

Deaf People Worldwide: Equality and Quality

**Forum: Deaf People in the Balkans,
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FAD Balkan Survey Project

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WFD Vision 2020

**Deaf People in the World:
Equality and Quality**

- **Deaf people have human rights, self-determination and political strength**
- **Sign Language is respected**
- **Deaf education is of high quality**
- **Technological advances ensure access**
- **Living conditions are good**
- **Self-determination and empowerment are assumed**

Some tools for promoting life situation and human rights of deaf people

- **UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities**
- **UN Convention – Draft Convention on the Rights of People with Disabilities**
- **UN Educational, Scientific and Cultural Organisation - Education for All Flagship (EFA)**
- **WFD Policy on *Education Rights for Deaf Children (Deaf Bilingual Education)***
- **The Salamanca Statement and Framework for Action on Special Needs Education
UNESCO, 1994**

Rights of individuals with disabilities

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graph TD; A[Rights of individuals with disabilities] --- B[UN Charter]; A --- C[Universal Declaration of Human Rights]; A --- D[Human Rights Instruments]; B --- E[World Programme of Action concerning Disabled Persons]; C --- E; D --- E; E --- F[Standard Rules on the Equalization of Opportunities for Persons with Disabilities];
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UN Charter

Universal
Declaration of
Human Rights

Human Rights
Instruments

**World Programme of Action concerning
Disabled Persons**

**Standard Rules on the Equalization of
Opportunities for Persons with
Disabilities**

Standard Rules

- **one major outcome of the Decade of Disabled Persons (adoption by the UN General Assembly)**
- **not a legally binding instrument**
- **a strong moral and political commitment of Governments to take action to attain equalization of opportunities for persons with disabilities**
- **the rules serve as an instrument for policy-making and as a basis for technical and economic cooperation.**
- **22 rules (incorporate the human rights perspective)**
- **four chapters - preconditions for equal participation, target areas for equal participation, implementation measures, and the monitoring mechanism - and cover all aspects of life of disabled persons.**

- **I. Preconditions for Equal Participation**

- Rule 1. Awareness-raising

- Rule 2. Medical care

- Rule 3. Rehabilitation

- Rule 4. Support services

- **II. Target Areas for Equal Participation**

- Rule 5. Accessibility

- Rule 6. Education

- Rule 7. Employment

- Rule 8. Income maintenance and social security

- Rule 9. Family life and personal integrity

- Rule 10. Culture

- Rule 11. Recreation and sports

- Rule 12. Religion

- **III. Implementation Measures**
- Rule 13. Information and research
- Rule 14. Policy-making and planning
- Rule 15. Legislation
- Rule 16. Economic policies
- Rule 17. Coordination of work
- Rule 18. Organizations of persons with disabilities
- Rule 19. Personnel training
- Rule 20. National monitoring and evaluation of disability programmes in the implementation of the Rules
- Rule 21. Technical and economic cooperation
- Rule 22. International cooperation
- **IV. Monitoring Mechanism**

