



Centre for Research in
Education Inclusion
and Diversity



**Education and Employment Outcomes of Young Disabled People:
intersections of social class and disability
Presentation to the University of Applied Sciences of Special Needs
Education, Zurich, Switzerland.
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Overview: Focus of presentation

- Education and employment outcomes of young people with SEN/disability
- Implications for future life chances and independent adult status
- Particular focus on experiences and outcomes of deaf young people drawing on NDCS study

<http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/postsch-trans-dhh/postsch-trans-dhh>

NDCS study of post-school transitions of deaf pupils: methods



- Analysis of policy, legislation and administrative & survey data
- Interviews with 30 young people aged 18-24
 - School background
 - Post-school transition planning
 - Experiences of post-16 education, training and employment
 - Personal background: identity and social networks

Position of disabled people: wider context



- Recent economic crisis and growth of the 'precariat' in which disabled people are over-represented
- Growing inequality – knowledge economy leads to 'skill-biased technological growth'
- Scottish Government's efforts to reform post-school transition policies
- UK Government's reform of the welfare system and the Scottish referendum
- GB equality legislation – protected grounds do not include social class

Importance of inter-sectionality

- Sociologists focus on way in which social class structure shapes access to various forms of capital and hence individual and group life chances.
- Social class determines not only access to economic resources, but also 'the structure of feeling' (Williams, 1977).
- From 1970s onwards, growing recognition of importance of other social variables – particularly gender and race, and their intersection with social class. Recognition of disability as a social category emerged in 1980s.
- Tensions between politics of identity and redistribution.

Inter-sectional analysis in practice

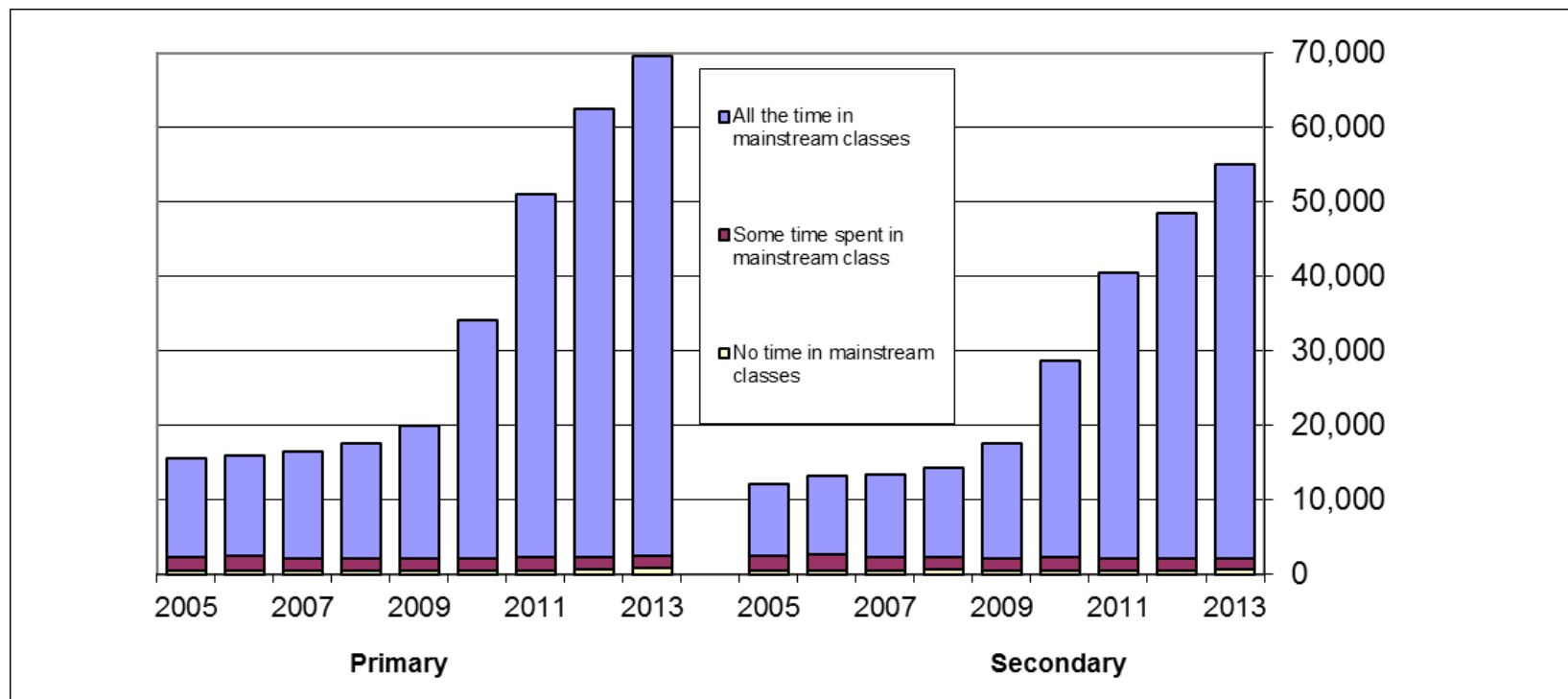
- Most social researchers recognise complexity of social identity.
- However, much research (both quantitative and qualitative) focuses on limited number of variables.
- Report of National Equality Panel *An Anatomy of Economic Inequality in the UK* (Hills et al., 2010) examined relationship between all of the protected grounds and social class. <http://eprints.lse.ac.uk/28344/1/CASereport60.pdf>
- On a much smaller scale, our research with NDCS tried to hold a number of social variables in play. Easier in qualitative element – impeded by limitations of administrative data in Scotland which are not available at individual pupil level.

