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## DISCRIMINATION OF GIRLS AND WOMEN WITH DISABILITIES IN EDUCATION AND EMPLOYMENT

### Abstract

*In labour law, women with disabilities belong to the vulnerable category, faced with double discrimination. Unequal treatment is based on sex and disability, which poses a double burden when accessing rights, institutions, education and finally employment. In this paper, the authoress stands that unequal treatment at the earliest age for girls compared to boys with disabilities in medical help, education and vocational training make a lower representation of women with disabilities in the labour market. This results in living in poverty, financial dependence on other family members and the social security system, abuse and sexual harassment. In theory, education, vocational training and employment are considered crucial for getting out of the isolation of this group. Mutually connected, education will set forth for vocational training, which will contribute to the possibility of getting to know new skills that are needed for employment. Earnings make women with disabilities financially independent and less at risk of poverty. Research has shown that more is invested in improving the health of boys with disabilities than girls. Furthermore, girls with disabilities are almost excluded from education. This is due to the lack of inclusive measures such as the mismatch of learning resources, transport and classrooms. The literacy rate of this category is as low as the education rate. As a result, women with disabilities are less likely to be employed, as well as to have the same earnings as colleagues with or without disabilities. The work of this category is insufficiently evaluated under the influence of the stereotype that women with disabilities are not intelligent enough for education, that education is unnecessary for them, that they are not able to earn, and that their place is at home, which makes them financially dependent on other family members, bringing them to poverty.*

**Key words:** *Women with disabilities; Unequal treatment; Double discrimination; Vulnerable categories.*

## I INTRODUCTION

Persons with disabilities, both men and women, are faced with discrimination because of their impairment, forming „a stigmatized minority group“.<sup>1</sup> Girls and women are especially vulnerable and this is caused both by gender and disability. We can say that their vulnerability caused by disability is reinforced by the fact that they are female. Some authors stressed the importance of gender as a dimension, that differs the position of women and men in society, due to unequal access to resources and roles in households.<sup>2</sup> Others explain that this „double handicap“ is caused by the impossibility of women with disabilities to fulfil the role given by society.<sup>3</sup> Gender does matter, having in mind a lower proportion of employment of this category, women with disabilities are less likely to work full time, as well as opportunities to work in low-status jobs.<sup>4</sup> It is estimated that there are one billion people in the world who belong to the group of disabled, and the prevalence is on the female side.<sup>5</sup> Men and women differ when it comes to disability since women have a higher rate of disability in comparison to men.<sup>6</sup> This double discrimination has an impact on the lives of this particular group. Some of the authors stand that they represent the most isolated group in society.<sup>7</sup> Beyond double discrimination, women with disabilities are usually connected with the stigma of „weakness“, which is the product of their gender and disability, sometimes and race.<sup>8</sup> It is also argued that women with disabilities are not able to live everyday life independently compared to men with disabilities and women without impairments.<sup>9</sup> Research of their position is therefore highlighted by the fact that we need to get to know their

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- 1 Katherine E. McDonald, Fabricio E. Balcazar, Christopher B. Keys, “Youth with disabilities”, in D. L. DuBois & M. J. Karcher (eds.), *Handbook for youth mentoring*, SAGE publication (2005), 493. For more see: Mario Reljanović, “Iskustva država članica Evropske unije u sprečavanju diskriminacije pri zapošljavanju”, *Strani pravni život*, No. 3, 2010.
  - 2 Mitch Loeb and Lisbet Grut, *Women with disabilities sharing knowledge: education, employment, reproductive history* (2005), 5.
  - 3 *Ibid.*, 4.
  - 4 Jennifer Hoganson, Eleanor Gil-Kashiwabara, Sarah Geenen and Laurie Powers, *Supporting girls with disabilities as they transition to adulthood, an awareness document for parents, youth, advocates and professionals*, <https://pathwaysrtc.pdx.edu/pdf/pbSupporting-GirlswithDisabilities.pdf> (06.09.2022), 2.
  - 5 *The empowerment of women and girls towards full and effective participation of gender equality* (2018), 10.
  - 6 Christopher McLaren, David Rosenblum, Meredith DeDona *et al.*, *Spotlight on women with disabilities* (2021), 4.
  - 7 *Integrating women and girls with disabilities into vocational mainstream vocational training, a practical guide* (1999), 2.
  - 8 Carol Boyer, “Job challenges of women with disabilities 25 years after the A.D.A.”, *Regional Labour Review*, Vol. 17, No. 2, 14.
  - 9 Loeb and Grut, *op. cit.*, 3.

