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Research Paper

## Hybrid structures and cultural diversity in welfare services for people with intellectual disabilities. The case of inclusive education and disability arts in Sweden

*Structures hybrides et diversité culturelle dans des institutions sociales accueillant des personnes ayant des déficiences intellectuelles. Le cas de l'éducation inclusive et de la création artistique des personnes vivant avec un handicap en Suède*

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### ABSTRACT

In this article, I deal with the professional and ethical implications within welfare organizations that are characterized by having what I refer to as a hybrid structure in inclusive education and disability arts in Sweden. The article is predominantly theoretical in its character and excerpts from empirical research are used primarily as illustrations of the theoretical issues and themes addressed. Empirical data was collected using qualitative research interviews and a digital web survey. The article suggests that hybrid structures carry both opportunities and threats, as such structures expose (welfare-) organizations to different sets of values and expectations. Both inclusive education and disability arts are constituted by somewhat antagonistic institutional logics. It is argued that this may cause professional ambiguity, considering that institutional logics *inform* the organizations about what is appropriate in relation to the daily work, e.g. aims, methods, ambitions, and

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professional relations. An important implication for further research is how teachers and school organizations, as well as cultural workers within social work organizations, deal with the risk of people with ID being stigmatized—through labelling, differentiation, or compensatory arrangements—without failing to address the fact that some individuals have, and always will have, special needs due to their ID.

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## R É S U M É

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L'article porte sur les incidences professionnelles et éthiques au sein d'institutions sociales caractérisées par le fait qu'elles ont ce que je nomme une *structure hybride*. L'article a une visée principalement théorique et la mobilisation d'éléments tirés de recherches empiriques, sur l'éducation inclusive et sur la création artistique des personnes vivant avec un handicap en Suède, vient surtout éclairer les questions théoriques et les thèmes abordés. Les données empiriques sont issues d'entretiens qualitatifs et d'une enquête en ligne. L'article montre que les structures hybrides offrent autant d'opportunités qu'elles présentent de risques, car ce type de structure expose les institutions (sociales) à des ensembles de valeurs et d'attentes très diversifiés. Le domaine de l'éducation inclusive, autant que celui de la création artistique des personnes vivant avec un handicap, est établi sur des logiques institutionnelles antagoniques. Ceci est une source d'ambiguïté professionnelle, dans la mesure où les logiques institutionnelles *informent* les organisations de ce qui convient au travail quotidien, concernant notamment les méthodes, les ambitions et les relations professionnelles. Un des points intéressants à développer dans de nouvelles recherches serait la manière dont les enseignants et les institutions scolaires, ou les professionnels de la culture qui exercent dans des institutions sociales, prennent en compte le risque pour les personnes ayant des déficiences intellectuelles d'être stigmatisées—à travers un étiquetage, une différenciation, ou des dispositions compensatoires—tout en n'omettant pas que certaines d'entre-elles ont, et auront toujours, des besoins spéciaux liés à une déficience intellectuelle.

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## 1. Introduction and research problem

In this article, I deal with the professional and ethical implications within welfare organizations that are characterized by having what I refer to as a hybrid structure. This article focuses on two different organizational contexts offering support and services for people with intellectual disabilities (ID) in Sweden: disability arts and inclusive education. However, similar analysis has been conducted in other fields, e.g. science and technology. Callon (2004) and Callon, Lascoumes, and Barthe (2009) have analyzed hybrid forums where hybridity refers to the fact that the individuals groups involved in these forums, and the spokespersons claiming to represent them, are heterogeneous, including experts, politicians, technicians, and laypersons. The forums are also hybrid because the questions and problems taken up are usually addressed at different levels and in a variety of domains.

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