



Centre for Research in
Education Inclusion
and Diversity



The Role of Research in Advancing the Education 2030 Agenda

UNESCO-EERA Panel Presentation

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Overview: Focus of presentation

- Incheon Declaration and Framework for Action acknowledged that, by 2015, some progress made in relation to creation of more inclusive systems of education and lifelong learning.
- This brief presentation focuses on position of people with special educational needs and disabilities – particularly likely to become members of ‘precarariat’.
- Data presented largely relate to European experience – but different challenges arise in developed and developing world.

Position of disabled people: wider context



- Disabled people particularly adversely affected by 2008 economic crisis and growth of the 'precarariat' – those living insecure lives at the social margins.
- Developed economies characterised by growing inequality – knowledge economy has led to 'skill-biased technological growth'.
- Particular economic problems for those with few or no qualifications – significant overlap with those with SEND, who are often forgotten in official statistics & policy statements.
- Disabled people also principal victims of welfare retrenchment and 'sanction-backed activation' advocated by bodies such as OECD & EU.

Importance of inter-sectional research



- 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, disability, ethnicity and religion , and their intersection with social class.
- Most research, including analysis of administrative data, adopts a ‘silo’ approach.

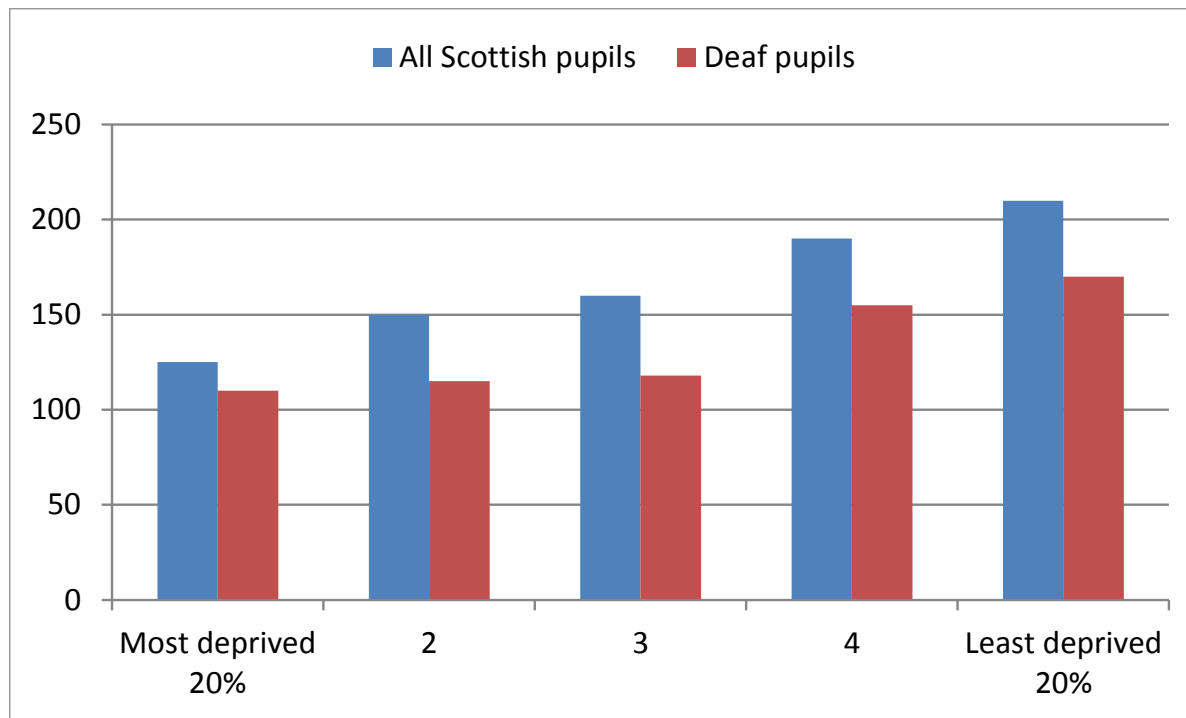


Examples of administrative data analysis which takes into account broad range of variables – most importantly links between social class and special educational needs/disability