position to improve it. It is mentioned the need for „a paradigm shift“, that will enable women with disabilities to be entailed to their rights.<sup>10</sup> Women with disabilities are not a homogenous group, they differ through their impairments and as a result, they are put to „extreme margins and experience profound discrimination.“<sup>11</sup> As for that, they can not be treated equally, so they are looking for an individual approach. They have different manifestations of a disability, such as mental, physical and sensorial. It seems that there are systematic barriers that prevent women with disabilities from accessing full education, the health system, information and service, justice and employment and they face violence, abuse, and sexual violence.<sup>12</sup> For some authors, women with disabilities are in the circle of neglect, isolation, and poverty, pointing to three areas that are crucial for getting out.<sup>13</sup> Those are seen in education, vocational training, and employment. The prerequisite of getting opportunities in the labour market is seen in education. Getting knowledge from school is the base for vocational training. New skills could open the possibility of finding a job more easily or a well-paid job. That is why the author stressed that unequal treatment in education and vocational training causes unequal treatment in employment and society, depriving women with disabilities of abilities and opportunities.

Discrimination is not the only thing that girls and women with disabilities are facing. This group is recognized as the one at high risk of violence. Not only do they face the same violence as girls and women without disability, but they are also victims of special forms of violence that is „particular to their situation of social disadvantage, cultural devaluation and increased dependency.“<sup>14</sup> Moreover, women with disabilities are proportionally more faced with abuse and violence than men with disabilities or women without impairment. One research shows that 83 per cent of women with disability have experienced sexual violence.<sup>15</sup> There is also a connection between sexual violence and education because this kind of violence is recognized as a significant problem for girls with disabilities in schools in the USA, Kenya, and Tanzania.<sup>16</sup> It is noted that girls with disability are at higher risk of becoming victims of sexual harassment and violence, particularly girls with multiple disabilities in comparison to non-disabled girls. The risk of violence is seen as one of the limits for girls with disabilities to get an opportunity to educate because girls with disabilities are seen as helpless and in

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10 *Achieving gender equality, women's empowerment and strengthening development cooperation* (2010), 146.

11 *The empowerment of women and girls towards full and effective participation of gender equality*, *op. cit.*, 11.

12 *Ibidem*.

13 *Integrating women and girls with disabilities into vocational mainstream vocational training, a practical guide*, *op. cit.*, 4.

14 Women with disabilities in Australia, *Stop the violence, background paper* (2013), 25.

15 Boyer, *op. cit.*, 15.

16 Harilyin Rousso, *Education for all: a gender and disability perspective* (2003), 11–12.

constant need of protection.<sup>17</sup> According to some reports, parents are hesitant to send their daughters with disabilities to school. Their fear might be seen as a stereotype nowadays and does not justify the isolation of girls with disabilities to be safe.

## II LEGAL FRAMEWORK

Legal intervention for protection of women with disabilities started with recognizing people with disabilities as members of society in need of provisions.<sup>18</sup> There was a long path from taking the lives of children who were born with some kind of disabilities, through the neglect of their existence until accepting them as part of society.<sup>19</sup> The last one is still a goal to achieve in modern societies.