The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities

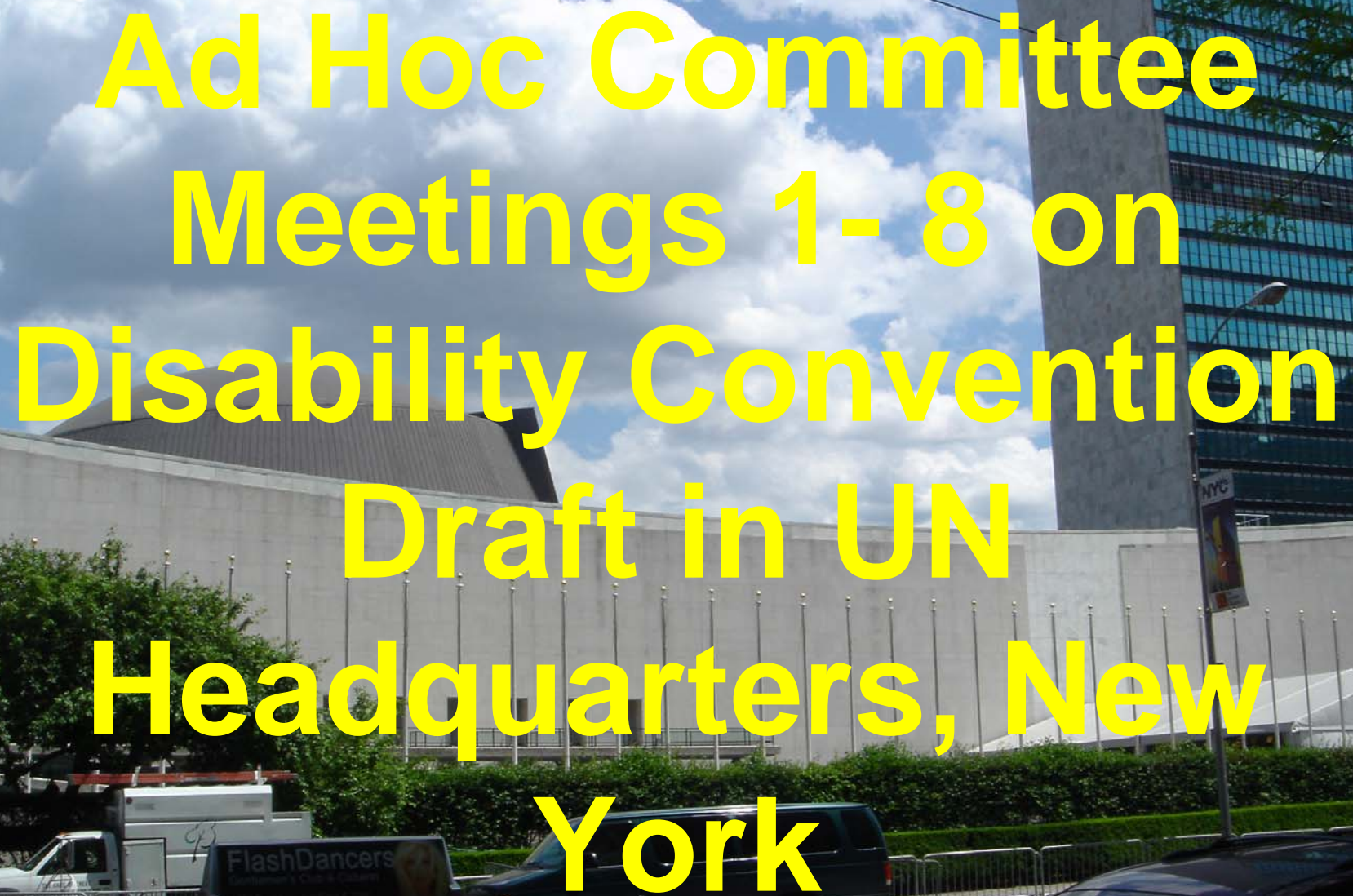
United Nations, 1994

- Rule 5.7: Consideration should be given to the use of sign language in the education of deaf children, in their families and communities. Sign language interpretation services should also be provided to facilitate the communication between deaf persons and others.**
- Rule 6.9: Owing to the particular communication needs of deaf and deaf/blind persons, their education may be more suitably provided in schools for such persons or special classes and units in mainstream schools. At the initial stage, in particular, special attention needs to be focused on culturally sensitive instruction that will result in effective communication skills and maximum independence for people who are deaf or deaf/blind.**

**Comprehensive and Integral
International Convention on the
Protection and Promotion of the
Rights and Dignity of Persons
with Disabilities**

The purpose of the Convention

- **to "provide the basis for effective measures to promote, protect and integrate the rights of persons with disabilities into all areas of national legislation, policies and programmes and to promote increased awareness of internationally accepted norms on:**
 - **1) the equalisation of opportunities for persons with disabilities;**
 - **2) the full and effective integration of persons with disabilities in social life and development; and**
 - **3) standards to protect and promote the rights of persons with disabilities.**

A photograph of the United Nations Secretariat Building in New York City. The building is a tall, modern skyscraper with a grid of windows. In the foreground, there is a street with a yellow taxi cab, a dark van, and a white truck. The sky is blue with white clouds. The text is overlaid in large, bold, yellow letters.

**Ad Hoc Committee
Meetings 1- 8 on
Disability Convention
Draft in UN
Headquarters, New
York**

Basic idea:

- improving human rights of people with disabilities

- no new human rights, should be based on previous human rights instruments

- civil, political, cultural etc. rights

- rights of children, women, refugees etc.