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



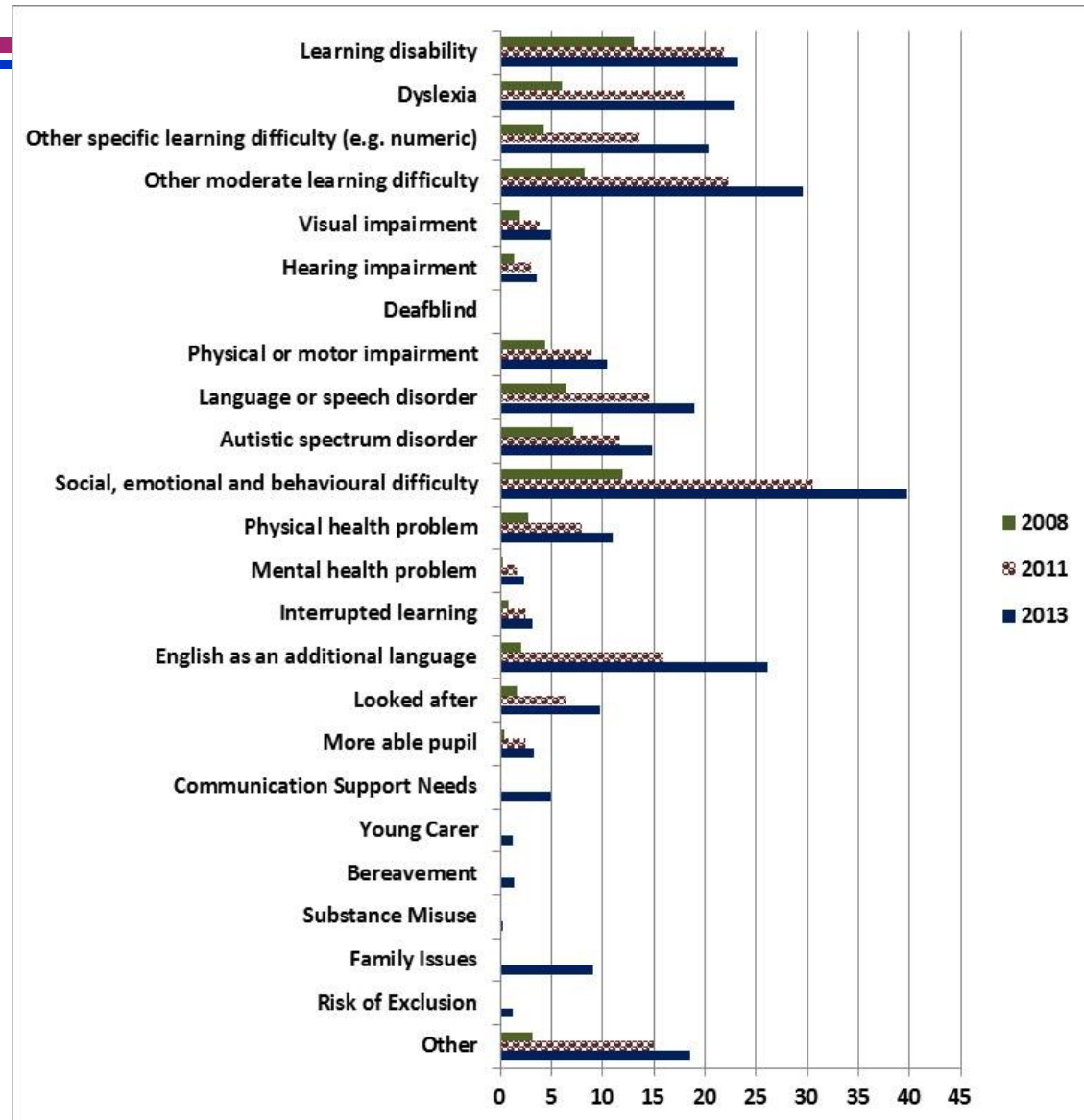
Figure 2 Mean tariff scores of deaf pupils and general pupil population at the end of lower secondary by SIMD