The legal protection of girls and women with disabilities is based on several international documents. Convention on the Rights of the Child (UNCRC)<sup>20</sup> is one of the most important legal documents issued by the United Nation. Even though it does not concern women with disabilities, it is related to children with disabilities by imposing the ban on discrimination. As in the past decades, children with disabilities were not likely to survive, the right to live and to live with their parents should be understood as a milestone. As for children with disabilities, the important proclamation is the one that is constituted, as well as regarding the prohibition of violence, to save health status. This document also provides the right to a decent life for children with disabilities, as well as the right to special medical care.

The Convention contains article 23 that guarantees the rights of children with disabilities. This document guarantees special care for children with any type of disability, as well as all other rights that are stipulated in the Convention and that are necessary for independent living.<sup>21</sup> UN especially points to Beijing Declaration and platform for action, providing activities for independence, inclusion, and development of girls with disabilities.<sup>22</sup>

Last but not least, we should also mention the Convention on the Rights of Persons with Disabilities and its optional protocol (CRPD)<sup>23</sup>. It is

17 *Ibid.*, 12.

18 Jasmina Petrović, "Pravni status osoba sa invaliditetom", in Tatjana Stefanović-Stanojević and Ninoslav Krstić (eds), *Osobe sa hendikepom, prava, mogućnosti i razvoj*, Odbor za građansku inicijativu, Niš, 2005, 25.

19 *Ibid.*, 13.

20 Convention on the Rights of the Child (1989) Treaty no. 27531. *United Nations Treaty Series*, 1577, <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (05.11.2021).

21 *The empowerment of women and girls towards full and effective participation of gender equality*, *op. cit.*, 12.

22 *Ibidem*.

23 Convention on the Rights of Persons with Disabilities, *United Nations Treaty Series* 2515, 2006, <https://www.un.org/development/desa/disabilities/convention-on-the-rights->

one of the most important documents that stipulate various forms of discrimination against women with disabilities, providing measures for their empowerment.<sup>24</sup> Article 6 recognizes women with disabilities as double discriminated group in a need of special measures for full and equal employment.<sup>25</sup> Committee on the Rights of Persons with Disabilities stands that this article provides a way of implementing antidiscriminatory measures to provide human rights to women with disabilities.<sup>26</sup> This article aims to protect women with disabilities and to encourage and help them to advance in employment. That is why measures enacted by national law must be economical.<sup>27</sup> The Committee is concerned about the boundaries that girls with disabilities are facing in education, because of the stereotypes that encourage discrimination.<sup>28</sup> Huge problems for women with disabilities remain in employment, besides the problems of all persons with disabilities, such as unequal opportunities to enter the labour market, sexual harassment, and unequal pay.<sup>29</sup>

### III DISCRIMINATION OF GIRLS WITH DISABILITIES IN EDUCATION

At the beginning of this chapter, it should be noted that children with disabilities were excluded from education for decades since the prevalence of the medical method for understanding disability.<sup>30</sup> This method was widely accepted and has led to total social isolation for both girls and boys with disabilities, including education.

Education is important for all members of society, especially for girls and women with disabilities. Equal opportunities for taking part in the state school education system is the first step for making equal treatment in society. For girls with disabilities, it is the way to get out of the invisible zone and represents a starting point for vocational training. Vocational training aims to finding employment that is appropriate and adequate for the knowledge and education of women with disability. New skills are crucial for finding a decent job.

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*of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html* (14.11.2022).

24 *The empowerment of women and girls towards full and effective participation of gender equality, op. cit.*, 12.

25 Convention on the Rights of Persons with Disabilities, article 6.

26 *General comment No. 3 (2016), Article 6: Women and girls with disabilities*, Committee on the Rights of Persons with Disabilities, CRPD/C/GC/3, 2, para. 7.

27 *Ibid.*, 7, para. 21.

28 *Ibid.*, 16, para. 56.

29 *Ibid.*, 16-17, para. 58.

30 *Situaciona analiza: Položaj dece sa smetnjama u razvoju i invaliditetom u Srbiji* (2017), 20.

