

# The rights of young children with disabilities: moving beyond the UNCRRC

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# A snapshot

- Up to 100 million children are born with a disability or become disabled before age 19
- Only around 10% of children with disabilities in the developing world receive an education.
- More than 80% live in developing countries and have no access to services
- Many are excluded and invisible within their communities
- Many are in institutions with no contact with their families
- In many countries, their birth is never registered

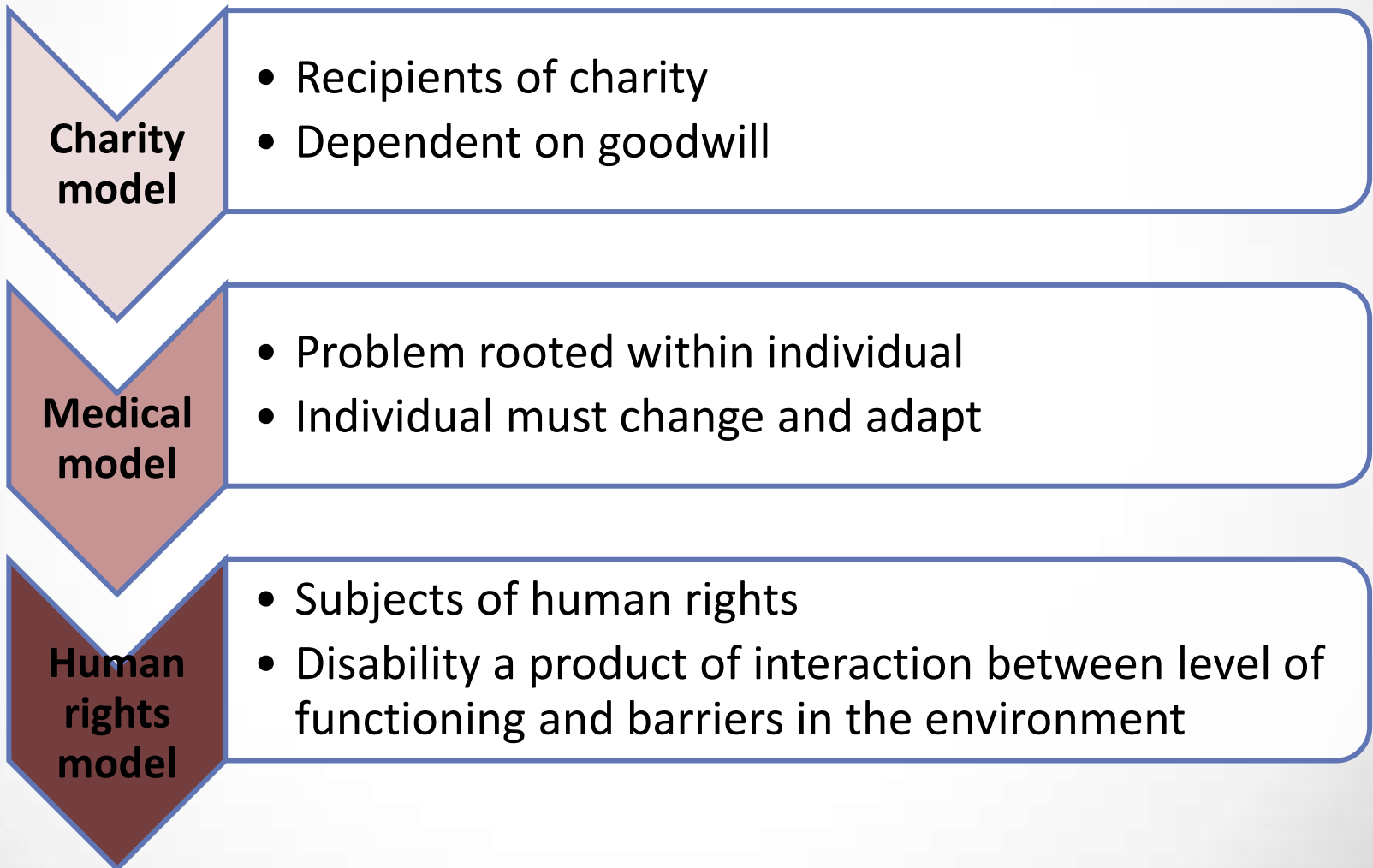


# in other words...

Children with disabilities commonly experience:

