

YOUNG PERSONS WITH LEARNING DIFFICULTIES  
AND THEIR PARTICIPATION IN CULTURAL LIFE:  
A HUMAN RIGHTS STANDARD IN THEORY AND PRACTICE

An Abstract of the Thesis By

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Present thesis is intended to explore the actual and desired cultural participation of young persons with learning difficulties (commonly known as “intellectual disabilities”) on a local level. In eight group sessions, 21 adolescents have jointly explored their activity and preferences against the backdrop of 17 areas of cultural participation. Special attention was also given to the question, where and with whom the young people (want to) participate in cultural life, as the context of both location and accompaniment may help derive tendencies regarding actual and desired inclusion in the community.

Besides the great diversity of factual and wished participation, as 16 of 17 cultural areas were covered, the results do not only reflect adolescences issues, such as the strive for autonomy and partnership, or the importance of peers , but notably individual and collective capabilities.

These findings shall form the basis for recommendations for action .

Addressed are on - site partners such as youth workers, representatives and actors from politics , culture and the field of disability, self-organized groups and private persons in order to enhance the cultural participation and inclusion of young persons with learning difficulties.

The results could also serve as comparative base for similar research backgrounds or enterprises and could hence be of interest for researchers in the areas of culture, youth and of course disability.