Even though education is highly valued, it is notable that there is a lack of children with disabilities who take part in the education system. Some authors stand that this is the result of the stereotype that children with disabilities are not able to learn and they should not be put through the stress of learning.<sup>31</sup> Earlier in Serbia, there were incoherences of legal provisions, that did not provide the inclusion of children with disabilities in the education system.<sup>32</sup> The last century was marked by special education for children with disabilities, who attended special schools and separated classes within regular schools. It was notable that boys with disabilities were more likely to attend special education in elementary and secondary school and some authors stressed that this overrepresentation is the result of discrimination. In education, boys with disabilities are seen as future breadwinners of the family, considering that it is more important for them to learn new skills, than girls with disabilities.<sup>33</sup> One research in the USA has shown the significance of gender roles in special education, therefore, boys often have different, advanced education than girls with disabilities.<sup>34</sup> The latest statistics available for Serbia from 2014 have shown that 38 per cent of girls with disabilities attended primary and secondary education.<sup>35</sup> The gap between girls and boys in education is still present in Africa, having in mind the statistics published in 2021.<sup>36</sup> This statistic shows the low rate of girls involved in primary schools, and also a small per cent of women with disabilities who can write and read. The situation in most countries in Africa is specific and obstacles for girls with disabilities to get an education are multiple: girls with disabili-

31 Nora Groce and Maria Kett, *Youth with disabilities* (2014), 7.

32 Mirna Kosanović, Saša Gajin and Dejan Milenković, *Zabrana diskriminacije u Srbiji i ranjive društvene grupe* (2010), 96. In Serbian law, in Act on Primary Education and Up-bringing, *Official Gazette* No. 55/2013, 101/2017, 10/2019, 27/2018, 129/2021, has been prescribed that children with disabilities are taking part in the education system together with the children without disabilities, or in separated schools, only when that is in their best interests. In order to get inclusive education for children with disabilities, schools are permitted to hire tutors from schools that are specialised for education of children with disabilities. The school rule of education, according to this Act, must be adapted to the needs of children with disabilities, including books, and there can be up to two children with disabilities in one class.

33 Rannveig Traustadottir and Perri Harris, *Women with disabilities: issues, resource, connections revised* (1997), 18-19.

34 *Ibidem*.

35 *Situaciona analiza: Položaj dece sa smetnjama u razvoju I invaliditetom u Srbiji, op. cit.*, 41. There is also a record of Commissioner for Protection of Equality in 2016 that 80 percent of girls with disabilities in Serbia never took part in education system in Serbia, for more: Održan skup "Prava žena i devojčica sa invaliditetom", Tim za socijalno uključivanje i smanjenje siromaštva, <https://socijalnoukljucivanje.gov.rs/sr/%D0%BE%D0%B4%D1%80%D0%B6%D0%B0%D0%BD-%D1%81%D0%BA%D1%83%D0%BF-%D0%BF%D1%80%D0%B0%D0%B2%D0%B0-%D0%B6%D0%B5%D0%BD%D0%B0-%D0%B8-%D0%B4%D0%B5%D0%B2%D0%BE%D1%98%D1%87%D0%B8%D1%86%D0%B0-%D1%81/> (17.11.2022).

36 *Prepreke obrazovanju devojčica sa invaliditetom u Africi*, <http://portaloinvalidnosti.net/2021/02/prepreke-obrazovanju-devojčica-s-invaliditetom-u-africi/> (17.11.2022).

ties are badly treated at home because they are a “shame” for the family, they are forced to beg and that is one of the income of the family, their body is known as magical and because of that, girls with disabilities are victims of sexual harassment, and eventually, the education of girls with disabilities in Africa is nothing but a cost.<sup>37</sup> Stereotype that girls with disabilities don't need education is a stereotype permanently present in other cultures.<sup>38</sup>