- Widespread discrimination
- Social exclusion, social isolation and fewer opportunities for friendship and play
- Disproportionate levels of physical and sexual violence
- Extreme poverty
- Denial of access to education
- In some circumstances, denial of the right to life

# Approaches to disability



# Implications of the models

## Medical Model

Disability is an abnormality or deformity

Being disabled is negative

Disability resides in the individual

The remedy for disability-related problems is to cure or 'normalise' the individual

The agent of remedy is the professional

## Human Rights Model

Disability is a difference

Having an impairment is, in itself, neutral

Disability derives from interaction between the individual and society

The remedy for disability-related problems is a change in the interaction between the individual and society

The agent of remedy is the individual or their advocate

# In other words.....



**Human rights based approach**



**Charity based or medical approach**

# Changing recognition of rights of children with disabilities

UN Convention on the Rights of the  
Child, adopted by the UN General  
Assembly in 1989

Rights of the Child

<18



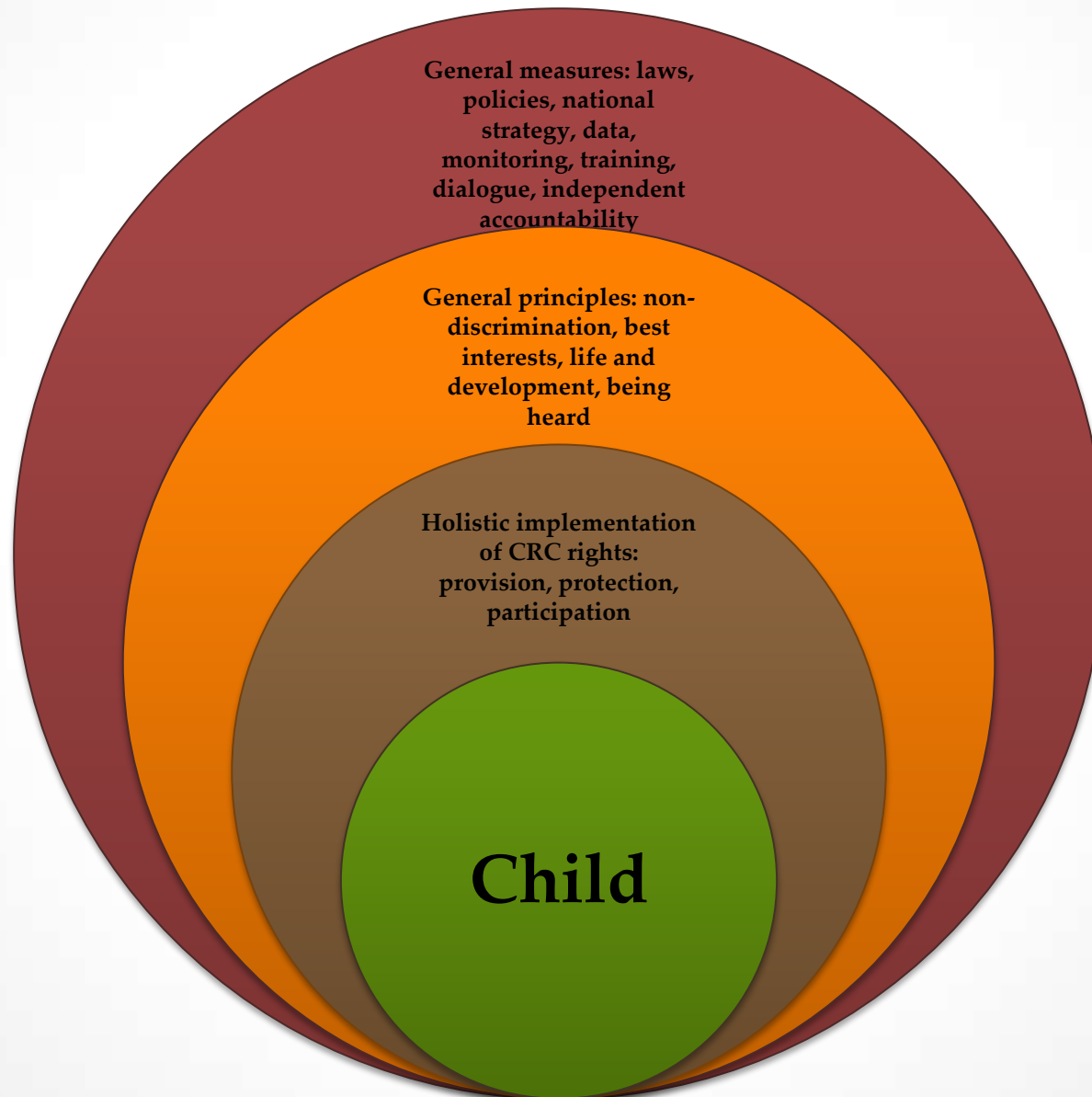
CR

PRD

CONVENTION  
ON THE RIGHTS  
OF PERSONS  
WITH DISABILITIES

Adopted by the UN General Assembly  
in 2006

# Implications of the CRC



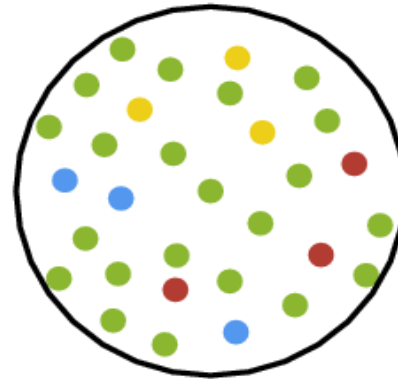
# Implications of the CRPD for children

**Identifies and highlights those rights that are commonly disregarded for children with disabilities** eg birth registration, protection from violence, health, play and recreation

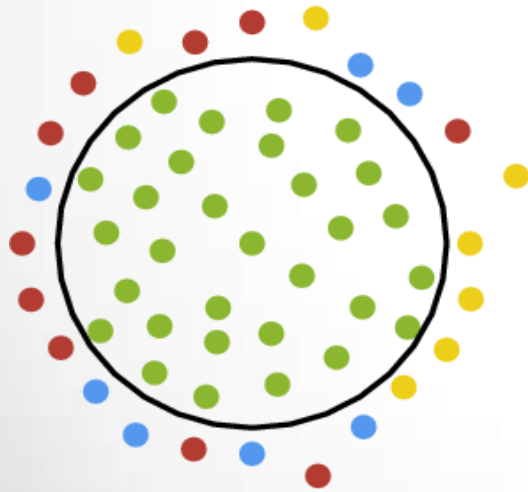
**Provides further interpretation and elaboration on the implementation of key rights** eg inclusive education, right to family life and ending institutionalisation, freedom from inhuman treatment, reasonable accommodation

**Elaborates additional measures required by governments** eg ending discrimination, removing all barriers (legal, physical, communication, transport, cultural and attitudinal), habilitation and rehabilitation

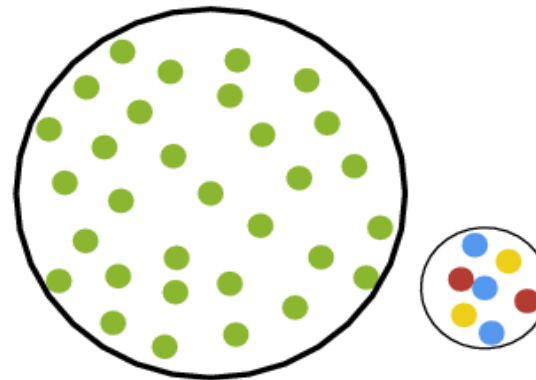
# ...and establishes the right to inclusive education



