Let's Understand Disability

A global snapshot on disability and why it is important

- **93- 150 million children** live with a disability worldwide

- **9 out of 10 children** with disabilities in low-middle income countries **do not go to school**

- **30 % of out of school children** are children with disabilities.

- **30% of street youths** have some kind of disability

- In many low-income countries only **5-15% of children and adults who require assistive devices and technologies have access** to them

- **Mortality** for children with disabilities can be **as high as 80%** in countries where under five mortality overall has decreased to below 20%

- Children and adults with disabilities are at heightened risk of exposure to **COVID-19** and are disproportionately affected by social and economic impacts.

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What is Disability?

Person/child with a disability- those who have long-term physical, mental, intellectual or sensory impairments *which, in interaction with various barriers, may hinder their full and effective participation* in society on an equal basis with others

Barriers:
Attitudinal believing impairment is contagious, fear of bad luck, shunning, bullying, neglect, over protection, avoidance- the basis of discriminatory views of capacity.

Environmental no accessible toilets, water points, thresholds, lightning, sound levels

Financial the absence of policies to subsidize services, higher costs for transport, savings run out, loss of income due to care taking

Communication the absence of adapted communication, non verbal, visual, volume, tactile, sign language

Informational the absence of accessible information such as braille, radio, large print, word by mouth, home visits, sing posters, images etc.

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What is Impairment?

Impairment - any loss or abnormality of psychological, physiological, or anatomical structure or function

Causes:
- congenital due to genetic factors, congenital, infectious and non-infectious disease
- injury, malnutrition or illness before or after birth
- multi impairments from one or more causes

- Not spirits, djinns, bad behavior, ancestors, sleeping under full moon, witches, magic etc.

Impairments affect the individual in different ways…

physical impairment affects a person's body movement and/or appearance
- Spinal cord injury- paraplegia, quadriplegia
- Loss of limb
- Cerebral palsy
- Spina bifida
- Hydrocephalus
- Dwarfism

intellectual impairment   IQ under 70 – deficit in mental ability affects
- Understanding
- Communication difficulties
- Social skills
- Self care and daily activity
- Autism
- Down's Syndrome

neurological affects nervous system, speech, motor skills, vision, memory, muscles, learning abilities (e.g. epilepsy, multiple sclerosis)
- Aphasia
- ADHD
- Epilepsy
- Autism / Asperger spectrum
- Dyslexia, Dyscalculia, learning difficulties
- Cerebral Palsy

sensory impairment affects sight, hearing, speech, smell, taste. sensation/feeling, physical balance
- Blindness
- Low vision
- Deafness
- Hearing loss
- Deafblindness
- Autism and hypersensitivty

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Relevant Terms & Definitions

| Term	Definition (Source)
Inclusion	The practice or policy of providing **equal access** to **opportunities** and **resources** for people who might otherwise be **excluded or marginalized**, such as those who have **physical** or **mental disabilities** and members of other **minority groups**. *(From Oxford Dictionary)*
Disability	Disability is *not* a characteristic of the individual, but it is the result of the **interaction of the person with an impairment and barriers in his/her environment**. *(From World Health Organization (WHO))*
Disability Inclusion	The **process** that ensures that **all persons with disabilities** enjoy their **full and fundamental rights** and freedoms to **fully and effectively participate** with and within their families, communities, and societies **without barriers** and on an **equal basis as those without disabilities**. *(From UN Convention of the Rights of Persons with Disabilities)*

Impairment + barrier = disability

or better:

