatory attitudes, welcoming differences and building inclusive society for everybody

Convention in Brief:

<http://www.un.org/disabilities/default.asp?navid=15&pid=162>

Patient, client, service user, expert by experience – concept of dis/ability

- Long traditions of benevolent, philanthropic help, care and support for those "in need" of care, help and support
- Traditional perspective to disability: psycho-medical and social policy calculation model
 - diagnosing the problem and pathology, defining the cure and care processes, measuring the ability level and the special needs
- For purposes of designing professional care, help and support

Disability movement and disability studies turning the gaze

- disability movement; like feminist, anti-racist, post-colonial, queer perspectives arising from 1960's
- Social model: disability as production of social structures that forms barriers, obstacles, hindrances to participation and full citizenship; experiences of discrimination and exclusion
- human rights, equality, justice
- dis/ability theory; deconstructing categorizations and normalcy; how the hegemonies and hierarchies are constructed
- Feminist post-structuralist theorization; subjectification – Subjectification into discourse; learn to speak and act in the position given to you; both subject of and subjected to the discourse

Research partners

– experts by experience

- Starting point: people with disabilities are subjected to institutional oppression – services go through their lives
- their wellbeing is "taken care of" by professionals in many levels; They are taught and learned to take the position in the service system
- Getting along in everyday dependent on care, help and support from others
- Services usually segregating; housing, working, schooling, health care, hobbies in "special" groups; e.g. integration and inclusion as educational ideals rather new and hard to apply

- persons with disabilities are surrounded by those who "know" what is the best for "you"; can produce contradictions between the individuals themselves, relatives, friends, different professionals
- Self-determinance difficult; professionals, service system, relatives etc. offers easily quite "ready made" manuscripts for life choices
- All these perspectives have different kind of "expertise by experience" to negotiate about what is "best for you" – and they are all "right"; can not deny; but the individuals themselves most often don't get heard – maybe don't have even a language to tell their views and wishes – whose expertise counts most?

Perttula vocational special school area, main building ca. 1850

- Institution for people with ID 1891-2009

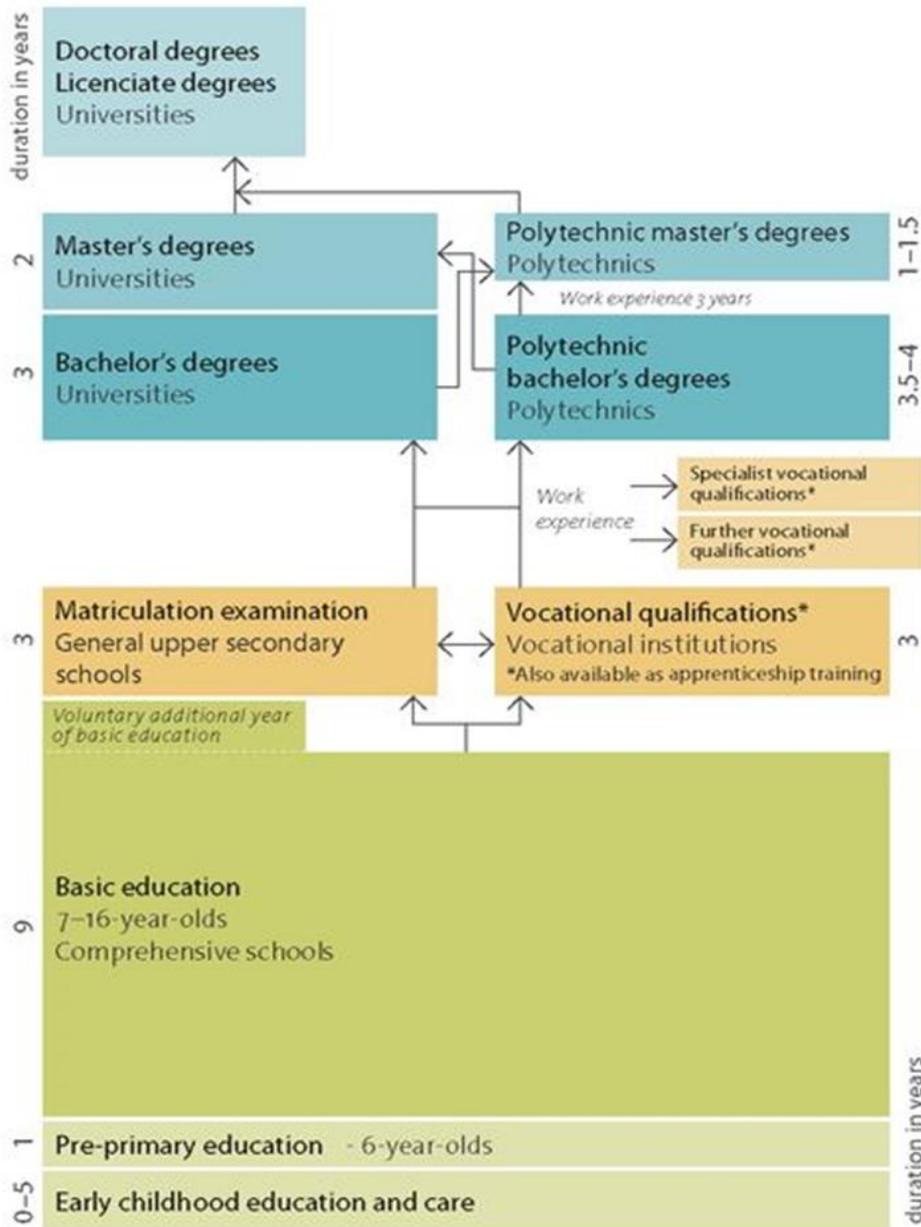


Photo: Petri Yrjö-Koskinen
- bought the area from the State 2015

People with learning / intellectual / developmental dis / abilities

- long history of marginalizing and exclusion from full citizenship
- In Finland: until 1979 usual practice to be exempted from compulsory education; recommendation for institutionalized care
- Strong segregated care, help and support institutions prevail
- Inclusion in principle legislated in comprehensive education today
- Post-compulsory education: teacher and learner to become a “professional client” of the service system?