Also parents have different attitudes regarding their children with disabilities and boys will be allowed to use multiple kinds of transportation, considering that they are more resourceful and willing to take a risk to overcome obstacle, friendly and not fragile in comparison with girls with disabilities.<sup>39</sup> As for higher education, women face obstacles as men with disabilities, such as the lack of accommodation entry to a building, and reference materials and books. But, women with disabilities face other, additional obstacles, that are peculiar only to them. They are challenged with the stereotypes related to gender roles and occupational segregation. They struggle if they have the motivation to educate in the fields that are „male-dominated.“ For that reason, they are usually advised to focus on traditional female fields, such as special education and humanities.<sup>40</sup>

Women with disabilities are less educated in comparison to men with and without disabilities.<sup>41</sup> Some authors point to the reasons for the invisibility of disabled girls.<sup>42</sup> Their biggest barrier is that they are not in the focus of those who make decisions in the employment system, nor those who care about educational equity. There is a study confirming how the stereotype „women with disabilities don't need education“ actually affects the decision of this category to take part in the school system.<sup>43</sup> Similarly, there are opinions that education is not for girls with disability, their place is at home, although there is doubt that women with disabilities can take the role of mothers, nurturers, wives, and homemakers.<sup>44</sup> Other researcher calls it „cultural bias“, referring to the fact that boys with or without disabilities are the main earners and why the opportunities for new knowledge should be given to brothers in families, rather than sisters.<sup>45</sup> Other authors agree with that adding that these cultural biases reduce

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37 *Ibidem.*

38 Nguyen Thi Nhu Trang *et al.*, “Promoting inclusive education for girls with disability: reviewing theoretical and legal framework”, *VNU Journal of Science: Policy and management studies*, Vol. 37, No. 4, 2021, 16.

39 Rousso, *op. cit.*, 15.

40 Traustadottir and Harris, *op. cit.*, 21.

41 *Ibid.*, 18.

42 Rousso, *op. cit.*, 4.

43 Belaynesh Tefera, MarloesL. van Engen, Alice Schippers, Arne H. Eide, Amber Kersten-Jacvan der Klink, “Education, work and motherhood in low and middle-income countries: a review of equality challenges and opportunities for women”, *Social Inclusion*, Vol. 6, No. 1, 2018, 86.

44 Rannveig Traustadottir, *Women with disabilities: issues, resources, connections* (1990), 13.

45 Rousso, *op. cit.*, 7.



family expectations and resources for schooling girls with disabilities.<sup>46</sup> Also, some parents don't think that education is important for girls with disabilities, since they are not likely to get married and therefore they stay hidden at home. Some views create the stigma that disability is „punishment for past sins, misfortune or witchcraft.“<sup>47</sup> This stereotype leads girls with disabilities to isolation, because parents, to protect them, hide them at home or in institutions, making distance from social life and sometimes from their own. In addition, there is research that shows that girls with disabilities in the USA do not take part in after-school activities because of the „patronizing attitudes by the school“ and fear of parents of sexual and physical abuse from male assistants, as well as the thinking that their daughters are not able to take their own decisions.<sup>48</sup> Some claim that reason of the lower rate of women in education is caused by the stigma that they are unable or unworthy of education.<sup>49</sup> It is also interesting to notice, that parents of children with disabilities connect the cost of education and gender, considering that the education of girls will be more expensive due to transportation or accommodate equipment.<sup>50</sup> Transportation is also seen as a burden for girls with disabilities to educate.<sup>51</sup> This is meant for a family with a limited budget, therefore there is a stereotype that transportation for girls with disabilities is more expensive than for boys because of the accompaniment that is needed only for girls. The costs might be higher for additional help for girls with disabilities in transportation that is not adjusted to their needs, as well in the case when girls are not able to walk to school.<sup>52</sup> In our opinion, the underrepresentation of girls with disabilities in the education system can't be explained by different costs, because this fact is not gendered determined, and listed support may be needed on the same terms for girls and boys with disabilities. Some authors stressed that there is a relationship between the type of disability and education.<sup>53</sup> As a result, girls with mobility disabilities may have more opportunities, i.e access to education, rather than those who are blind and deaf. In addition, girls with disabilities living in rural places are not given the same chance as those living in bigger cities to educate.<sup>54</sup> In the last decade, women with disabilities have decreased the employment gap compared to men, but the difference is still significant, especially when it comes to bachelor's degrees and higher education.<sup>55</sup>

46 Groce, Kett, *op. cit.*, 8.

47 *Ibid.*, 5.

