

Digital Conference on Life Course Theory and Disability in West African Societies

Presentation Title

Disability and the Life Course

July 05/2022

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Theme area of the presentation

1/ Life Course:

1.1. Meaning

1.2. Emergence

1.3. Perspective/ theory

1.3.1. Gap and hope

2/ Disability and the Life Course

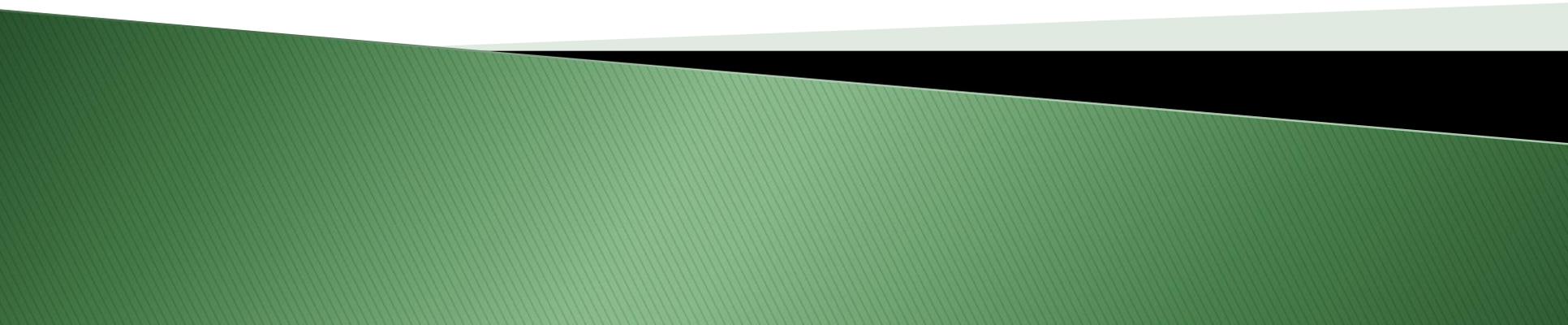
1.1. What is Life Course (LC)?

“...a sequence of socially defined **events and roles** that the individual enacts over time” (Giele and Elder 1998, p. 22).

key term: **Socially defined
Individual Role**

How it was accommodative of all human?

What is Life Course

- A **multidisciplinary** paradigm for the study of people's lives, structural contexts, and social change.
 - Disciplines, notably history, sociology, demography, developmental psychology, biology, and economics.
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1.2. Emergence

LCT/P emerged in 1960th however, as a "new" paradigm in the behavioural sciences was not formally advanced until the 1990s.

LCT/P has been emerging over the last 45 years, across several disciplines, including anthropology, demography, psychology, social history, and sociology.

1.2. Emergence

...used to examine the relationships among variables in social and behavioral science, particularly in the study of population health and aging.

Key terms: **Health**
Aging

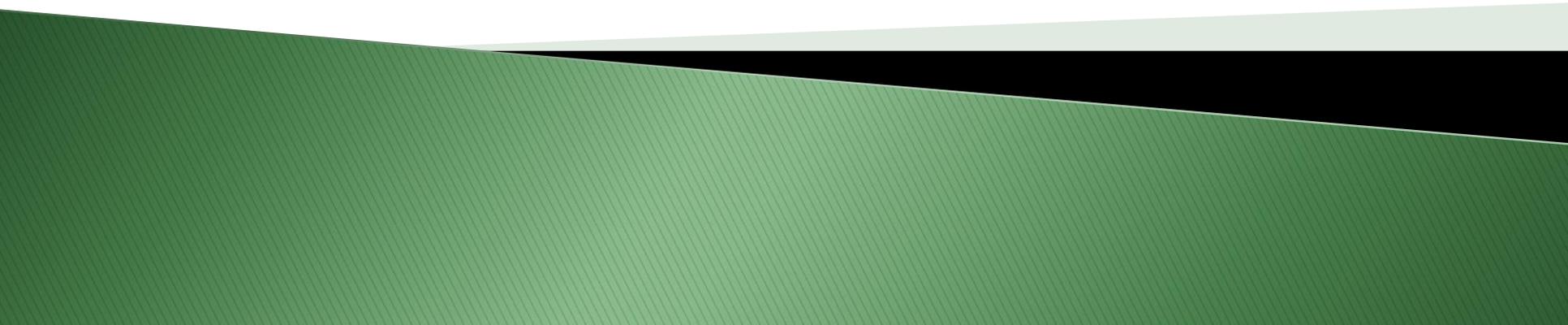
1.3. Life Course Perspective/Theory (LCT/P)