Education system in Finland



Special needs education not existing? Full inclusion?

No: existing very strong and persistent institutional practices of separate, segregating educational paths

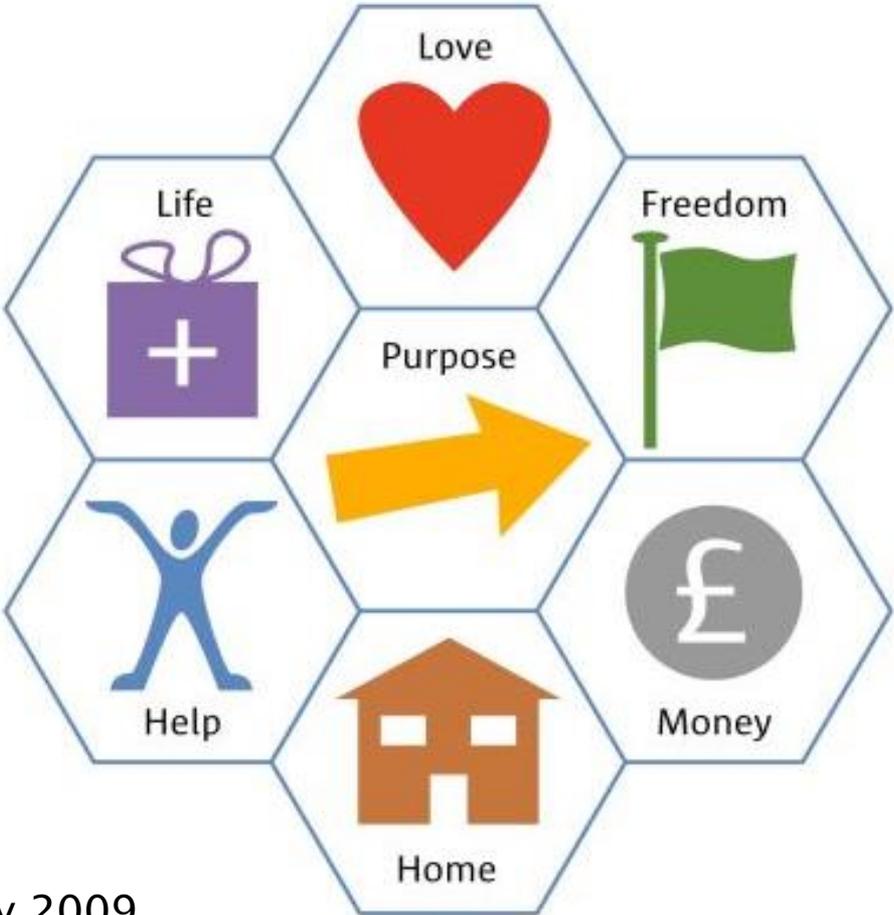
Separate markets for schooling and labour

Operating in the liminalities of social services and vocational education

Ambivalence between inclusion and segregation

Self-maintaining system?
As if practices confirming /strengthening the "normal"

Simon Duffy: Keys to citizenship



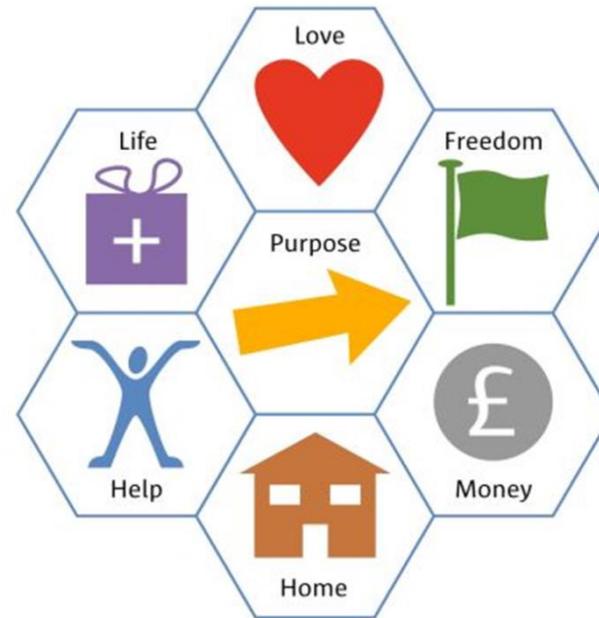
© Simon Duffy 2009

Jenny Morris: Three aspects for citizenship and disability

- Self-determination; This has been an important concept for both the the independent living and self-advocacy movements; an assumption that individuals have capacity for free choice and, particularly within the liberal tradition, full citizenship involves the exercise of autonomy.
- Participation. This concept is often used by disabled people when engaging with the debate on social exclusion. In terms of wider citizenship debates, the concept includes the civic republican concept of political participation but also encompasses the broader concept of community participation
- Contribution. Disabled people have emphasised the value of our contribution to economic and social life when we make the case for both anti-discrimination legislation and the resources required for a reasonable quality of life. Such arguments dovetail with the communitarian emphasis on responsibilities and reciprocity, and with debates on the limits to social rights.

Creating a mindset ?

- For citizenship and possibilities for
 - Self determinance
 - Participation
 - Contribution



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