

International initiatives for Disabled children

Dr.Nibedita Priyadarshani

Assistant Professor (Education)

Rani Dharm Kunwar Govt. Degree College, Dallawala, Khanpur (Haridwar)

Abstract-The main objectives of this paper are to learn the initiatives taken by the international agencies towards disabled as well as the events organized to address the rights of person with disability. World Bank has ten commitments for inclusive environment of disables. Commitments like inclusive education, innovation and technology, data disaggregation, women and girls with disabilities; people with disabilities in humanitarian contexts; transport; private sector; social protection; staffing; disability inclusion and accountability framework. There are many articles framed for betterment of disable children. International organizations emphasized on both government and non-government agencies were encouraged to contribute in research and innovation on inclusion of disables. The works of international agencies are the best examples of 'inclusive education for disable'. Every country should strive for proper implementation of the rules and regulation for inclusion of disability. Only implementation is not vital, it should be reflected in attitude of every citizen towards disable persons.

(Key words: Disability, Inclusion, equalization of opportunities, Sustainable Development Goal)

Introduction -Education is essential for improving productivity to bring about desirable changes for social as well as national development. In 1946, the international community charged UNESCO with the responsibility for promoting education throughout the world due to its vital importance to the individual and social well being. In 1948, the United Nation in Paris proclaimed Universal Declaration Human Rights including the Right to Education .We cannot ignore disable children from this right where as 10% of the world's population lives with a disability and 80% of these people with disabilities live in developing countries www.org/disabilities/documents/toolaction). It is very essential to bring all those children with disabilities in the main stream of education society. For this there is a high level paradigm shift for education system to include and serve all children effectively..

Role of UN-Over four decades United Nations has worked out on the human rights of person with disabilities which is reflected in specific measures and initiatives in the form of convention and Standard Rules. UN made year 1971 as Declaration on the Rights of Person with Mental Retardation which was later in 2006 Convention on the Rights of Person with Disability.

Convention on the Rights of the Child -The 1989 convention on the Rights of the Child (CRC) is the first instrument in International Law to deal comprehensive with the human rights of children. The CRC is based on four principles i.e non-discrimination, best interest of the child, survival and development and respect for the views of the child (Quinn, Gerad, et al). Following provisions are seen in the Articles of CRC particularly for the dignity of disabled children.

Article 2 of the CRC depicts the principle of non-discrimination, which states, "State parties shall respect and ensure the rights set forth in the present convention to reach child.....without discrimination of any kind, irrespective of the child's..... disability or other status."

Children with disability require additional or different forms of support with normal children in order to enjoy their rights, instead of segregated facilities for education. For instance, a visual impaired child should be provided with enlarged print, Braille books or other form of assistance for enjoying the same right to education as all children.

Article 9: The child's right not to be separated from his or her family

Article 18: Services and assistance to support parents in their child rearing responsibility.

Article 19: Protection from injury, neglect and any form of violence.

Article 20: Protection of children deprived of a family environment

Article 22: Refugee children

Article 23 States that (i): The obligations of States parties and recognizes that a child with mental or physical disabilities is entitled to enjoy a full and decent life, in conditions that ensure dignity, promote self reliance and facilitate the child's active participation in the community.(ii) State parties recognize the right of the disabled children to special care and shall encourage and ensure the extension, subject to avail resources to the eligible child and those responsible for his or her care, of assistance..... appropriate to the child's condition.(iii) Assistance should be free of charge to make them easy access to education, training, health care services, rehabilitation services, preparation for employment(iv) Exchange of appropriate information in the field of

preventive healthcare and of medical, psychological and functional treatment of disabled children.

Article 25: Periodic review of treatment.

Article 28: The child's right to free and compulsory primary education, secondary education and vocational education and prevention of drop out.

Article 30: Children belonging to minorities and indigenous people.

Article 33: Protection from works that interferes with education.

Article: 34 Protection from sexual abuse.

Article: 37 Protection from torture or other cruel, inhuman or degrading treatment or punishment and from deprivation of liberty .

Article: 39 Right to rehabilitative care for victims of neglect, exploitation, abuse or degrading treatment.

The CRC gives an implementation framework for implications for law, policy and practice for disabled children.

UN Standard Rules on the Equalisation of opportunities for person with Disability-The UN General Assembly adopted the Standard Rules on the equalization of opportunities for person with disabilities in 1993. The Rules focus all aspects of the lives of persons with disabilities and give way how governments can make social, political and legal changes to ensure disabled persons full dignity of their country. The Rules helps in developing legislation and policy for disabilities (Blomgren, Lars).