48 Donna M. Mertens, Amy Wilson and Judit Mounty, “Gender equity for people with disabilities”, in Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer (eds), *Handbook for achieving gender equity through education* (2007), 591-592.

49 Tefera, Van Engen, Schippers, H. Eide, Kersten and Der Klink, *op. cit.*, 86.

50 Rousso, *op. cit.*, 7.

51 *Ibid.*, 16.

52 *Ibidem.*

53 *Ibid.*, 6.

54 *Ibidem.*

55 Christopher McLaren, David Rosenblum, Meredith De Dona *et al.*, *Spotlight on women with disabilities* (2021), 8.



#### IV DISCRIMINATION OF WOMEN WITH DISABILITY IN EMPLOYMENT – STATISTICS AND REASONS

The right to work is essential for every human being since „the right to work is an inherent part of human dignity.“<sup>56</sup> That statement is the reflection of the fact that work is a source of existence of an individual and his family, but also provides development of a working person, recognition in society, as well as matter of the fact that health status, housing, etc. depends on the implementation of this right.<sup>57</sup>

The importance of work is considered crucial for women with disabilities. Some of the authors stressed that work is fundamental for improving their human rights, and bringing successful community living.<sup>58</sup> In theory, we can find information that men with disabilities are more likely to find and keep a job compared to women with disabilities and that is seen in the employment proportion.<sup>59</sup> Therefore, it is no wonder that the latest statistics show a prevalence of employment of men with disabilities.<sup>60</sup> Rate of unemployment is 50% higher when it comes to women with disabilities and it doubles when we compare it with their non-disabled colleagues.<sup>61</sup> Women with disabilities face several types of discrimination in employment: the rate of unemployed women with disabilities is higher than men with a disability; earning less, they are employed in lower status than men with disabilities and are less likely to find full-time employment compared to their male counterparts.<sup>62</sup> Besides the fact that it is a way to earn a salary, employment for women with disabilities constitutes an opportunity to get social connections, interact with other people, and get new knowledge.<sup>63</sup> This is also seen in other authors' opinions.<sup>64</sup> Therefore, professional inclusion contributes to better quality of life.<sup>65</sup> Besides that, it affects self-confidence and in that way, women with disabilities become part of society. That may be seen in the result of one

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56 Ljubinka Kovačević, "Protection of the persons with disabilities from employment discrimination, with a focus on Serbian legislation and practice", *Pravni vjesnik*, Vol. 30, No. 2, 2014, 69.

57 *Ibidem*.

58 Sandrine Gaymard, "Social representation of work by women and young girls with intellectual disabilities", *Life Span and Disabilities*, Vol. XVII, No. 2, 2014, 150.

59 Traustadottir and Harris, *op. cit.*, 16. For more see: Jovana Rajić, "Problem zapošljavanja lica sa invaliditetom", *Strani pravni život*, No. 3/2016.

60 McLaren *et al.*, *op. cit.*, 7.

61 Groce and Kett, *op. cit.*, 9.

62 M. Mertens, Wilson and Mounty, *op. cit.*, 593.

63 *Integrating women and girls with disabilities into vocational mainstream vocational training, a practical guide*, *op. cit.*, 5.

64 Gaymard, *op. cit.*, 161. Serajul Haq finds that employment for women with disabilities brings economic independence, social connections, and integration among non-disabled communities.