Recently been conceptualized from **both micro- and macro-system** view points.

... also explains *the value of time, context, process, and meaning on human development and family life* (Bengtson and Allen 1993).

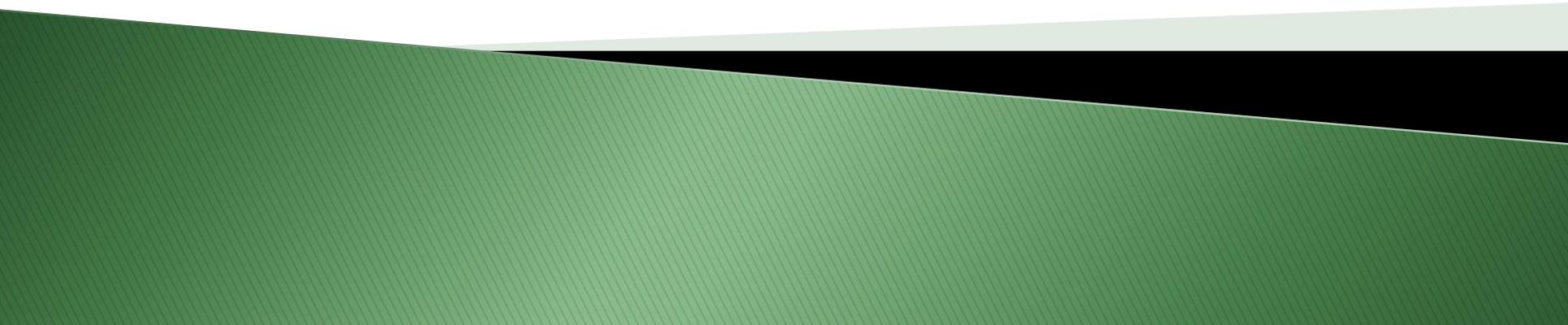
1.3. LCT/P

...is a developing **multidisciplinary theory** that places individual and family development in **cultural and historical contexts** in order to better comprehend the various elements that influence people's lives from birth to death.



1.3. LCT/P

...is the intersection of **social and historical factors** with **personal biography and development** where family life and social change can succeed (Elder 1985; Hareven 1996).



1.3. LCT/P

...it locates individual and family development in **cultural and historical contexts**.

It has been used to understand how **adolescence is connected to earlier development** and life events as well as to understand how circumstances in adolescence are connected to later **health and well-being**.

Limitation

LCT/P loss connection between individual lives and the **historical and socioeconomic context...** age-differentiated social phenomena where **micro level context** are less recognized.

uniform life-cycle stages and the life span.

Limitation

... Limited focus on the influence of **macro system** on the life course and particularly on persons with disabilities.

Less attention to ranges of environmental and individual **risk factors** and in developing **means for effective interventions** to reduce or modify such risk factors.

Limitation

War, economic recessions, migration, social and cultural ideologies in gender and power. Such practice and people's perceptions and choices and alter the course of human development

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Limitation

Therefore...behaviour and decisions do not occur in a vacuum, because people and families interact within socio-historical time. **Some are more vulnerable than others.**

Limitation

...little attention is given to test the validity of the model, specifically:

- (i) the shape describing the relationship between age and functioning;
- (ii) the rate of decline as a function of peak capacity level and the consequential fitness gap
- (iii) the moment in life in which the disability threshold is reached.