UN General Assembly

**Kofi
Annan**

**Economic and
Social
Council**

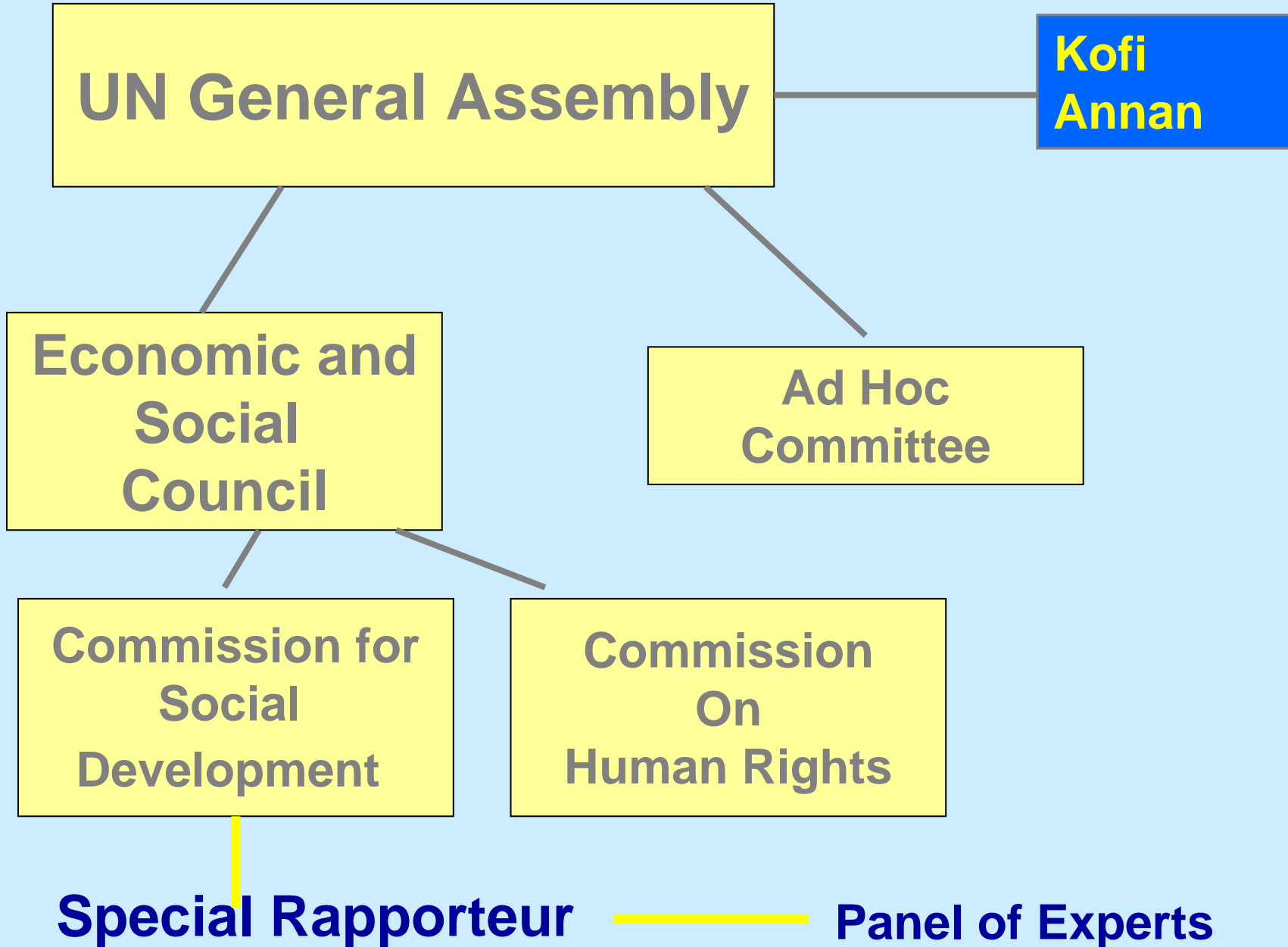
**Ad Hoc
Committee**

**Commission for
Social
Development**

**Commission
On
Human Rights**

Special Rapporteur

Panel of Experts



Who??

- **Government delegations**
- **National Human Rights Institutions**
- **Non-Governmental Organisations**
 - **WFD**
 - **Disability Caucus**
- **UN System Organisations**
 - **ILO**
 - **Office of the High Commissioner for Human Rights**
 - **WHO**

Important Articles for deaf people

- Article 2 Definitions
 - “Communication” includes spoken and signed languages, display of text, and Braille, and tactile communication, large print, written, audio, accessible multimedia, plain language, human reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology;
 - “Language” includes spoken and signed languages and other forms of non-spoken languages;

- **Article 9 Accessibility:**
 - 2 (e) Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;
- **Article 21 Freedom of expression and opinion, and access to information**
- States Parties shall take all appropriate measures to ensure that persons with disabilities can exercise their right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice², including by:
 - (b) Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions;
 - (e) Recognizing and Promoting the use of sign language.