65 *Ibid.*, 152.

research, that unemployment is especially hard for women with disabilities, who feel less valuable and rejected by society.<sup>66</sup> There is a special connection between education and employment, besides the fact that the quality of a job is determined by the level and quality of education. There is an „education to employment transition“ that leads to independence. Some authors stand that societies should do more to make this transition easier and more successful.<sup>67</sup> The significance of this relationship is also seen in the quality of life and bears the risk of poverty. Families with disabled members have more financial demands for medical care and other disability-related costs.<sup>68</sup> Lower-educated women with disability are faced with the difficulty of finding a job or they work for a salary of a lower rate. On the other hand, highly educated women with a college degree are less likely to live in poverty compared to women with disability who have less than high school.<sup>69</sup> Some authors confirm that women with disabilities are in concerning situation than men when it comes to poverty, including education as an indicator.<sup>70</sup>

Discrimination of women with disabilities in employment is caused, among other things, by gender stereotypes including women and men with or without disabilities. The place for women is seen at home and that is especially meant for those with disabilities. Their job is less valued, and that is the result of gender roles that are arranged for women and men. As men are seen as breadwinners and decision-makers, there are fewer opportunities for women with and without disabilities to work and be earners. Some of the authors stand that women with disabilities are disadvantaged because their work is seen as secondary to men's.<sup>71</sup> There is also a stereotype that women with disabilities are not valuable as workers. Because of their health, it is presumed that they use frequently sick leave and that employer needs to have substitution. Some of the authors add stereotypes such as those that they are helpless, childlike, and incompetent.<sup>72</sup> On the contrary, when women with disabilities are given the opportunity to work, they show loyalty and are highly motivated and reliable to prove their skills, to earn money but also this is a chance for them to become an active member of society.<sup>73</sup>

Even when women with disabilities are given the chance to work, they are faced with another type of discrimination. Unequal pay for the same job for men and women is present in the performance of the job of women with disabilities. Research in the USA has shown that women with disability earn

66 Andreja Barištin, Tomislav Benjak and Gorka Vuletić, „Health-related quality of life of women with disabilities in relation to their employment status“, *Croatian Medical Journal*, No. 52, 2011, 551.

67 Boyer, *op. cit.*, 16.

68 Groce and Kett, *op. cit.*, 6.

69 Boyer, *op. cit.*, 16.

70 Tefera, Van Engen, Schippers, H.Eide, Kersten and Der Klink, *op. cit.*, 86.

71 *Integrating women and girls with disabilities into vocational mainstream vocational training, a practical guide, op. cit.*, 3.

72 Rousso, *op. cit.*, 4.

73 *Integrating women and girls with disabilities into vocational mainstream vocational training, a practical guide, op. cit.*, 4.

72 cents to every dollar that is earned by men with disability and 80 cents to one dollar earned by women without disabilities.<sup>74</sup> Also, women with disabilities are not given the same chances to choose the type of job. Statistics have shown that women with disabilities are given the opportunity to work in service or sales, rather than in management and other related occupations that are well-paid.<sup>75</sup> The specific challenge is seen in lower opportunities for women with disability to live in rural places for employment compared to nondisabled women living in the same place.<sup>76</sup> It is believed that obstacles that women with disability in rural places face are reinforced, especially opportunities for education and isolation.

As a result of unequal treatment, women with disabilities are more likely to be poor. Poverty is described as a lack of „money, knowledge, skills, and social connections.“<sup>77</sup> There is no doubt that women with disabilities without equal opportunities for education are limited when it comes to employment, and they become dependent on other family members or the social security system for an indefinite period of time. That is why it is pointed out that societies must create inclusive politics that will be attractive to people with disabilities and will retain them in labours market, together with changes in the environment that will ensure equal treatment both to men and women with disabilities.<sup>78</sup>