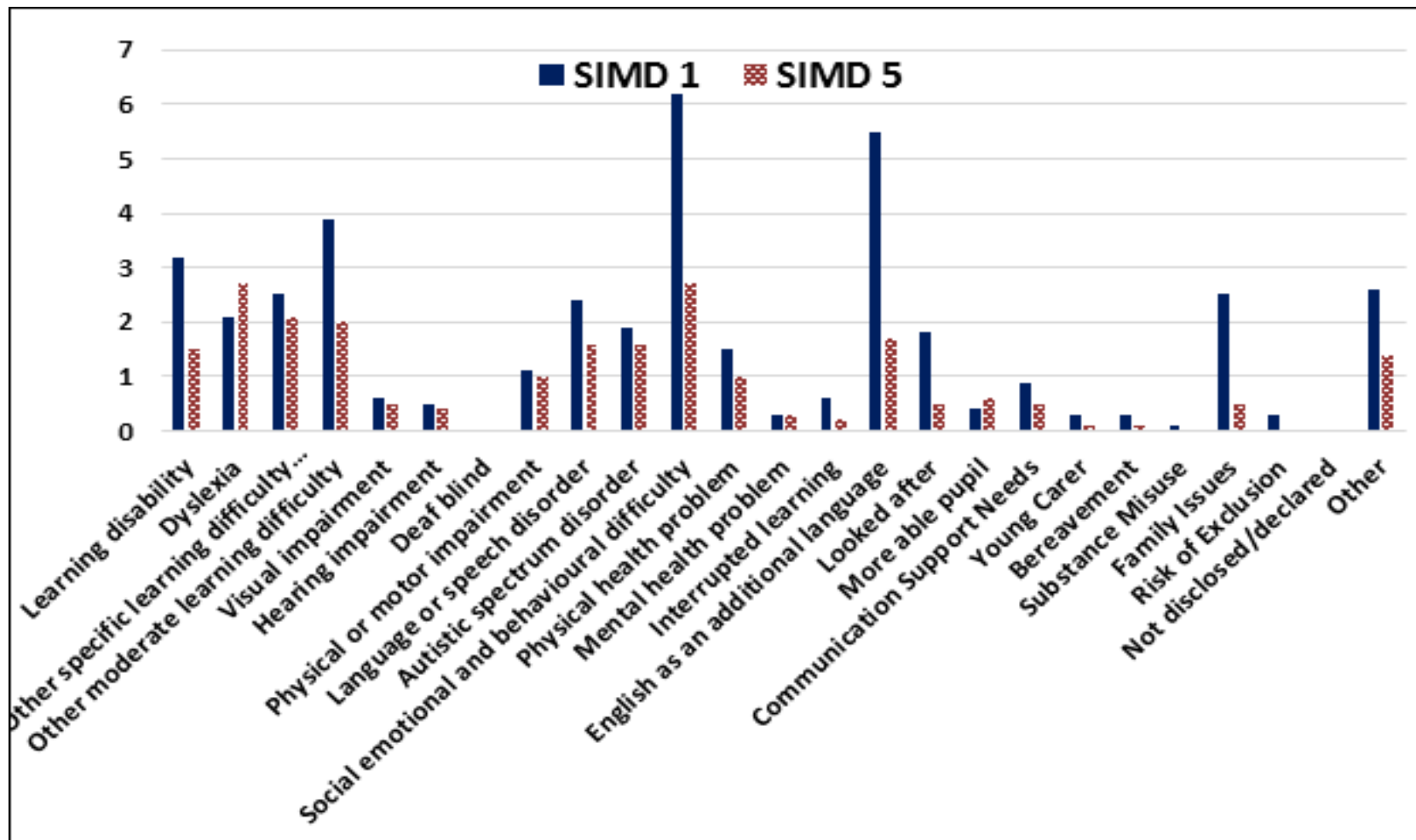
Source. *Arendt et al., 2013.*

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.*

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