Position of those with SEN/disability in education and employment

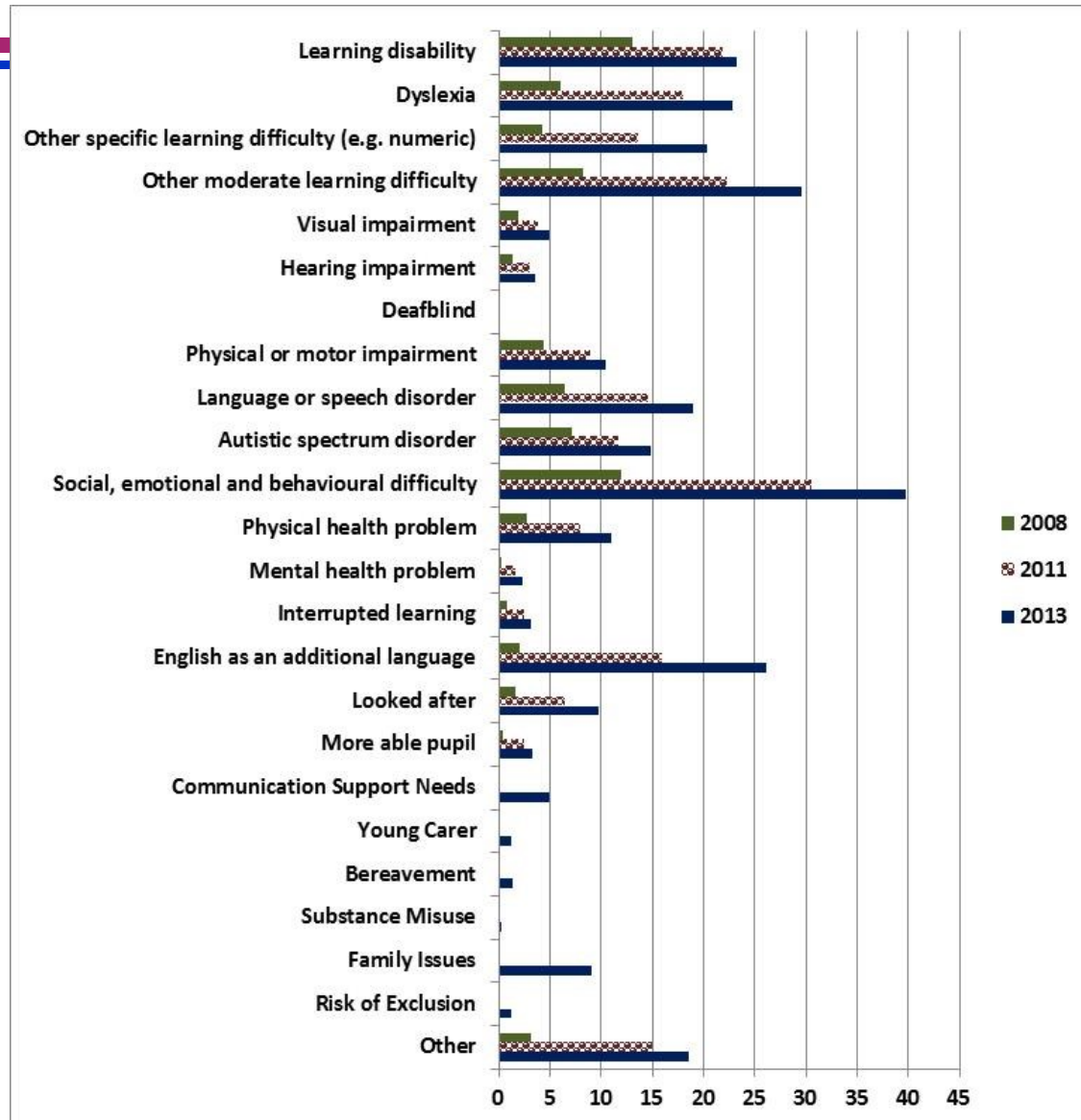


- Recent increase in number of pupils identified as having some form of ASN (now 20% of population).
- Greatest increase is among those in non-normative categories, particularly SEBD – strongly associated with social deprivation.
- Strong association between educational attainment and social deprivation – particularly marked for pupils with SEN/disability

