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**Disability and Social Equality**

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Practitioners in the field of disability are often complaining of what they feel are prejudices of the “man in the street” against their clients. Simultaneously they themselves have been involved in cases of bad behaviour and pieces of scandals have been shown on television by means of ‘hidden cameras’. A colleague and I therefore welcomed the invitation of a suburban municipality of Copenhagen to conduct an inquiry into the professionals’ attitudes towards their clients (in casu named co-citizens or simply citizens). Our study was based on a questionnaire to all professionals in that field of the municipality, field work in the institutions and interviews with selected professionals.

Our empirical study shows a clear picture: the questionnaire is documenting that the attitudes of the professionals are corresponding with the existing standards of legislation; a few exceptions even seem to prove the rule. Field work and observations confirm the impression; and interviews seem further to confirm a strong mutual relationship and respect between co-citizens and staff members.

When it comes to pedagogical practice, it becomes obvious that some major obstacles impede the implementation of citizenship for disabled people – even on this positive background. Those obstacles are documented as well: lack of professional resources, difficulties in understanding each other, inclusion reduced to special places and spaces (meaning inclusion as principle and exclusion as social practice), and adult disabled treated as children. Although our impressions are positive, we need to emphasize that social pedagogues are working *intra muros* with values and beliefs which are not met in societal reality. There still is a long way to social equality.