Hope

LCT no longer is **demography** limited to studying snapshots of births, marriages and deaths.

...rather analyzes processes of family formation and wellbeing... followed across generations.

Hope

New strategies of data gathering and sharing,
...new statistical techniques have opened up vistas
of research that will reshape demography's
landscape.

shifted from studying “demographic regimes” and
large-scale processes to analyzing longitudinal
micro data in the form of “life courses”.

Hope

The "life course approach" is hailed as a new paradigm capable of **revitalizing the study of populations** by some of its proponents.

The micro level become the most suited to analyze **causal chains**.

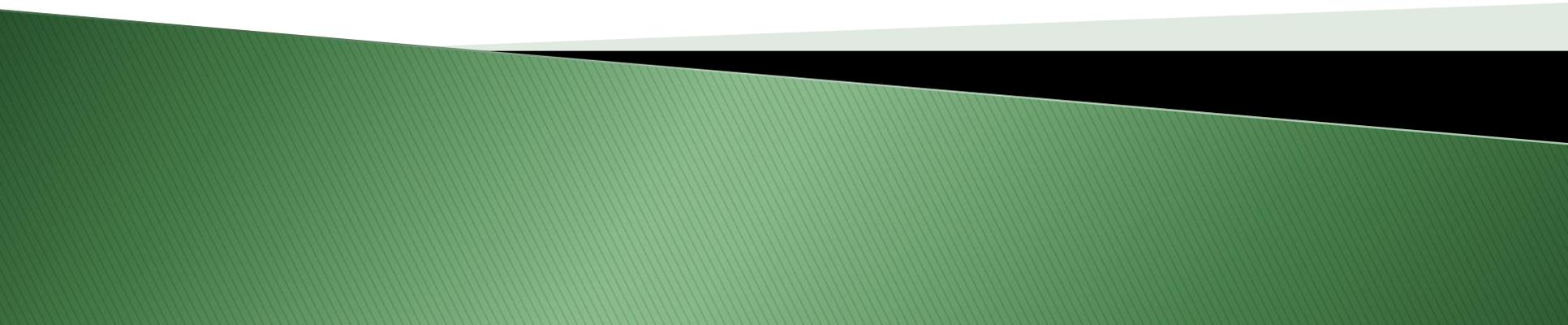


Hope

...aggregate statistics on the meso or macro level
are no longer the **demography's only** viable
alternative.

Hope

Scholars of disability studies strive to make sense of the complex relationships that exist between experience of persons with disabilities as well as **opportunity structures.**



2/ Disability and the Life Course

Despite this significant advancement, few studies have used a life-course perspective to investigate the social experiences of people with disabilities in resource-constrained countries.

Disability and the Life Course...

The transition to adulthood is an important stage of human development in both **resource-limited and resource-rich countries**, with implications for adult social participation

(Arnett, 2014;Gaudet, 2007; National Research Council, 2005).