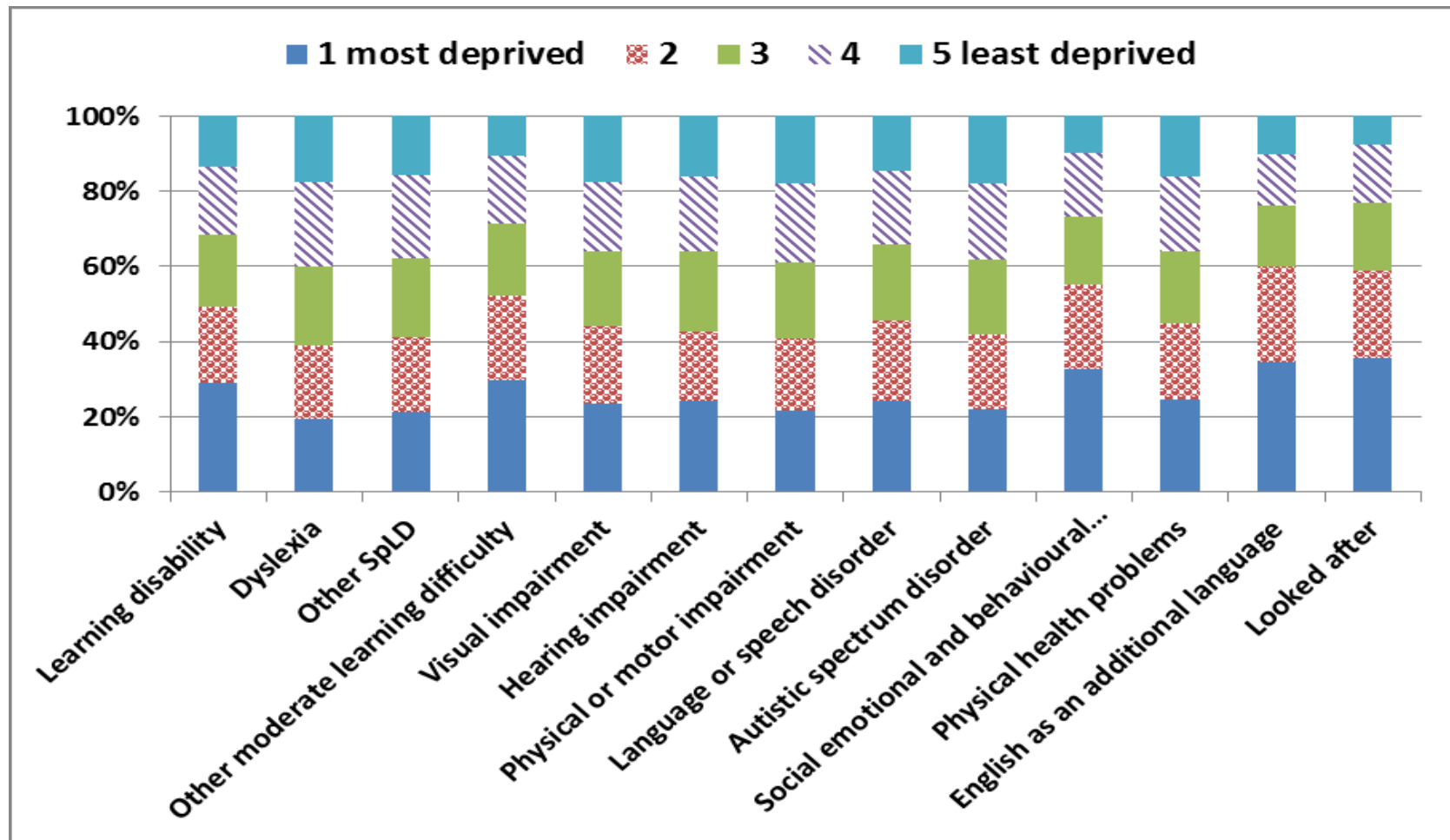
Apparent increase in proportion of pupil population identified as having ASN



Marked growth in certain categories of difficulty, particularly SEBD (rate per 1,000 pupils) plus increase in categories used