These Rules have four main areas i.e (a) precondition for equal participation, (b) Target Areas for Equal participation (Accessibility, Education, Employment, income maintenance and social security, family life and personal integrity, culture, recreation, sports and religion) (c) Implementation measures (d) Monitoring mechanism.

In 2006, the office of the UN Special Rapporteur on Disability published the results of a Global survey on the implementation of the Standard Rules conducted by the South-North Center for Dialogue and Development, based in Amman, Jordan (www.disabilitykar.net).

Convention on the Rights of Person with Disabilities-

The UN General Assembly proposed convention on the Rights of Persons with Disability on 13 December 2006. This convention had the highest number of signatories in history to a UN Convention on its opening day (Wiman, R.). This convention gives more attention on social development dimension of disabled children. It reflects a 'paradigm shift' in attitudes and approaches to persons with disabilities. The General Principles of the convention are as follows:

- Respect for the dignity, individual autonomy including the freedom to make one's choices and independence of persons
- Non-discrimination

c) Full and effective participation and inclusion in society
d) Respect for difference of persons with disabilities as part of human diversity and humanity

e) Equality of opportunity

f) Accessibility

g) Equal between men and women

h) Respect for the evolving capacities of children with disabilities to preserve their identities

All of the provisions in the Convention are applicable for disabled children. Following articles depicts about disabled children in this convention

Article 7: Children with disabilities-This article of the convention affirms the fundamental rights of all disabled children to the entire range of human rights inherent to all children.

Article 24 : Education-This article deals with the goal of inclusive education. It comprises of five sections.

Section 1 (Indispensable education for disable): It states that why it is a right for people with disabilities to access the same mainstream education that people without disabilities because it allows people of all ability level to develop skills and become effective member in a free society. So this section points out education for disabled children is indispensable as it develops their fullest potential.

Section 2: (Free and compulsory education): This section of this convention specifically discusses that children with disabilities should be able to access "free and compulsory" primary and secondary education in the community within which they live. It can be possible by providing reasonable accommodation for children with disabilities.

Section 3 (Communication and mobility): This section describes about communication and mobility tools that will ensure "full and equal participation" in both school and community. Sign language, Braille and alternative scripts, as well as the proper mobility aids are essential for children with disabilities for accessing education.

Section four (Awareness about disability): It delineates that employing teachers including teachers with disabilities who know Braille, sign language and other forms of communication. Disabled teachers can spread their knowledge mainstream teachers, including information regarding disability awareness.

Fifth section, discusses the importance of making tertiary education or vocational training to all disabled children. All types of disabled children should not be discriminated at the placement or throughout these programmes.

Article 32: International cooperation-Article 32 of the convention gives importance on international cooperation in support of national efforts for realization of its purpose and objectives. International guidance and assistance

should be provided in developing programmes of inclusive of and accessible to children with disabilities.

Millennium Development Goal-Most of the countries of the world have accepted the following things of the Millennium Development Goals (MGD) i.e

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

MDG represents a crucial inclusive frame work for advancing the human rights and the quality of life of person with disabilities and their families .

The following international events specifically address the rights of person with disability

1971 Declaration on the Rights of Mentally Retarded persons stipulates that a person with an intellectual impairment is accorded the same rights as any other person.

1975 Declaration on the Rights of Disabled persons proclaims the equal civil and political rights of all disabled person and sets standards for equal treatment and access to services.

1981 International year of Disabled persons (United Nation)

1982 World Programme of Action concerning Disabled person

1983-1992 International Decade of Disabled Person (United Nation)

World Declaration on Education for All and Framework for Action to meet Basic learning needs adopted at the world conference on Education for All in Jometian, Thailand in March, 1990, promotes “equal access to education to every category of disabled person as an integral part of the education system”.

1993 United Nation Standard Rules on the Equalization of opportunities for persons with Disabilities provide detailed guidelines for policy development and implementation.

