



HUMAN DIVERSITY BETWEEN POLITICS AND SOCIAL IMPACT

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UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.





• **Universal Declaration of Human Rights**



• **Convention on the Rights of Persons with Disabilities (2006)**



• **New paradigm transposed in sets of policies and measures that need to be implemented in all areas of socio-economic and cultural life to generate **social change****



CONVENTION IN ROMANIA

- Signed by Romania in 2007, the Convention is ratified in 2010. Only in 2016 are designated and established the Implementation Monitoring Council, the coordination mechanisms and the contact points for implementing the Convention . And at the end of 2017 these institutions are not yet functional.



- Throughout this period civil society has tried to compensate for the lack of monitoring the implementation of the Convention by drawing up reports.
- We will analyze some of them, especially from the perspective of education and socio-professional integration



The Institute for Public Policy, for exemple, in the last 5 years evaluate implementation of 7 articles of Convention.

“Compared to the situation presented in previous editions of the monitoring reports, there are no big differences at national level, but more rather, a confusing / delayed assumption of commitments from Romania in implementing the Convention.”



Regarding education we appreciate that this criterion, by which children with disabilities in Romania would must have **access to the mass-education system**, is not fulfilled.

Expanding the statistics as a whole, only 0.67% of the total institution of education have **manuals and courses tailored for students with special needs** and only 0.92% are equipped with assisstive equipment and software.



- In 2015, Center for Juridical Resources focused on this report on the accessibility problems. It is a narrative report regarding different articles of the Convention.
- Other studies as *Education – (lack of) chance for integration for children with disability in Romania* revealed of the total number of over 70,000 children with disabilities, only approx. 40,000 are registered in any form of education. The level of non-registration of children with disabilities in any form of education is approx. 24 %.



ACADEMIC NETWORK OF EUROPEAN DISABILITY REPORT FOR ROMANIA (2016)

- A major challenge of the education system in Romania is *monitoring access of persons with disabilities' access to different forms of education and training.*
- the lack/insufficiency of early education, such as access to children with disabilities to pre-school education is very limited
- Yet information is collected at different times of the year, using different criteria – thus resulting in significant variances and data cannot be compared/complemented between the educational and social assistance systems.



- The same report mention that the education system and the social protection system report contradictory results for the situation of children registered in mainstream as compared to special education.
- Another studies developed by different actors from civil society and UNICEF mention that between 10000 and 17000 children with disabilities not attending any form of education.
- It is **a very serious fact** that is behind the title of this article because the destinies of such many children are crushed by **inappropriate policies and the social impact is disastrous.**



- The main indicator in education is the (physical) access to institution and, in the best situation, the access to the service (adaptation of educational materials or the adaptation of the class environment).
- About social and professional inclusion all the reports conclude:
 - Low rate of employment of people with disabilities may generate a high risk of social exclusion and poverty.



SOME OF THE MAIN CAUSES OF THE HIGH UNEMPLOYMENT RATE IDENTIFIED BY THE NATIONAL STRATEGY ARE:

- Disappearance of some traditional crafts usually practiced by people with certain disabilities;
- Low accessibility of transport to and from the working place;
- Lack of reasonable accommodation at the workplace and lack of accessible technologies;
- Low levels of information amongst employers with regards to the economic benefits for employing people with disabilities;
- Limits of the education system, which does not cover necessary training for people with disabilities.



THE LINK OF EDUCATION FOR ALL WITH SOCIAL AND PROFESSIONAL INCLUSION

- In this context, an increased participation of people with disabilities in an inclusive labour market is possible only in connection with a better “education for all” that would ensure the economic valorisation of their potential



INCLUSIVE APPROACH STARTING FROM BOTTOM TO THE TOP

The goal is:

- to move the focus from physical integration to valorization of children with special needs
- to move the focus from special needs (as stigma) to identification of barriers in learning and participation
- to empower schools to develop a quality deployment process in the matrix of education for all
- to learn schools to collaborate with community and to use community resources



UNESCO REFERENCES

- Incheon Declaration (2015, UNESCO) offer the vision for Education for all 2030: **Towards inclusive and equitable quality education and lifelong learning for all**
- We propose the approach of inclusion as **dimension of quality in education**



2015 T BOOTH AND MEL AINSCOW (UNESCO) PROPOSED IN THE NEW EDITION OF INDEX FOR INCLUSION THIS THREE DIMENSIONAL MODEL

Dimension A:

Creating inclusive cultures

A1: Building community

- Cooperation model (staff co-operate, children help each other, parents are involved, the school and local communities develop each other, the school collaborate with future employer)
- The school is a model of democratic citizenship.

A2: Establishing inclusive values

- The school develops shared inclusive values, encourages respect for all human rights without discrimination.
- Expectations are high for all children.
- Children are valued equally.



DIMENSION B:

PRODUCING INCLUSIVE POLICIES

B1: Developing the school for all

B2: Organising support for diversity

- The school has a participatory development process.
- The school has an inclusive approach to leadership.
- Teaching and learning groups are arranged fairly to support all children's learning.
- The school is made physically accessible to all people.
- The buildings and grounds are developed to support the participation of all.



DIMENSION C: EVOLVING INCLUSIVE PRACTICES

C1: Constructing curricula for all

C2: Orchestrating learning

Indicators:

- Learning activities are planned with all children in mind.
- Learning activities encourage the participation of all children.
- Children are actively involved in their own learning.
- Children learn from each other.
- Assessments encourage the achievements of all children.
- Discipline is based on mutual respect.



Complementarely :

- Unitary approach of all services involved in obtaining progress / valorization of person with disability (for ex. French model offer unique tool for all specialists involved)
- Research institute to conduct data collection, to analyze and to develop benchmarking and to recommend politics for improvement
- o Country affiliation to many institutions and organisms who can offer expertise and good practices in this field as European Agency for Special Needs and Inclusive Education, schools international networks, e-learning platforms, (virtual) exchange of experience etc.