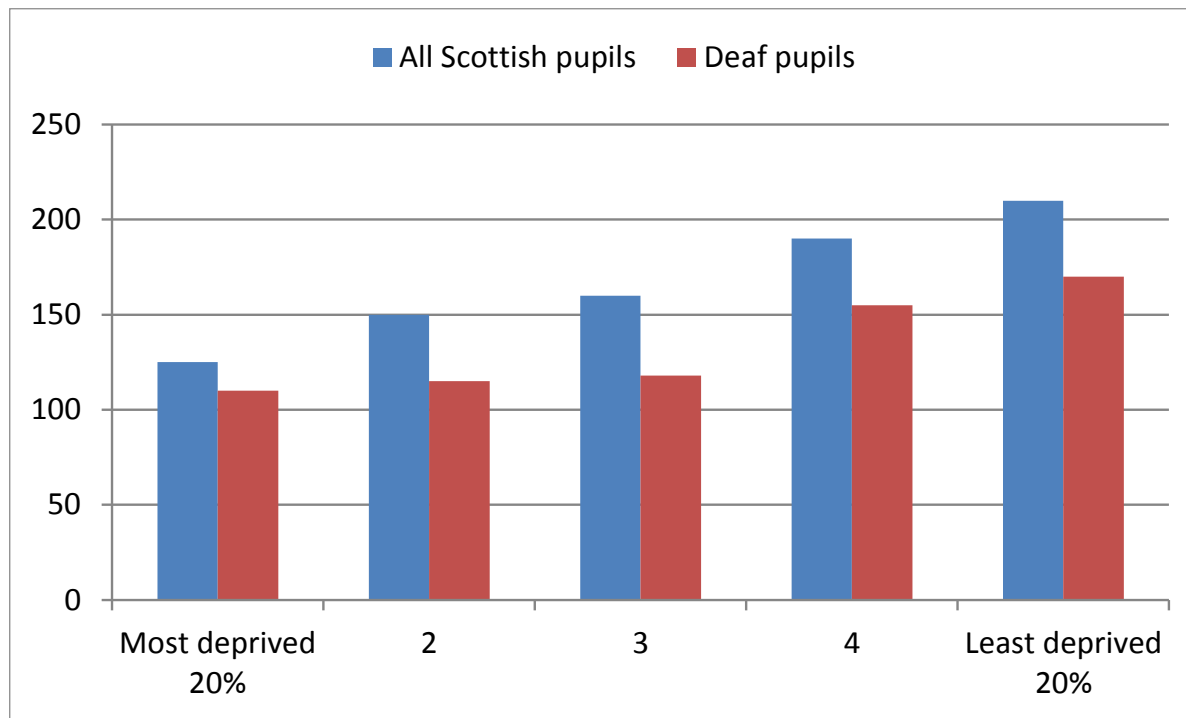
Certain categories associated strongly with social deprivation – particularly SEBD (the most stigmatising)



Strong association between social deprivation and educational attainment – similar pattern for deaf pupils whose overall attainment is lower



Figure 2 Mean tariff scores of deaf pupils and general pupil population at the end of lower secondary by SIMD



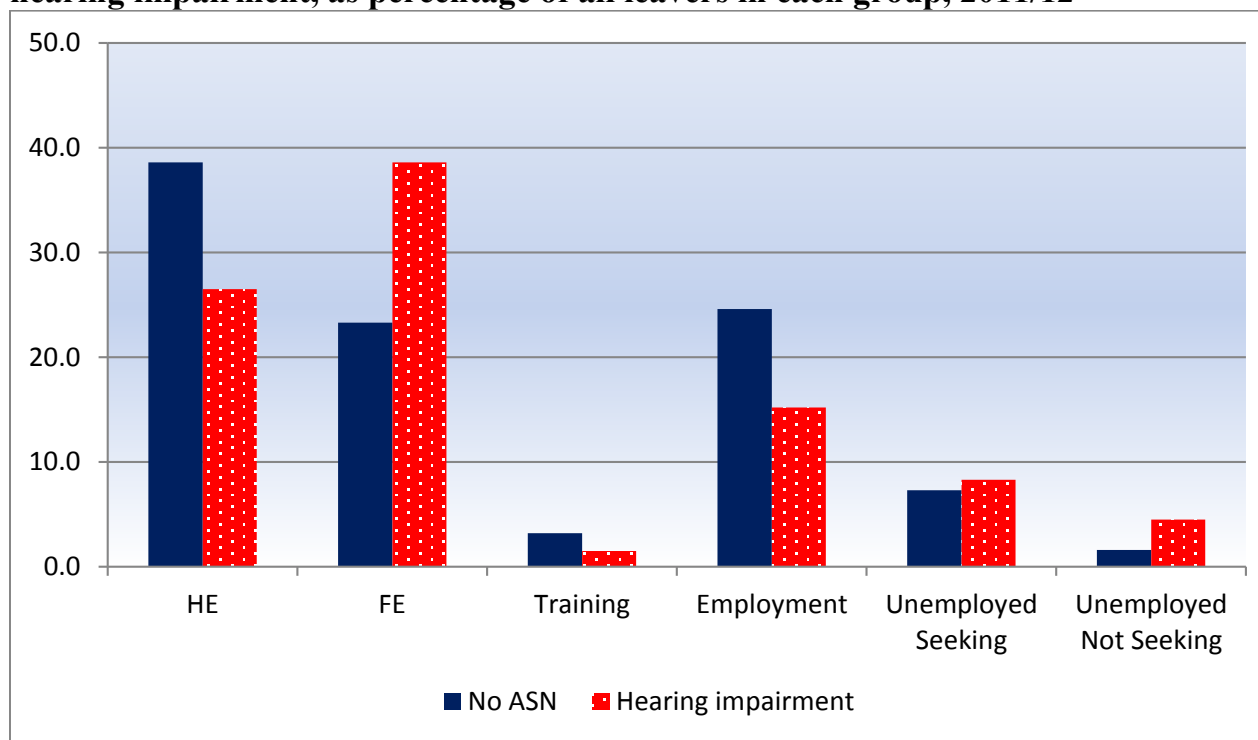
Source. *Arendt et al., 2013.*

1. *SIMD quintile ranking is used as an indicator of socio-economic status.*
2. *Mean tariff scores are based on weighted averages between 2004 and 2010.*

Post-school destinations reflect prior attainment – and social class differences. Comparison of deaf and hearing pupils.