1993-2002 Asia and Pacific Decade of Disabled person

1994 Salamanca statement and the Framework for Action on special needs Education adopted by the UNESCO world conference on special needs education Access and Quality. Salamanca, Spain, 7-10 June 1994 adopted by 92 governments and over 25 international organizations, putting the principles of inclusion on the educational agenda worldwide. 1995 World Summit for social Development, Copenhagen Declaration and Programme of Action calls upon governments to ensure equal opportunities at all levels for disabled children, youth and adults in

integrated setting 1998 Human Rights of Person with disabilities, Commission on Human Rights Resolution 1998/31

2000 Human Rights of Person with Disabilities, Commission on Human Rights Resolution 2000/51.

2001-2009 African Decade of Disabled person

2002 UN General Assembly Resolution on the Rights of the Child following the world summit on children calls upon States to take all necessary measures to ensure the full and equal enjoyment of all human rights and fundamental freedom by children with disabilities and to develop and enforce legislation against for discrimination, so as to ensure dignity, promote self reliance and facilitate the child’s active participation in the community including effective access to educational and health services.

2002 “A world fit for children” outcome document of the UN General Assembly Special session on children makes clear reference to the rights of children with disabilities, especially regarding protection from discrimination, full access to services and access to proper treatment and care as well as the promotion of family based care and appropriate support system for families.

2003-2012 Second Asian and Pacific Decade of disabled persons

2004-2013 Arab Decade of Disable Person

2006 UN Convention on the rights of person with disabilities

2006-2016 Inter American Decade of Disable person

Role of World Bank

World Bank group has ten commitments for inclusive development of disability. They are discussed below

Commitment 1: Inclusive Education

(a) With regard to Sustainable Development Goal 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”) the World Bank will provide fund for projects and programs that promote inclusive education for people with disabilities.

(b) The World Bank is excited about the chance to host the Initiative for Inclusive Education (IEI), which will provide clients with the resources and technical know-how they need to accelerate their efforts in reaching children with disabilities and investigating cutting-edge, inclusive pedagogies and learning environments that offer fresh approaches to facilitating education. The IEI is supported by DFID and Norad. For implementing this plan the time limit is three years.

(c) International Finance Corporation (IFC) is dedicated to advancing an inclusive agenda for private sector initiatives. This agenda encompasses non-discrimination and

appropriate environment for individuals with disabilities (physical, learning, sensory, and emotional challenges) to have equal opportunity. In addition to other pertinent focus areas like gender, race, ethnicity, language, harassment, and inclusion of people with disabilities, the IFC Education team is working with the World Bank to develop a set of principles for education investments that will help advance the sector's agenda for inclusion and non-discrimination. Two years is the timeframe and/or implementation plan.

Commitment 2: Technology and Innovation-(a) Building on SDG 9, every digital development project will undergo screening to guarantee that it adheres to accessibility guidelines and universal design principles, among other disability sensitive practices. Achieving disability empowerment and inclusion necessitates radical changes in mindset and creative ways to break down institutional barriers. In this sense, innovation and technology provide previously unheard-of chances, especially for people with disabilities, people with disabilities as children, and many others who are marginalised due to invisible disabilities. Social innovations have the capacity to be an effective instrument for upending established norms and expanding possibilities, awareness, and accessibility for under-represented groups. Using creative methods is essential to achieving the SDGs for everyone. Services and resources made possible by information and communication technology (ICT) are frequently important components of development programs, such as campaigns to increase banking accessibility, increase access to healthcare, education, and income generation, improve disaster response and management, or gain access to any government-related services. ICT can enable everyone to have access to previously unattainable oral and written communication modalities. The many forms of communication can affordably enhance the functional capacities of people with disabilities.

(b) Initiatives that can make it easier to implement assistive technologies in developing nations will be taken into consideration by IFC. A feasibility study will be funded by DFID and IFC in order to determine the most effective way to hasten the adoption of assistive technologies in emerging economies. To raise awareness of this agenda, IFC will also be adding a category for honours on assistive technology to the Financial Times/IFC Transformational Business honours. One year is the timeframe and/or implementation strategy, providing the.

Commitment 3: Data Disaggregation-The World Bank will support client countries in their efforts to scale up the collection and effective use of disability data from future national surveys and population cen

suses, guided by global standards and best practices, such as the Washington Group's short-set disability questions, by providing technical assistance and analytical support under the World Bank Strategy for Household Surveys to address data deprivation. The WBG will also give its project staff clear and publicly accessible guidelines for collecting disability data based on the Washington Group disability questions so they can advise client countries appropriately.