Impairment + accessible environment = inclusion

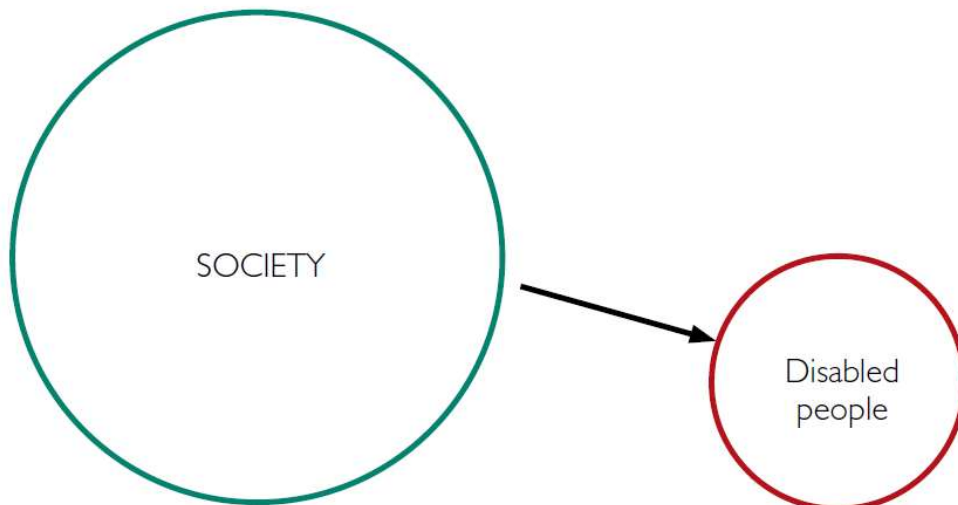Save the Children

Models of disability

INDIVIDUAL MODELS:
MEDICAL APPROACH

SOCIETY

Disabled people
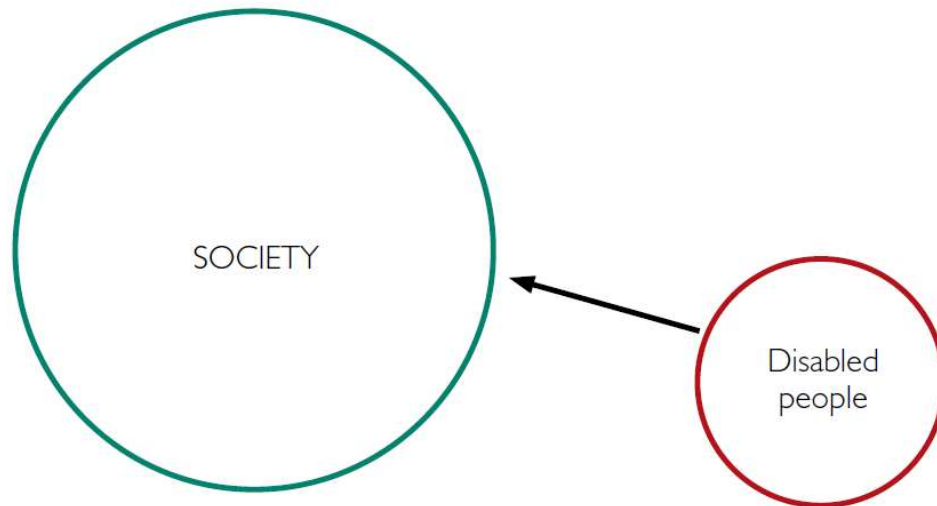
INDIVIDUAL MODELS:
CHARITY APPROACH

SOCIETY

Disabled people

SOCIAL MODEL:
INCLUSIVE APPROACH

SOCIETY

Disabled people

Human Rights Based Approach to Development

- All people have an equal right to influence and participate in the definition and implementation of development.

- Persons taking part in development are active actors instead of passive receivers of help.

- Special emphasis on the rights of vulnerable groups e.g. persons with a disability

- Aim is that everyone, including the poorest people know their rights and are able act for them.

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UN Convention on the Rights of Persons with Disabilities

- 2006, into force 2008, 182 state party ratifications

- Committee to the CRPD and a Special Rapporteur and reporting mechanism

- The **UNCRPD** marks a '**paradigm shift'** in attitudes and approaches to persons with disabilities.

- The Convention gives universal recognition to the dignity of persons with disabilities.

BARRIERS = relate to Obstacles in the environment that STOP a person achieving their rights

- IMPAIRMENTS = Relate to differences in
  - SEEING
  - HEARING,
  - MOVING
  - THINKING
  - BEHAVIOUR

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Disability, poverty and exclusion- a cycle

Disability causes poverty, poverty causes disability

→ Persons with a disability are often a neglected and discriminated group within development.

Poorer chances for:

- Employment
- Education
- Social Justice
- Health services
- Participation

DISABILITY

Social and cultural exclusion and stigma

Denial of opportunities for economic, social and human development

VULNERABILITY to poverty and ill health

Reduced participation in decision-making and denial of civil and political rights

Deficits in economic, social and cultural rights

POVERTY

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Exclusion

- Hiding, not registered at birth

- Negative attitudes and misconceptions

- Multiple discrimination e.g. women/girls with a disability, HIV/AIDS, indigenous background or belonging to a sexual minority.

- Difficult to get assistive devices

- No access to sign language

- No diagnoses or recognition of some categories of disabilities.

What is ableism?

Ableism: Discrimination against people with disabilities.

Statements or actions that present people with disabilities as inferior because they don't fit what is considered the 'norm'.

Like any form of discrimination, it can be anywhere on the spectrum from loud and obvious to subtle and discreet.

Gender and Disability

Thai Blind Orchestra – The Boston Globe

- 19% of women have a disability in comparison to 12% of men

- The global literacy rate is 3% for all adults with disabilities and 1% for women with disabilities

- Women with disabilities are 2-4 x more likely to experience intimate partner violence.

- Prevailing gender norms and patriarchal structures apply also to girls and boys with disabilities

- Disability add another dimension of perceived inability

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How do intersectional barriers and discrimination manifest?