Figure 3: Destinations of Scottish school leavers with no support needs and leavers with hearing impairment, as percentage of all leavers in each group, 2011/12



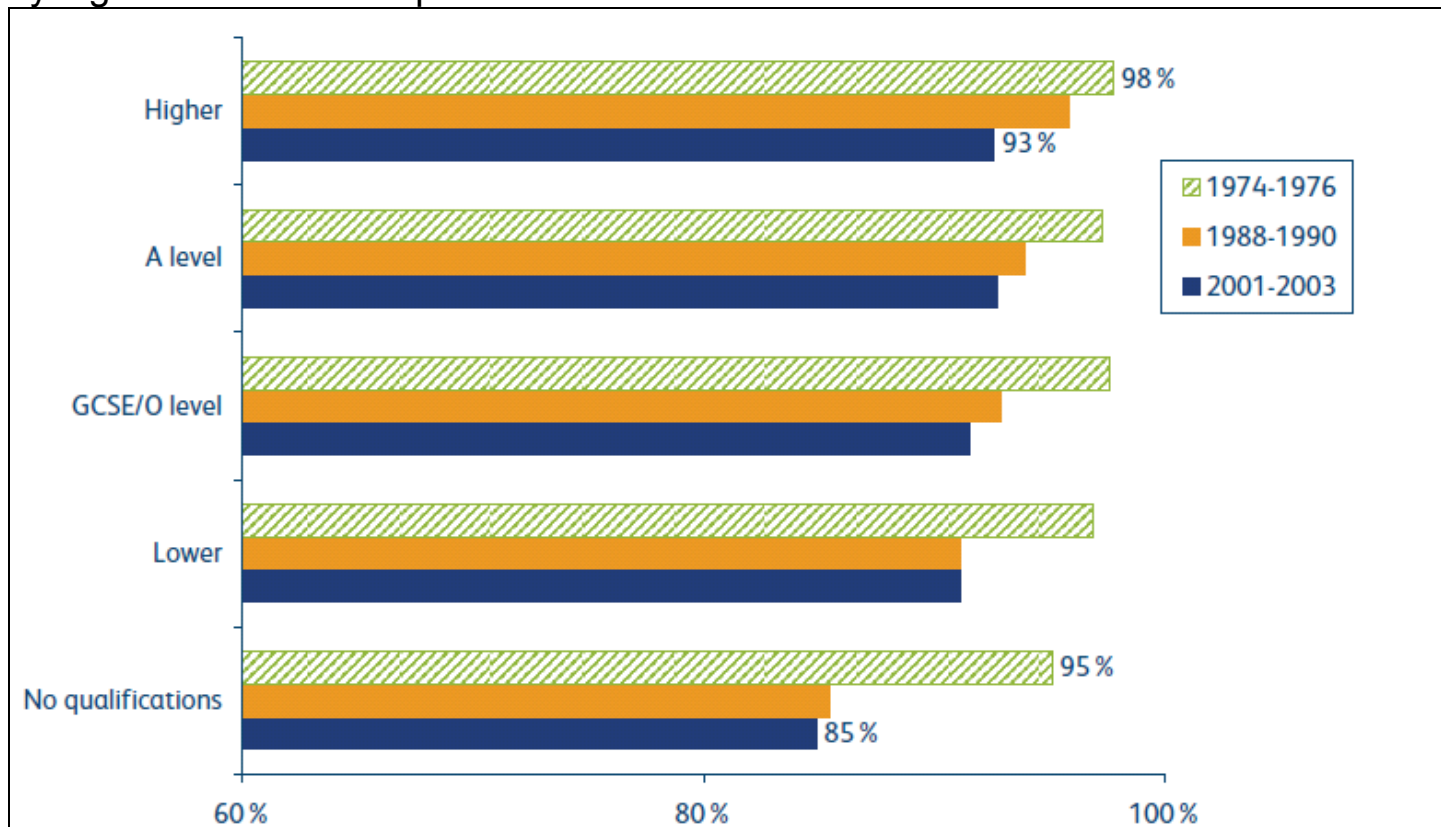
SOURCE: ATTAINMENT AND LEAVER DESTINATIONS, SUPPLEMENTARY DATA. SCOTTISH GOVERNMENT (2013)

1. Where data are not disclosed due to low numbers (below 5) we have allowed for two pupils in order to show that some pupils achieved qualifications at a particular level.
2. There were no hearing-impaired school leavers in Activity Agreements and Voluntary Work, and these categories were not included in the figure.
3. Because of undisclosed figures and rounding up of percentages, numbers may not add up to 100%.

Within knowledge economy, educational attainment affects labour market outcomes. Negative effect intensifies over time.

