

# CRPD from the viewpoint of Deaf people

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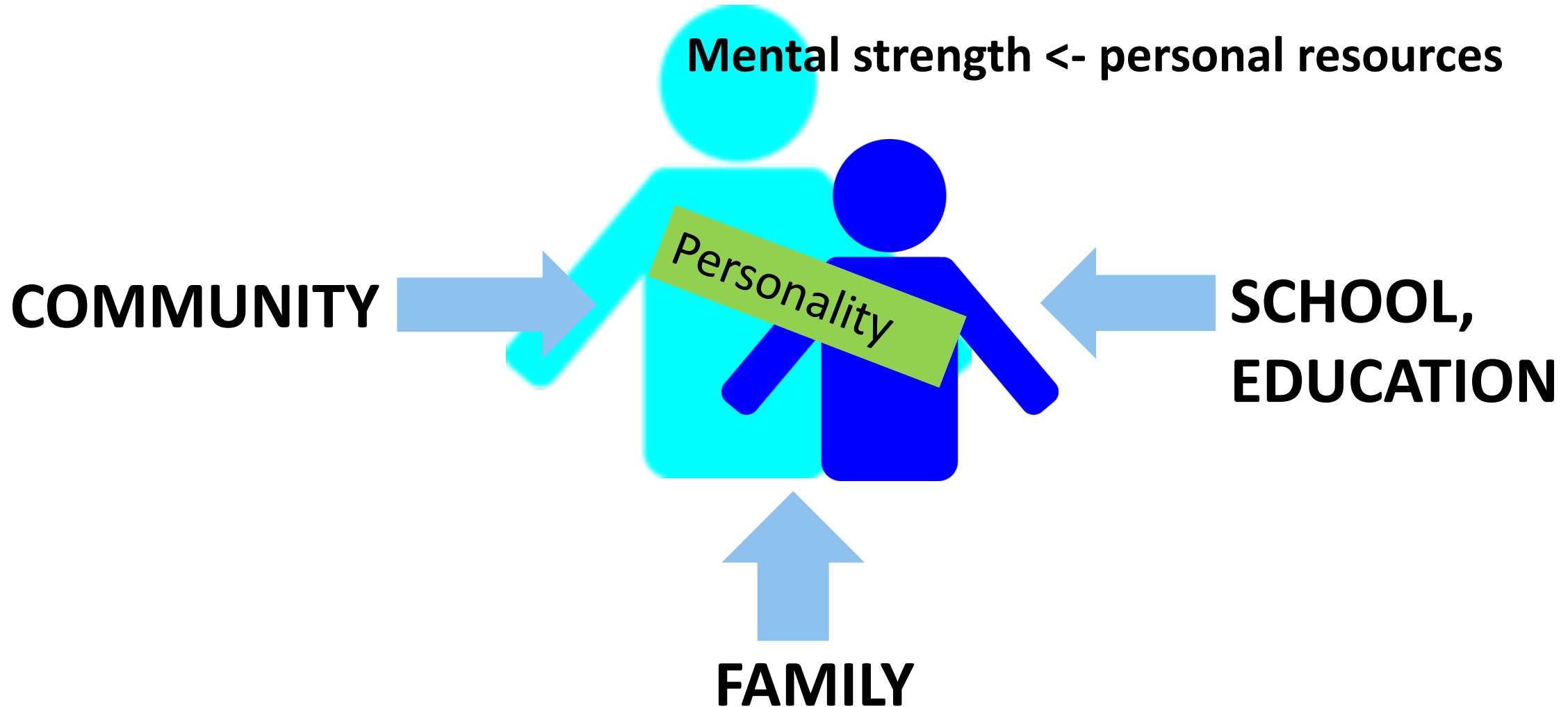
10.11.2016 Conference "Estonian Deaf Education at a crossroad"

Tallinn, Nordic Hotel Forum

# Content

- Resilience
- View of the United Nations Convention of Rights of Persons (UNCRPD) with Disabilities on deaf people
- Elements of UNCRPD that strengthens resilience

# What is resilience?



# CRPD



# Accessibility

- one of the most important cross cutting principles of the CRPD
- physical environment, transportation, **information, communication**, and facilities and services provided to the public
- broad concept that influences several elements of education
- fully interactive learning process with accessible and direct communication
- accessible physical learning environment (visual, illumination, shapes etc.)