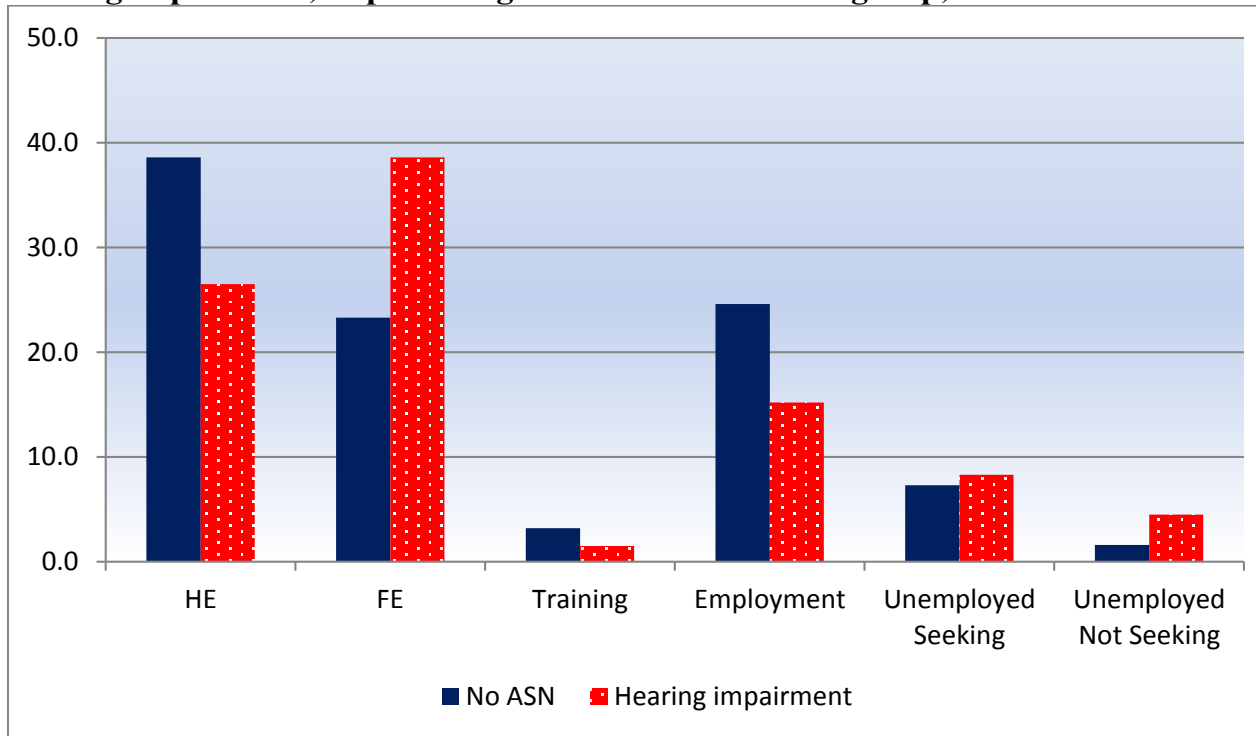
Certain categories associated strongly with social deprivation – particularly SEBD (the most stigmatising)