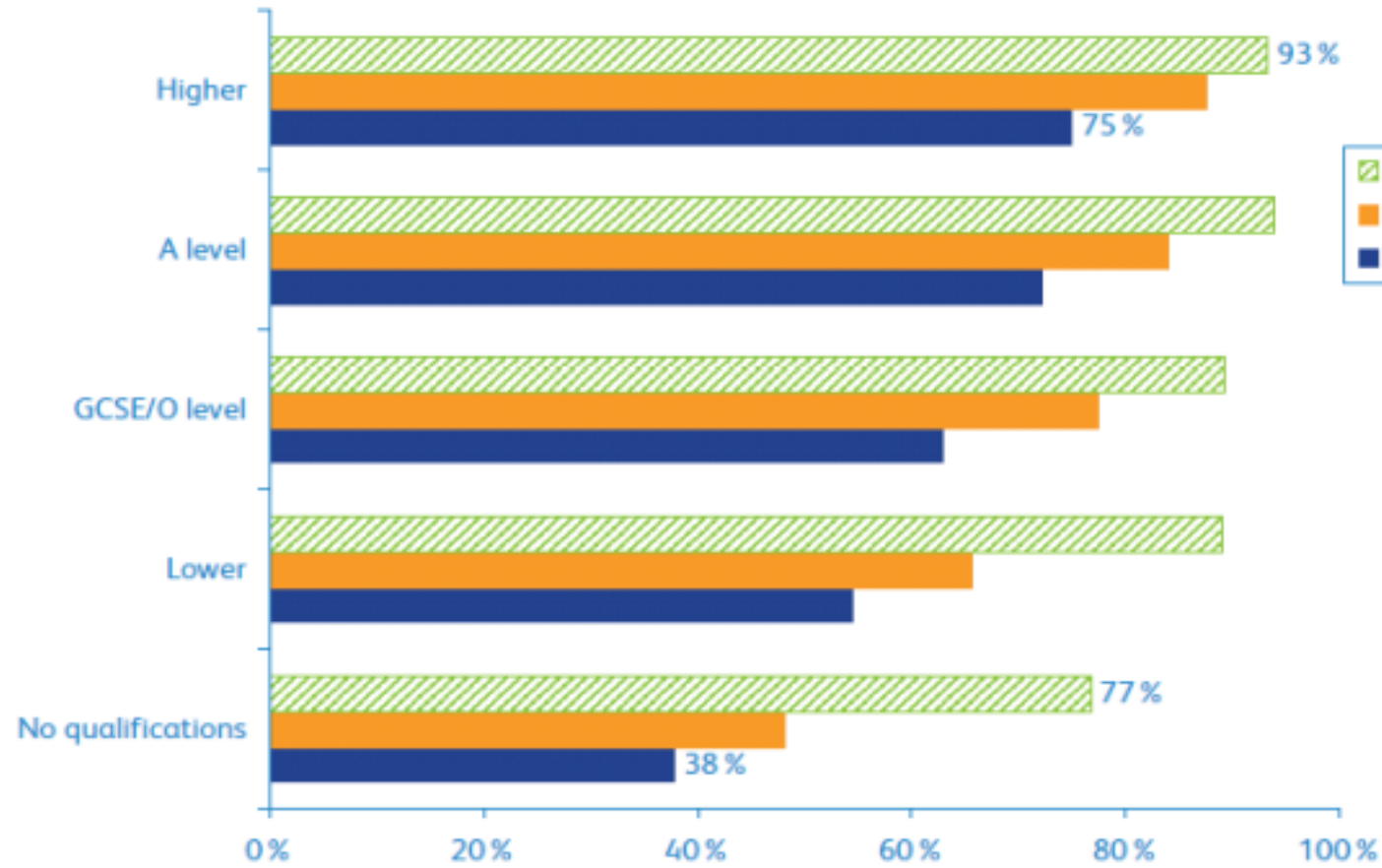


Figure 24: Proportion of men without limiting long standing illness who are in work, by highest educational qualification