Gender and Disability in Education

Gender and Disability in Health

Disability and Gender Based Violence

Disability and Child Marriage

Disability and Female Genital Mutilation

Gender and Disability in Conflict and Humanitarian Crises

Disability and Migration/Children on the move
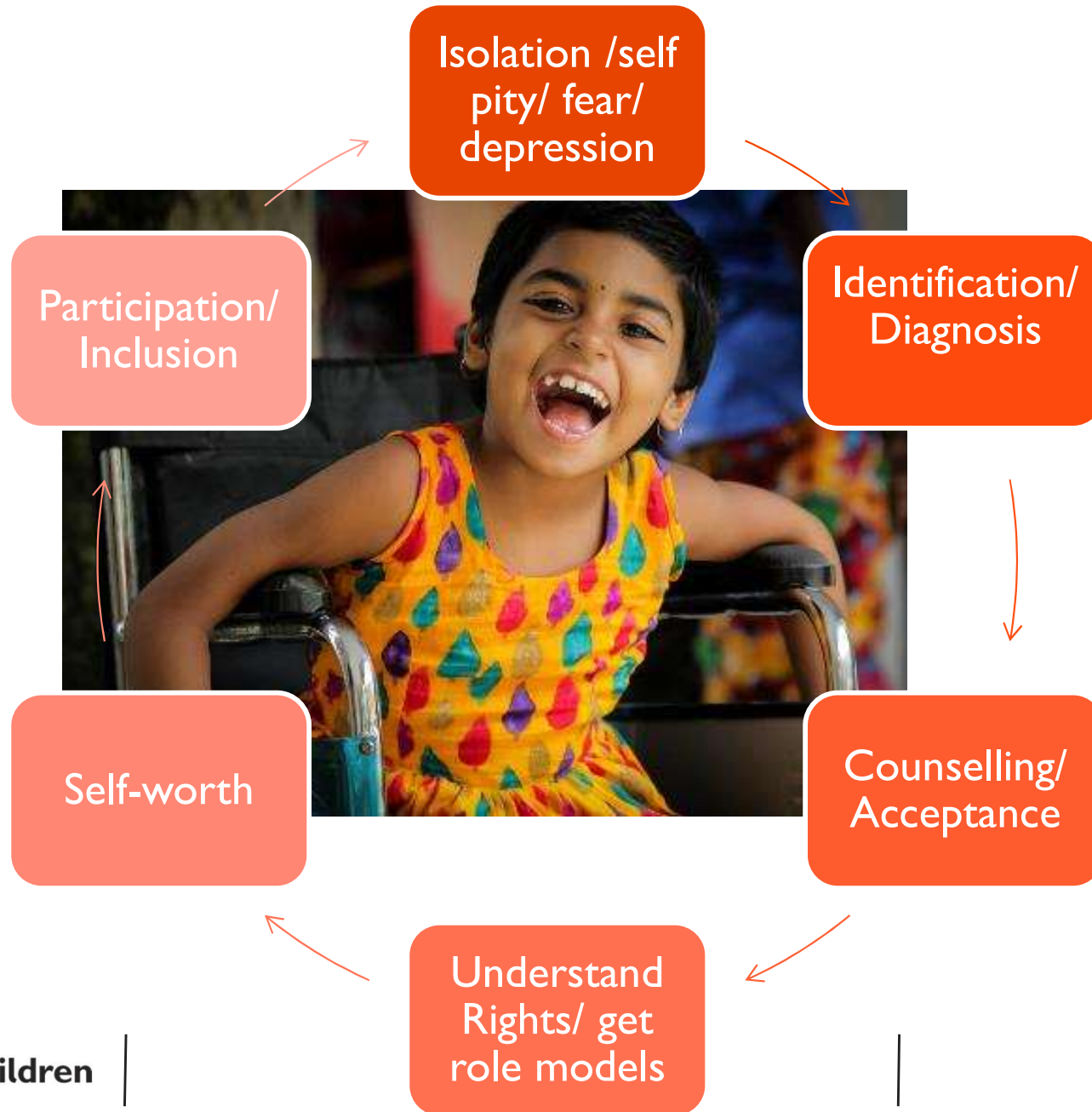
Gender and Disability and Trafficking

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Children with Disabilities and discrimination

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Disability and exclusion from participation

Children with disabilities...