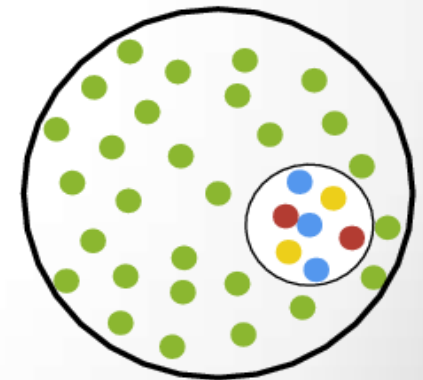
Inclusion



Exclusion

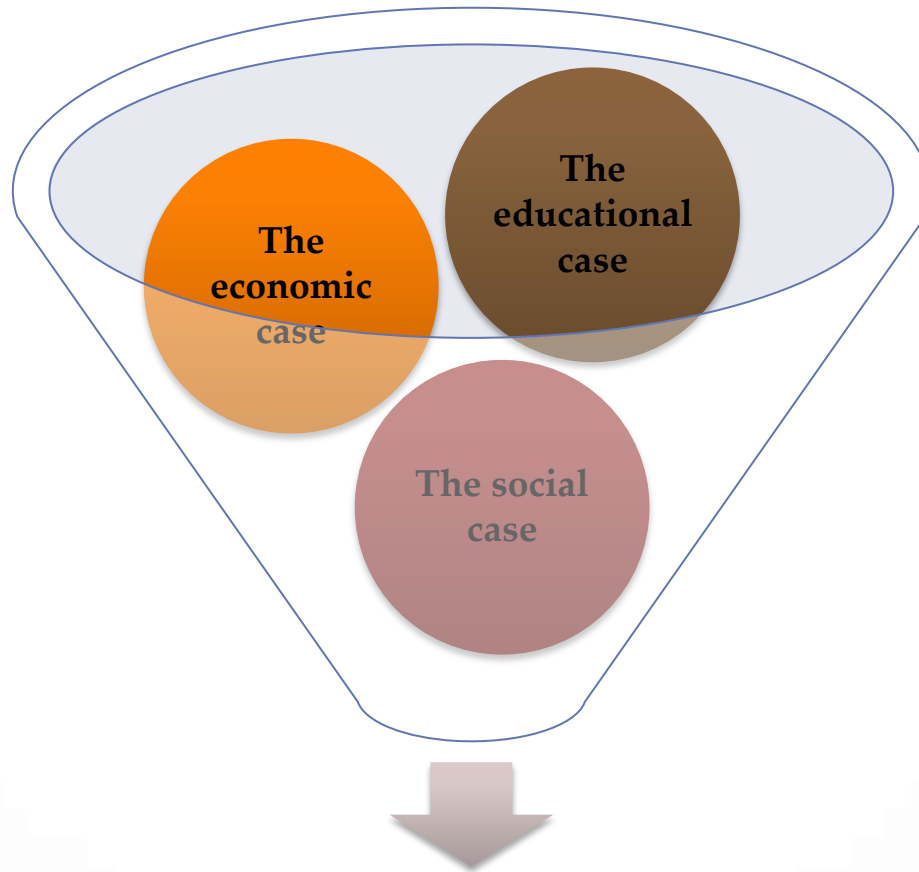


Segregation



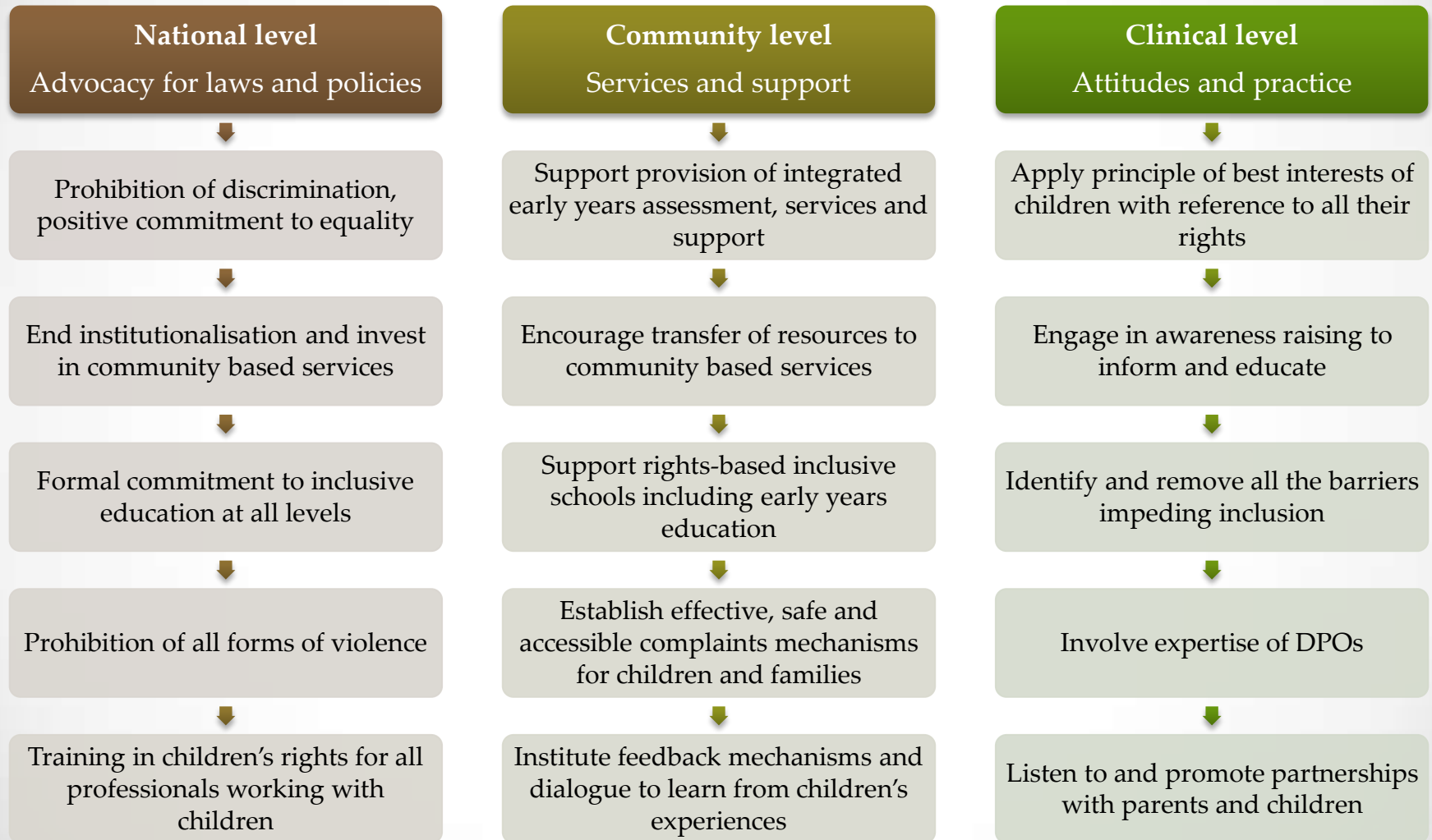
Integration

# Why does inclusive early education matter?



The human rights of the child

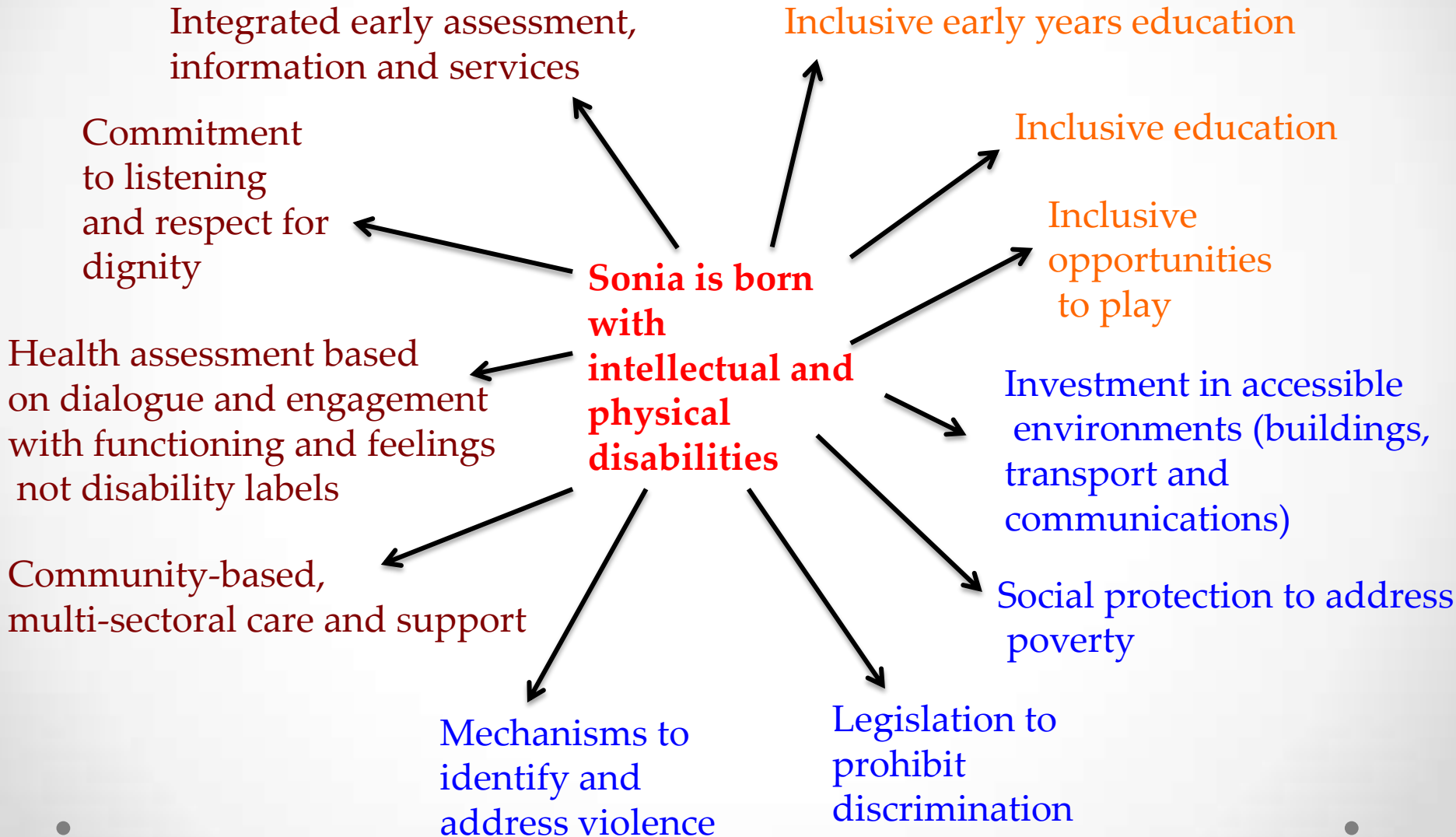
# Implications for work of health professionals: Applying both CRC and CRPD



Disaggregated data collection, monitoring and accountability

# A rights based approach for the child

*A right to non discrimination, best interests, optimum development and being heard*



# Summary

- Children with disabilities are subjects of rights not merely recipients of charity, support or protection
- Both CRC and CRPD contribute to a rights-based approach and need to inform policy and practice
- Ending discrimination requires both removal of barriers and commitment to inclusion
- Important to focus on a holistic approach to the rights of the child
- Optimum health and well being requires measures beyond health services
- Collaboration across professions, parents and people with disabilities essential



# Equality or equity?