Source: National Equality Panel, 2010

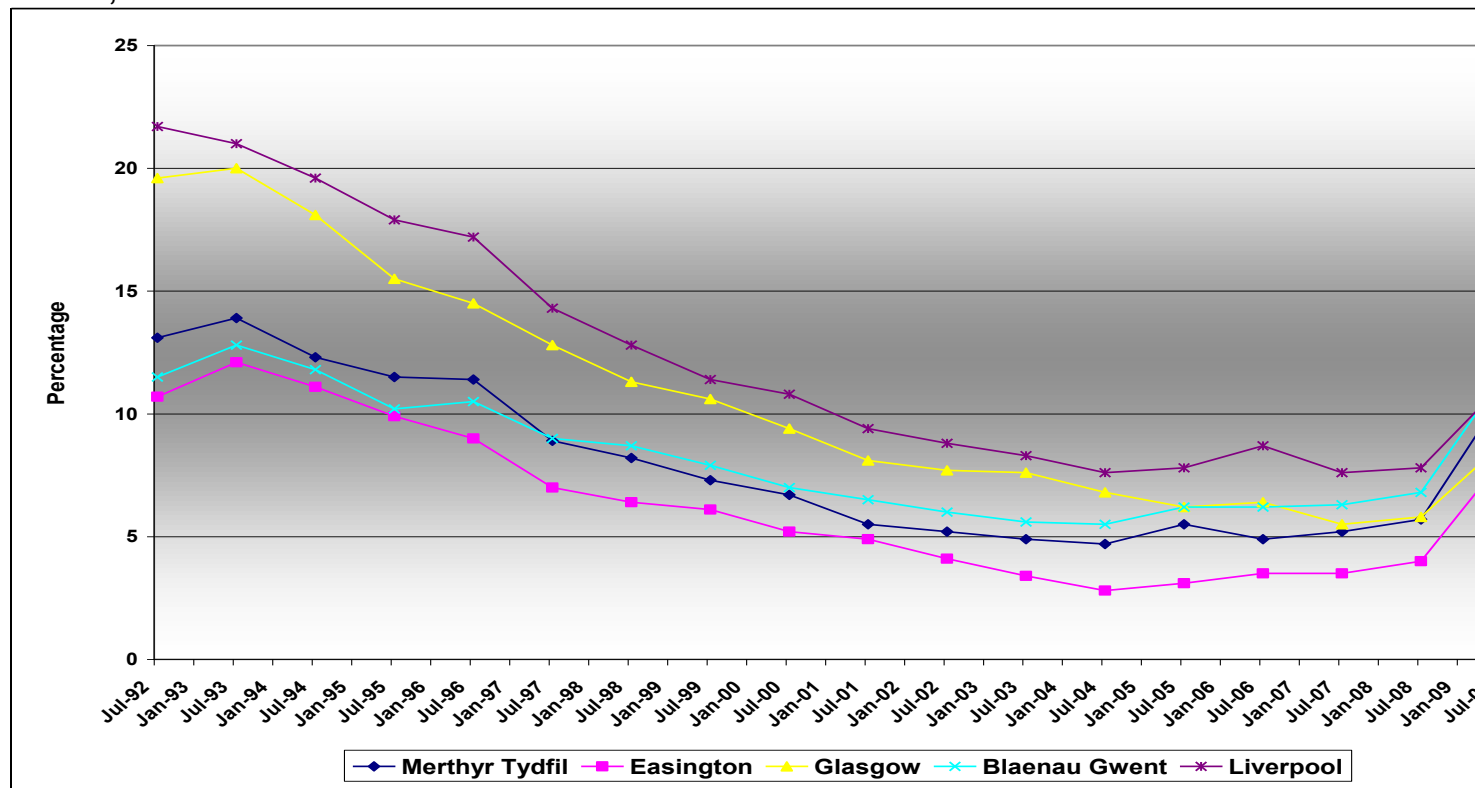
Negative effect particularly marked for disabled men with no qualifications – in 1970s 75% employed, c.f. 38% in early 2000s



Unemployment benefit claimant by area showing impact of recession – the majority of **economically inactive** people in Scotland are disabled



Figure 5: Percentage of men of working age claiming Jobseekers Allowance in given areas, 1992 to 2010



Source: LFS accessed via Nomis, 1st March, 2010

NDCS case study young people reflected wider pattern – those with higher quals. proceeded to HE, those with lower quals. to FE/NEET/economic inactivity