- Article 24 Education:
- 3 (b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
- 4. In order to help ensure the realisation of this right, States Parties shall take appropriate measures to employ teachers, including those with disabilities, who are fluent in sign language and Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

- **Article 30**
Participation in cultural life, recreation, leisure and sport
- 4. Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture.

NOTE!

- **the Convention will not replace the Standard Rules.**
- **the Convention is a legally binding human rights instrument**
- **the Standard Rules will always be the tools and guidelines used to implement and activate the articles of the Conventions**

The Flagship on Education for All and the Right to education for Persons with Disabilities: Towards Inclusion

- the right to education is universal (Convention on the Rights of the Child (1989), World Declaration for Education for All (1990), the Standard Rules on the Equalization of Opportunities for Persons with Disability (1993), the UNESCO Salamanca Statement and Framework for Action (1994), and the Dakar Framework for Action (2000))
- the goal of the Dakar Framework for Action is to achieve "education for all" by 2015.
- the universal right to education extends to individuals with disabilities
- all nations act upon their obligation to establish or reform public education systems that are accessible to, and meet the needs of, individuals with disabilities.

The Right to Education for Persons with Disabilities: Towards Inclusion

- established in 2003
- an alliance of global disability groups, among them experts and donors had been pushing the issue through a number of years.
- networking important with other key EFA-related programs + active collaboration should be pursued with other EFA Flagships
- Disability issues must be placed firmly on the agenda of all EFA work.
- Information, statistics, teacher education and capacity building are areas of attention.

THE FLAGSHIP GOAL

- Recognizing the universal right to education, the Flagship seeks to unite all EFA partners in their efforts to provide access to and promoting completion of quality education for every child, youth, and adult with a disability.
- **Strategic Objectives:**
 - to combat discrimination and remove structural barriers to learning and participation in education
 - - to promote a broad concept of education, including essential life skills and life-long learning
 - - to contribute to a focus on the needs of persons with disabilities when resources and activities address the realisation of EFA goals

WFD Education Rights for Deaf Children: Statement and Recommendations

- **All Deaf people, including Deaf children, have the right to full access to quality education through visual modes, including indigenous sign languages. This position is supported by several international conventions of the UN.**
- **Early identification of Deaf infants and youth, and sign language environments and educational intervention strategies and programmes, in partnerships among families, Deaf adults and professionals.**

- **Curricula should provide the opportunity for students to learn in and study both their local/national sign language and the local (written) language as academic subjects.**
- **Governments should ensure full and equal access to and educational success for Deaf learners based on regular education goals, standards and curricula.**

National and Regional/Provincial Governments Should:

- Put into practice policies or guidelines regarding early identification of and intervention for Deaf children that maximise their visual capabilities and sign language.
- Legalise sign language and quality education for Deaf people of all ages.
- Provide the resources necessary for the development/implementation of effective programmes for teaching sign language and Deaf Studies (history, culture, etc.) to involved people, such as:
 - Families of Deaf children
 - Teachers of Deaf children, administrators and other professionals
 - Professionals, including doctors and therapists, for preschool Deaf children
 - Interested parties such as but not limited to community service providers, interpreters, and other students

- Provide support for programmes for Deaf people to receive training and become employed as teachers, educational professionals and members of educational teams.
- Establish high standards for quality education programmes and outcomes, from early childhood to professional education, for all Deaf people equal to that for all people; implement assessment and monitoring programmes to ensure that each learner makes appropriate progress.
- Ensure that Deaf learners who may be placed in mainstream educational settings have access to the services of educated, trained and qualified sign language users and interpreters, other needed support services, Deaf peers and role models, and full participation in both the educative and co-curricular processes.
- Support further research on:
 - The development of strategies and valid instruments for teaching and assessing features in indigenous sign languages and the development of fluency in sign language.
 - The benefits of acquiring an education using direct communication pedagogies, versus indirectly through a third-party interpreter.

The Salamanca Statement and Framework for Action on Special Needs Education UNESCO, 1994

- **Point 21**

Educational policies should take full account of individual differences and situations. The importance of sign language as the medium of communication among the deaf, for example, should be recognized and provision made to ensure that all deaf persons have access to education in their national sign language. Owing to the particular communication needs of deaf and deaf/blind persons, their education may be more suitably provided in special schools or special classes and units in mainstream schools.