In the short and medium-term, the World Bank Group commits to work with countries to:

1. To create a baseline, evaluate the disability statistics from current household surveys and censuses.
2. Incorporate the Washington Group short set disability questions into all 2020 round censuses that receive funding from the World Bank Group through loans and/or technical assistance.
3. Include the Washington Group short set questions in subsequent household surveys financed by the WBG until 2020 in at least 12 countries.
4. Starting in 2021, try to employ the Washington Group short set questions in at least 50% of household surveys in LICs and LMICs that are funded by WBG.
5. Offer technical assistance to encourage all nations collaborating with the WBG to use the Washington Group's short set of disability questions as the default when gathering household surveys. The WBG is going to modify its home survey.
6. As data become available, include profiles of the disabled population in our publications, such as poverty assessments and poverty and equity briefs. This will contribute to increasing the unseen dimension's visibility in all that we do.

Long-term, we will develop administrative frameworks to continue collecting data on disabilities while also working to mainstream the inclusive data agenda in all of the nations we serve.

In the long term we will work towards mainstreaming of the inclusive data agenda in all countries we support by also building administrative systems to collect data on disability going forward.

Commitment 4: Women and Girls with Disabilities-

The WBG commits to exploring opportunities to focus more purposively on the economic empowerment of women and girls with disabilities: With its headquarters located at the World Bank, the Women Entrepreneurs Finance Initiative (We-Fi) offers a singular chance to address all of the obstacles that face female entrepreneurs throughout developing nations. Through addressing policy and regulatory frameworks, developing and launching new products (like disability

insurance), and designing projects (like those in the transport and ICT sectors) with a gender disability lens, future rounds of We-Fi funding will offer opportunities to more intentionally focus on the economic empowerment of women and girls with disabilities. Questions about laws and regulations that limit women's economic chances will be included in the upcoming round of the Women, Business and Law survey. This poll feeds into a dataset on laws and regulations that restrict women's economic opportunities.

Commitment 5: People with Disabilities in Humanitarian Contexts-World Bank is dedicated to finance for public facilities in post-disaster reconstruction efforts by 2020.

By 2020, its obligation for incorporating universal access features in design.

Commitment 6: Transport-By 2025 all new urban mobility and rail projects approving public transport services will be inclusive in their designs so as to incorporate key universal access features for people with disability and limited mobility. Ensuring that the Sustainable Mobility for All program (SuM4All) maintains equity considerations at its core, including access for those with impairments. More than fifty international transport actors are currently working on a Global Roadmap of Action as part of this endeavour. The roadmap's Universal Access topic, one of its five themes, will provide practical suggestions for improving accessibility for people with impairments. Promote improved road safety results, since crashes are among the century's most important public health problems, resulting in both fatalities and disabilities. The Global Road Safety Facility will spearhead this effort. It offers financial support, expertise, policy recommendations, technical support, and research to maximise investments in road safety for transportation and health-related activities. A dedicated study program on disability from road crashes has received new money from the UK Health Department's DHSC and the Department of Finance.

Commitment 7: Private Sector

Increased vigilance on initiatives in the private sector IFC will think about how to improve its due diligence on disability inclusion, such as pushing clients to implement Good International Industry Practices (GIIP) concerning accessibility and inclusion for people with disabilities. Along with the CDC and DFID, IFC will draft a good practice note on DI. The commitment period for enhanced due diligence is eighteen months.

Commitment 8: Social Protection-Three quarters (75%) of Social Protection projects will be disability inclusive by 2025.

Commitment 9: Staffing

Increase the number of staff with disabilities in the WBG. Currently, the Bank follows a process of voluntary disclosure of staff with disabilities. The Bank commits

actively seeking to hire and retaining staff with disabilities, and to improving accessibility, services and inclusion.

Commitment 10: Disability Inclusion and Accountability Framework-Promote the [Disability Inclusion and Accountability Framework](#) among World Bank staff as a way to support the World Bank Group's new [Environmental and Social Framework](#) (ESF).

Conclusion-Disabled children are no longer regarded as the overloaded on the nation. They are made assets of the society and useful citizens of the country. Adequate and desirable education is to be provided for them in order to develop their full potentiality and enable them to occupy rightful places in the society on their own merit. For it, UN has made strong commitment to the human rights of person with disabilities. In 1970, UNESCO recommended, "Inclusive education as a cheap alternative" to other special education programmes specially for developing countries.(Kalyanpur,M.) . So, there is a paradigm shift in education for disabled children from segregation education to inclusive education. In normal schools setting, suitable methods of teaching should be adopted according to the needs of disabled children. Curriculum for disabled children should be designed catering to special needs and interest. Teachers' training or preparation should be properly emphasized in view of its special needs for the multifarious problems and difficulties involved in the education of the disabilities children.

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