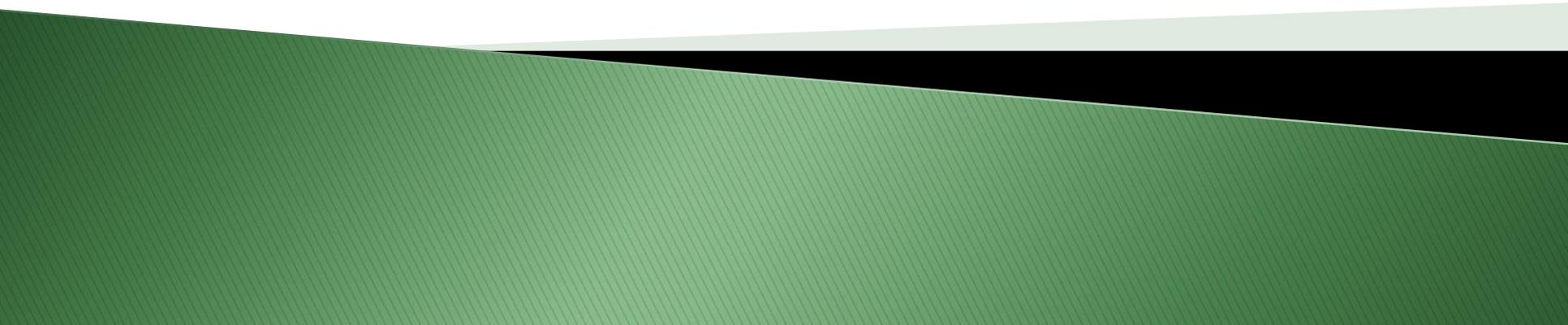


Disability and the Life Course...

Initiatives to investigate **how disability** influences the period of transition from social and economic **dependence to independence** and the acquisition of social roles.

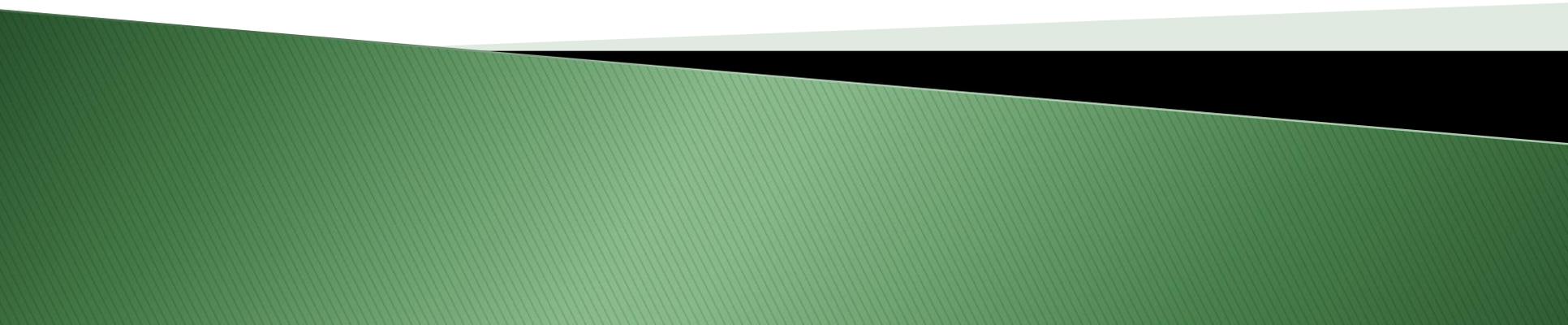
Disability and the Life Course...

Because of **uneven political and economic development**, impairment and disability affect children, adults, and the elderly differently in different societies.



Disability and the Life Course...

Models of disability are **frames with high socioeconomic classes**. People with disabilities face disabling barriers including scarce resources in the global context.



Disability and the Life Course...

Access to resources is highly gendered, and the life experiences of women with disabilities...

when we talk about generation, the life experiences, or opportunities, of children and elders with disabilities deserve special consideration.

Disability and the Life Course...

The academic literature on disability studies consistently favors **minority countries** and **medical and social models** that are framed from a minority point of view.

Disability and the Life Course...

Such differences can result in **disparities in political emphasis** among disabled people in different regions.

Disability and the Life Course...

There has been a great deal of **uneven regional development** within this changing global policy framework.

Disability and the Life Course...

Each continents if not country's' context is relevant and consider how to benefit from the various **political and philosophical approaches** that countries are taking.



Disability and the Life Course...

Example:

War, armed conflict, migration, poverty and political insecurity have had a significant impact on the lives of persons with disabilities.

People with disabilities' rights as human beings are **violated** every day around the world" in wars and armed conflicts (Driedger,1987).