- are assumed to not understand/have opinions

- may not have attended school

- may need basic information on human, child and disability rights

- may need information in different formats/ more time to understand

- are often forgotten or excluded

- are not invited because they are not the best 'token' kids

- parents with disabilities may not be aware-hence children unaware

- disability movement also sometimes forgets child perspective

- disability movement lack systems for child safeguarding

- accessibility is not considered even when children w disabilities are invited

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Most essential building blocks for the individual child

Isolation /self pity/ fear/ depression

Identification/ Diagnosis

Counselling/ Acceptance

Understand Rights/ get role models

Self-worth

Participation/ Inclusion

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Guiding principles for working with children with disabilities

Non-discrimination **(Child Protection Minimum Standards CPMS)**

- Accessible communication (sign language, non verbal other than sign language)
- Avoid derogatory terms
- Do not speak over the child
- Actively challenge discrimination and prejudice

Seek informed consent

- Supported vs substituted decision making
- Children with intellectual impairments
- Children who are non verbal and not using sign lan

Respect confidentiality

- The use of interpreters (sign language or other)
- The use of carer/support staff/ family member

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Disability Sensitive Language

What words do you have in your language to describe persons with disabilities…

- Always put the person first – not their impairment
- Avoid negative language and stereotypes
- Avoid messages of curing or treating people with disability
- Promote the capabilities and contributions of people with disability

Relevant Resources

SAVE THE CHILDREN'S
DISABILITY INCLUSION POLICY

Lifting barriers,
realizing equality

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Disability-inclusive Child Safeguarding Toolkit

For whom?

- International development and humanitarian actors of all types

- All levels of an organization from leadership to volunteers, partners and consultants. Volunteers, consultants and partners

What

- Rights-based approach

- Catalyst for further work & learning

- Practical set of reasonable, low-cost, low-tech approaches

- Not for disability experts

- Dignified and respectful treatment

- Recognizing their unique safeguarding requirements.

Where

Resource center

OneNet Disability page

Able Child Africa website (includes videos and launch even)

able child AFRICA

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Disability-inclusive child safeguarding toolkit

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Resources

Accessibility

Accessibility Design Guide

Handicap International Design Guidance

Liz Palmer. Global Lead on Construction Liz.Palmer@savethechildren.org

Data Collection

1. Washington Group E Learning Package- on Kaya's Humanitarian Curriculum under Disability

2. Washington Group Question Sets

3. UNICEF Child Functioning Questions Sets

4. Disability Data Portal

5. Collecting Data for the Inclusion of Persons with Disabilities in Humanitarian Action: The Application of the Washington Group Questions

6. UNICEF Child Functioning Module for applying the Washington Group Question to children

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Online Resources and trainings

- Guidelines for consulting with children and young people with disabilities – A publication from Plan

- Adapted from Make Development Inclusive: How to include the perspective of persons with disabilities in project cycle management guidelines of the EC.

- Outside the Circle – A Research Initiative by Plan International into the Rights of Children with Disabilities to Education and Protection in West Africa

- Protect us! Inclusion of children with disabilities in child protection – Research from Plan International and the London School of Hygiene and Tropical Medicine (2016).

- "Why are you not going to school?" Children investigating barriers to education in Kosti, Sudan –

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Covid-19 resources on disability

[Protection of Children During the COVID-19 Pandemic: Children and Alternative Care](#)

[Save the Children: Guidance for Interim Care Centres](#)

[COVID-19 Child Protection Case Management Guidance: Save the Children](#)

[Repository of resources on disability inclusion and COVID-19](#)

[Thematic Tip Sheets on Covid-19 and Disability (all themes)](#)

[10 things you should know about COVID-19 and persons with disabilities (all languages)](#)

[COVID-19 Advice for families of children with disabilities](#)

[Repository of resources on disability inclusion and COVID-19](#)

[Directory of examples of organizations of persons with disabilities](#)

[Directory of WASLI accredited Sign Language Interpretation Providers](#)

Online Resources and trainings

- Woman's refugee commission

- UNICEF Disability Inclusion In Child Protection And Gender based Violence Programs

- UNICEF:Children with Disabilities When War and Fighting Happens in the World

- Videos:
  https://www.youtube.com/watch?v=34VW9LnQ_us   https://www.youtube.com/watch?v=Tt4_4HHkw2I

- United Nations Disability – several resources on inclusive humanitarian action

- UNHCS Executive Committee Conclusion on Refugees with disabilities and other Persons with Disabilities Protected and Assisted by UNHCR (2010)

- Basic Principles of Disability Inclusion in Humanitarian Response

- Humanitarian Cross-Cutting Themes and Future Directions

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Global Frameworks & Guidelines

- Convention on the Rights of the Child (1989)
- Convention on the Rights of Persons with Disabilities (2006):
  - Ratified by over 80% of countries in the world (177)
  - Article 11 Situations of risk and humanitarian emergencies
  - General comments

- African Charter on Human and Peoples' Rights
- Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities
- Sustainable Development Goals- Agenda 2030
- Global Disability Summit Charter of Change
- Marrakesh Treaty
- Dakar Framework for Action (2000)
- World Declaration for Education for All, Jomtien (1990)
- UNESCO Salamanca Statement and Framework for Action (1994)
- **Forthcoming Child Protection ´Minimum Standards-** specifically principle on non-discrimination and inclusion as well as standard on alternative care and case management

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Questions and reflections !