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



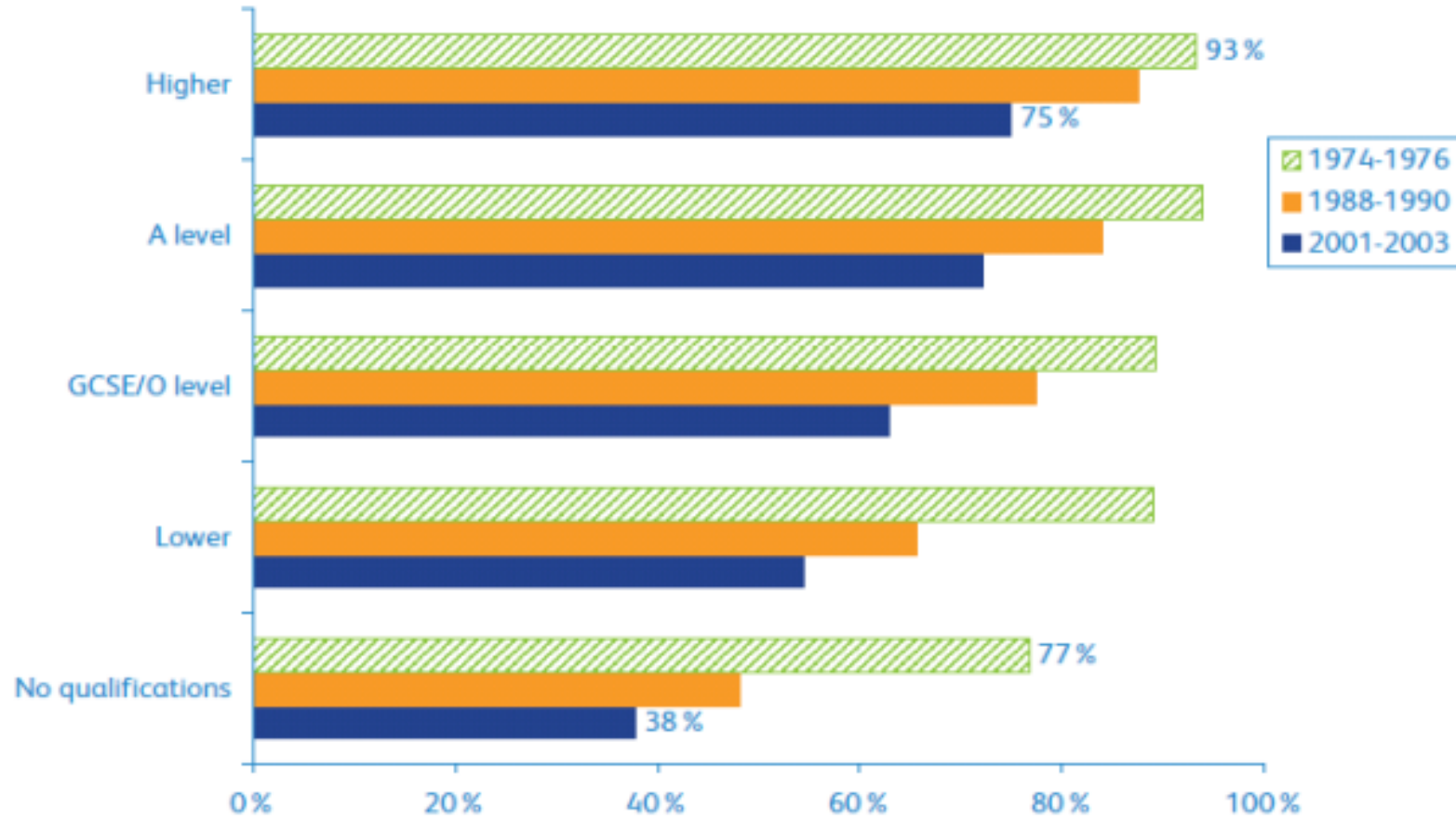
Figure 3: Destinations of Scottish school leavers with no support needs and leavers with hearing impairment, as percentage of all leavers in each group, 2011/12