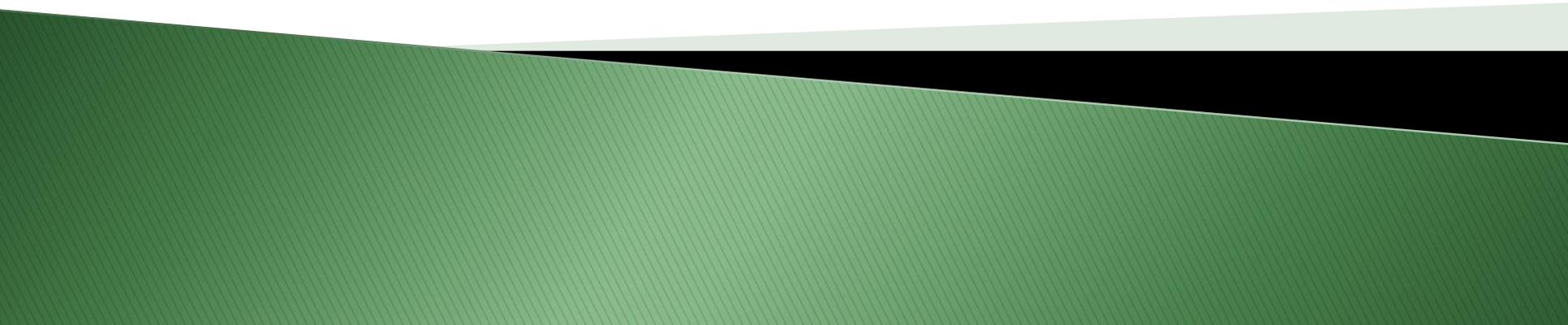
Disability and the Life Course...

There are millions of people with disabilities who are **refugees and displaced** currently living in and around war zones globally and in Middle East and Africa particularly.

Disability and the Life Course...

Employment, education, and poverty, are major indicators of independent adulthood in the modern world (particularly male adulthood).

Nonetheless, people with disabilities around the world are **disproportionately unemployed, underemployed, and underpaid**.



Disability and the Life Course...

Many people are further disabled in Africa's low-income context by high rates of **malnutrition, infectious diseases, violence and injuries, and natural disasters.**



Disability and the Life Course...

...those with lower **peak functional capacities** cross the "**disability threshold**" earlier than those with greater peak functional capacities, requiring assistance with daily tasks and care.

Disability and the Life Course...

Disability studies have mostly concentrated on the crucial role of **social, institutional, and environmental barriers** in creating disability.

Disability and the Life Course...

...institutional structures influence people's trajectories.

...special education targets individuals students' , where **disability and social inequity are constructed.**

Disability and the Life Course...

...placed in **special education** frequently results in **segregation** from the ordinary school in many countries. Such **disadvantages** has impact across a **person's lifetime**.

Disability and the Life Course...

A person's biography is very likely to be impacted by impairment because it immediately affects access to vital resources and **contradicts cultural expectations and images.**



Disability and the Life Course...

In a culture that is shaped and structured by and for **culturally mandated patterns of existence**, those with impairments are considered to be disabled.

Disability and the Life Course...

According to Priestley (2001), disability is about **unequal access to economic, social, and cultural capital**, and as a result, it's also about how possibilities in life are **distributed**.

Disability and the Life Course...

Priority of intervention:

Schools, by organizing interactions between students in hierarchies, have a substantial impact on how each cohort views impairment and disability.



Disability and the Life Course...

Being disabled relegates a person to a **disadvantaged** position in society.

Being person with disability means losing access to the rights in many literature. Such perception and descriptions required to be **revised in a new perspectives.**

Disability and the Life Course...

The impact of gender, class, ethnicity, and cultural background on the life course and prospects of individuals is **now well accepted** (Gillis 2001: 8816).



Disability and the Life Course,