## V CONCLUSION

What should we do? Starting from changing parental attitudes when it comes to girls with disabilities in education, parents must be encouraged to give equal opportunities to their male and female children in all spheres of life. There should be more attention paid to prevent harassment and violence in school. The information data on sexual harassment and abuse in schools are minimum and insufficient for getting familiar with the position of girls with disabilities in education. Education should be more available, due to the fact that the distance of schools might be a limitation for some girls with disabilities to take part in the education system. As for the fact that girls with disabilities are at high risk of sexual violence in schools, specific strategies and politics must be designed in order to lift the awareness of society and prevent it. Improvement of the education-employment transition might be posted as an aim, all together with the strategy of full inclusion and spreading the opportunities for internship and post-secondary education. In order to reach the following goal, there is a need to promote the employment of

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74 Boyer, *op. cit.*, 14.

75 McLaren *et al.*, *op. cit.*, 3.

76 M. Mertens, Wilson and Mouny, *op. cit.*, 594.

77 *Integrating women and girls with disabilities into vocational mainstream vocational training, a practical guide*, *op. cit.*, 3.

78 International Labour Organization, *Labour market inclusion of people with disabilities*, Buenos Aires, 2018, 19.

women with disabilities and to make their hiring more attractive to employers through social security benefits. Last but not the least, there is a need for training of teachers in schools on gender and disability, as well as an idea for recruitment of women with disabilities as teachers.

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## DISKRIMINACIJA DEVOJČICA I ŽENA SA INVALIDITETOM U OBRAZOVANJU I ZAPOŠLJAVANJU

### Apstrakt

*Žene sa invaliditetom spadaju u ranjivu kategoriju u teoriji radnog prava, budući da su suočene sa rizikom dvostruke diskriminacije. Nejednak tretman je zasnovan na polu i invaliditetu, što predstavlja dvostruko opterećenje prilikom pristupa pravima, institucijama, obrazovanju i, konačno, zapošljavanju. U ovom radu autorka ističe da nejednak tretman devojčica u odnosu na dečake sa invaliditetom u njihovom najranijem uzrastu, u pogledu pristupa medicinskoj pomoći, obrazovanju i stručnom osposobljavanju utiče na manju zastupljenost žena sa invaliditetom na tržištu rada. To dovodi do siromaštva, finansijske zavisnosti od drugih članova porodice i sistema socijalne zaštite, zlostavljanja i seksualnog uznemiravanja. U teoriji, obrazovanje, stručna obuka i zapošljavanje smatraju se ključnim za izlazak ove grupe iz izolacije. Uzajamno povezano, obrazovanje omogućava stručno osposobljavanje, koje, dalje, omogućava sticanje novih znanja i veština potrebnih za zapošljavanje. Zarada čini žene sa invaliditetom finansijski nezavisnim i manje izloženim riziku od siromaštva. Istraživanja su pokazala da se više ulaže u unapređenje zdravlja dečaka sa invaliditetom nego devojčica. Štaviše, devojčica sa invaliditetom skoro da su isključene iz obrazovanja, jer 1/3 dece koja ne idu u školu su devojčice sa invaliditetom. Ovo je uzrokovano, pre svega, nedostatkom inkluzivnih mera, uključujući neusklađenost resursa za učenje, prevoza i učionica. Stopa pismenosti ove kategorije je niska kao i stopa obrazovanja. Zbog toga je manja verovatnoća da će žene sa invaliditetom biti zaposlene, kao i da će ostvarivati istu zaradu kao kolege sa ili bez invaliditeta. Rad ove kategorije zaposlenih je redovno nedovoljno vrednovan pod uticajem stereotipa da žene sa invaliditetom nisu dovoljno inteligentne da se obrazuju, da im je obrazovanje nepotrebno, da ne mogu da zarade, da im je mesto kod kuće, što ih sve čini finansijski zavisnim od drugih članova porodice, i dovodi do siromaštva.*

*Ključne reči: Žene sa invaliditetom; Nejednako postupanje; Dvostruka diskriminacija; Osetljive kategorije.*