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

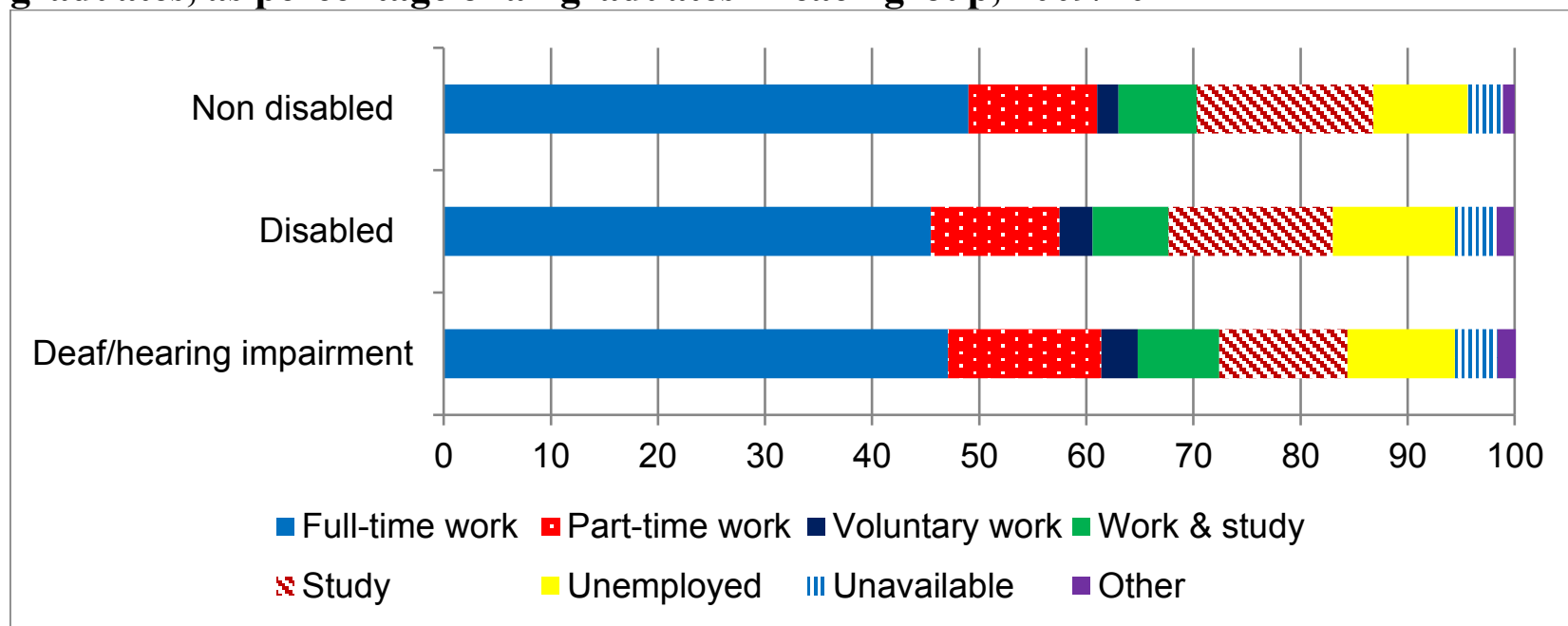
1. Where data are not disclosed due to low numbers (below 5) we have allowed for two pupils in order to show that some pupils achieved qualifications at a particular level.
2. There were no hearing-impaired school leavers in Activity Agreements and Voluntary Work, and these categories were not included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

Growing impact of education on life chances – in early 2000s, only 38% of disabled people with no qualifications in employment, c.f. 77% in early 1970s



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)



Analysis of administrative and survey data important – but research also needed on subjective experiences of people with special educational needs and disabilities at different points in the life-course, to identify supporting and disabling factors.



Conclusions

- People with special educational needs and disabilities have poorer school and post-school outcomes than their non-disabled peers.
- School qualifications and post-school outcomes strongly associated with socio-economic status.
- Those with higher qualifications have relatively good employment outcomes – but not immune from discrimination.
- Need for further quantitative and qualitative trans-national research focusing specifically on life-course experiences and transitions, adopting an inter-sectional approach.

Thank you for listening!



Further information about our research can
be found at:

www.creid.ed.ac.uk