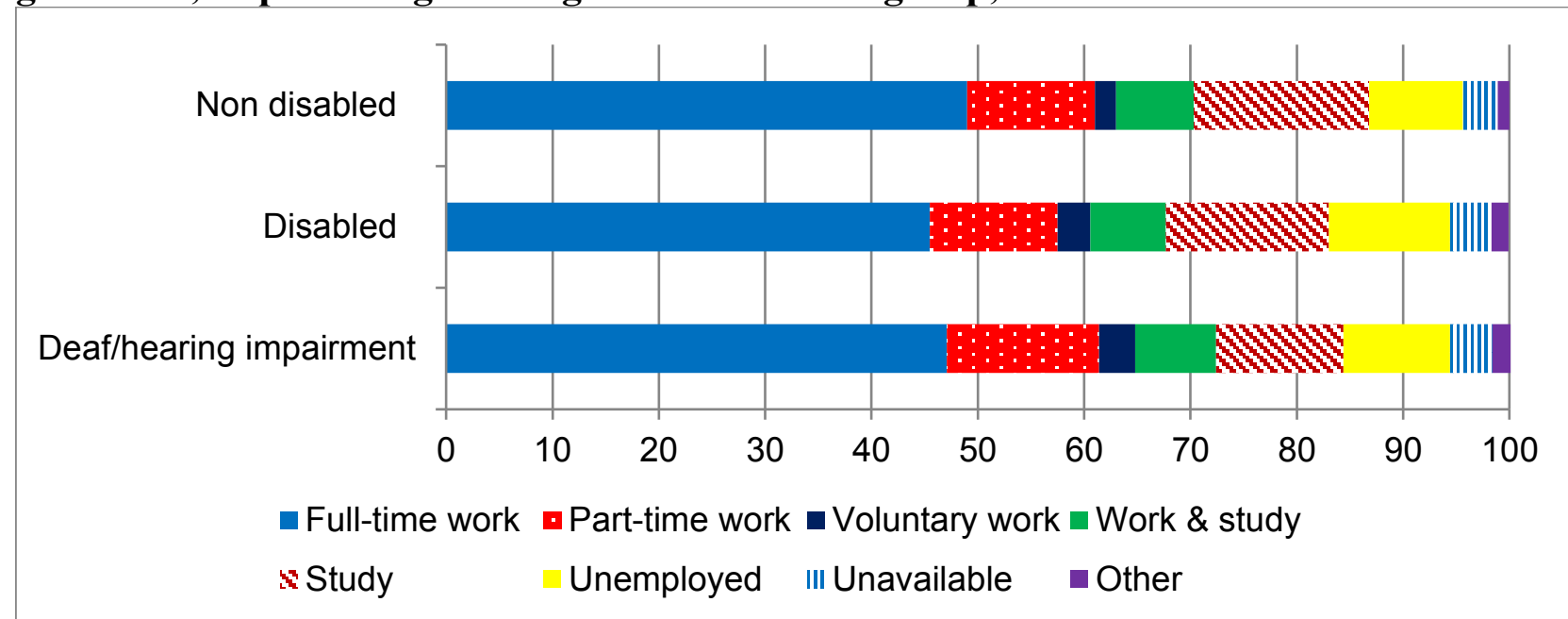


Current activity		Gender		Ethnicity		Communication		Other additional support needs	Scottish index of multiple deprivation (quintile ranking)				
		Male	female	white	Non-white	Oral	British Sign Language		1	2	3	4	5
Table 1: Number of participants by current activity and key socio-demographic characteristics													
Post-16 education	HE	5	4	9	-	7	2	-	-	-	1	1	6
	FE	2	1	3	-	2	1	1	1	1	-	-	1
Training													
		2	1	3	-	3	-	1	1	-	1	-	1
Employment	Graduate occupations												
		1	1	2	-	2	-	1	-	-	-	2	-
	Non-graduate occupations												
		1	6	5	2	7	-	3	-	-	2	1	4
Jobseekers			1	3	4	-	4	-	2	-	-	2	-
Not in education, employment or training													
			1	-	1	-	-	1	-	-	-	-	-
Not available for employment													
			-	1	1	-	-	1	-	1	-	-	-
TOTAL		13	17	28	2	25	5	8	3	1	6	4	16

Graduate labour market – no differences in outcomes between deaf young people & others



Figure 5: Destinations of D/HH graduates, compared to disabled and non-disabled graduates, as percentage of all graduates in each group, 2009/10



SOURCE: WHAT HAPPENS NEXT? AGCAS DISABILITY TASK GROUP (2012)

Four case studies: higher educational qualifications & university trajectory



- Sophie – Severe hearing loss, mainstream education. Middle class family (SIMD 4), strong social capital – parents, wider family & teachers involved in decisions on which university to attend. After university, obtained graduate level employment with international company
- Isla – profound hearing loss, mainstream education. Lived in relatively disadvantaged area (SIMD 3). Dropped out of initial university course because of lack of support. Obtained work as purchasing assistant - studying for part-time degree.

Lower educational qualifications

- Leah – Severe hearing loss – initially educated in school for the deaf but did not thrive – moved to mainstream for secondary education . Left school before completing final exams and completed beauty therapy course at local college - chosen ‘at random’. At time of research, living in peripheral housing estate (SIMD 1) - full time mother. Both herself and her partner struggling to find work.
- Oliver – Down’s syndrome – severe hearing loss and other health issues. Attended special school. Middle class background (SIMD 5). Personal development course at college. Concerns about service cutbacks & ‘spending rest of life in a day centre.

Higher educational qualifications but disrupted trajectory



- Jack – severe hearing loss due to meningitis. Attended special school for primary (used BSL) and to mainstream secondary schools when family moved to England, where BSL support not available. High educational qualifications but little work experience/advice. Left Law course and moved back to Scotland on his own. Did car mechanics course at college. Active in Deaf community. After completing course, had made 200 job applications but with no success. Hopeful that BSL legislation in Scotland would improve opportunities for Deaf people.

Experiences in the labour market

Barriers to finding and staying in employment

Graduates	People with lower qualifications
Lack of accessibility in applying for work	
Discrimination in recruitment practices	
Lack of deaf awareness	
	Lack of work experience
	Limited social networks
	Lack of support in employment

Socio-economic status and post-school outcomes



Association between parental socio-economic status and post-school outcomes:

- Parental support/advocacy power
- School qualifications
- Post-school destinations
- Work experience
- Discrimination in the labour market
- Employment rates

Conclusions

- Young deaf people, like other disabled people, have poorer school and post-school outcomes than their hearing peers
- School qualifications and post-school outcomes strongly associated with socio-economic status
- Those with higher qualifications had good employment outcomes – but not immune from discrimination
- Most disadvantaged group were from lower socio-economic groups and with lower qualifications.



Thank you!

Further information about the NDCS project
and other research can be found at:

www.creid.ed.ac.uk