

Persons with disabilities and the labour market

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The FN convention(2007): The ideal of equality and inclusion

Education

" We shall ensure that persons with disabilities have access to higher education , vocational training , adult education and lifelong learning without discrimination and on an equal basis with others " .

(UN Convention of 2008, Article 24 , paragraph 5 , pp. 33- 34)

Work:

" Persons with disabilities have the right to work on an equal basis with others;
This includes the opportunity to gain his living by freely chosen or accepted work in a labor market
And work environment that is open, inclusive and accessible
for persons with disabilities " .

(UN Convention of 2008, Article 27 , p. 36)

The society of knowledge

Why are our society termed as a knowledge society ?

The society of knowledge

In what way influences the knowledge
society labor and education?

The society of knowledge

- What kind of challenges can be identified here regarding to inclusion of persons with disabilities?

The society of knowledge

1970

1990

70%

39%

Primary school

24%

43%

College / high school

6,7%

18%

University / higher education

(NAKU, 2015)

The society of knowledge

- Norway and the world is heading into a polarized labor market , with the risk of increased social unrest "
- " In Europe we go against a number of 34 million workers with only elementary school ."
(Tepfers, 2013) i (HR Norge)

The society of knowledge

- Several pointed out that higher education can be a contribution to get persons with disabilities into the labour market.
- Today there is no organized courses or study programs at higher levels , for persons with disabilities.

Models of diagnosis

- The degree of mental disabilities is normally divided into following abilities: Debil , IQ 75-56 . Imbecile , IQ 55-36 , IQ 35 and lower high degree (I).
- Personality and social function is hard to measure, but just as important factors as IQ

(Jusinfo.no , 2015)

Models of diagnosis:

Medical model: Normalitesbestemmelse (ICD 10): Iq under 70, (WISC test). Weakened adaptiv behavior. Diagnosed before 18 års of age.

(Holst 1978: 52- 53) i (Botten, 2011) (Nordlandssykehuset)

Social model: When a person experience physiscal or social barrieres in society.

(Botten, 2011)

Relatiolal model: (Gap model). A gap between individual competences/abilities and the demands from the sorounding.

(Wendelborg og Tøssebro, 2009) i (Botten, 2011)

Work arrangements for persons with disabilities in Norway

”Daycare” workshop

Production workshops

”Ordinary work”(supported).

Daycare workshops



Daycare / workshops

- Not mandated by law.
- The region's politicians decides how and what to do.
- In Norway most persons with disabilities work in this kind of arrangements.

Daycare workshops

- The workshops has low production.
- The users/workers needs a lot of support and are not in able to produce things fast and independently.

The intention of Daycare workshops:

- Social reasons To get persons with disabilities out of their homes so they can meet other people
- Activation and rehabilitation.
- Relief for dependents / parents.

(Bergen kommune, 2015)

Economical motives:

”It is cheaper to collect a group of «them» (in daycare workshops) than help them individually in their homes.”

(Kvinherad kommune, 2007)

Production workshops (VTA)



Permanently supported work (VTA)

- There is 230 VTA workshops in Norway employing 7886 persons with disabilities (2011).
- Among 2800 of the VTA workers are persons with mental disabilities.
- The workshops are supported by the government.
- The workshops can be owned by the regions, the state or by private ideal organizations.

(NAKU, 2015)

”Ordinary work” (supported).

- Economical support to employ persons with disabilities at ordinary conditions.
- The arrangement is that the government pays the salary for a year or two.
- The purpose is to try if its working without economical lost for the employer.

The direction of development in Norway

- Persons with disabilities without activity is increasing steadily .
- The daycare workshops with production close down and replaces by daycare with none activities.

(Tøssebro, 2011, s. 28)

" Overall, the picture of normalization of work and day activities for persons with disabilities that many small streams together constitute a trend that clearly pointing in a negative direction ."

(Tøssebro, 2011, s. 29)

” ” We shall ensure that persons with disabilities have access to higher education , vocational training , adult education and lifelong learning without discrimination and on an equal basis with others ” .

(FN konvensjonen 2008, , artikkel 24, pkt 5, s. 33- 34)

<http://naku.no/node/795>



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