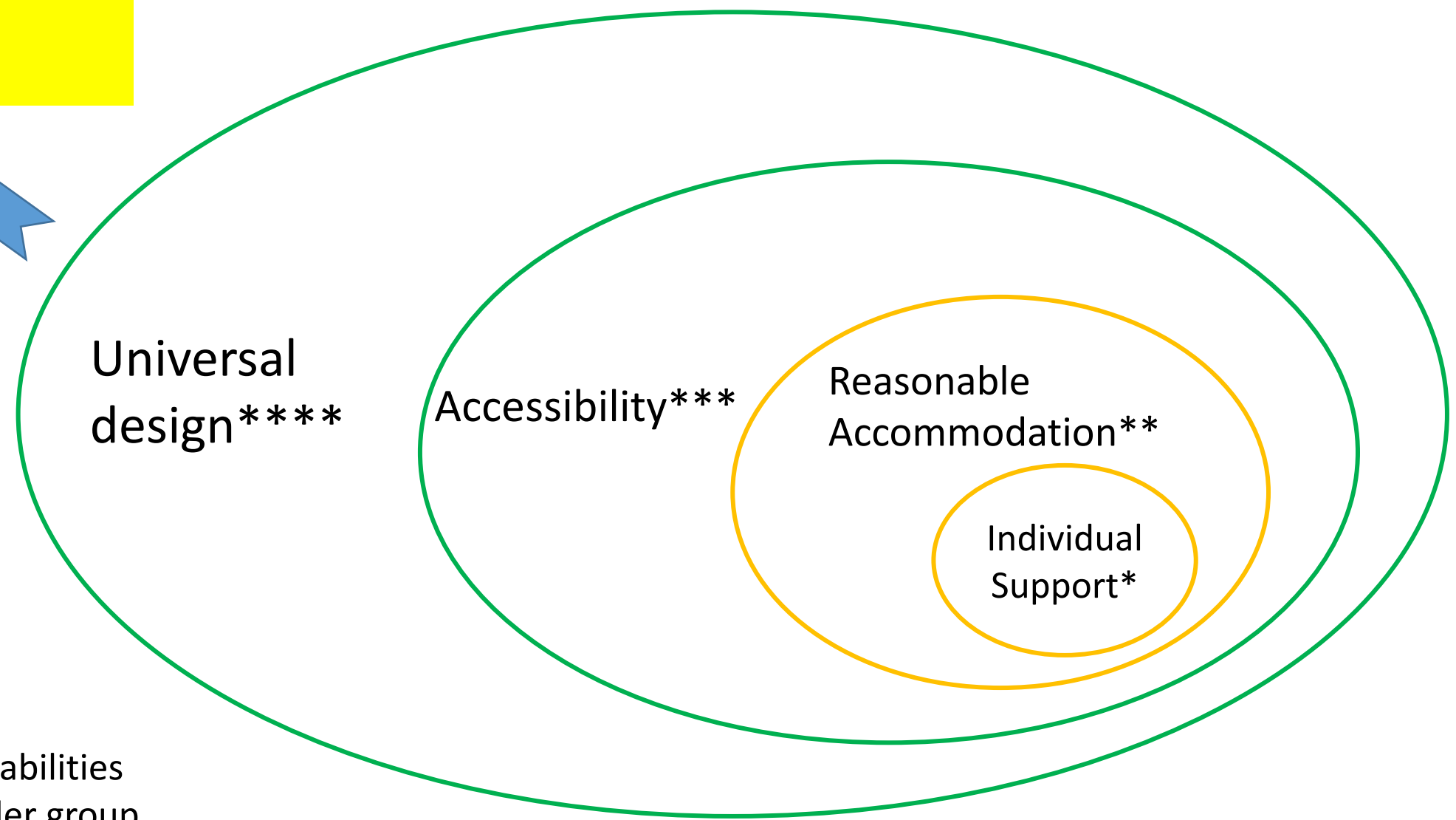
# Linguistic and cultural accessibility

- all communication is accessible -> **resilience**
- learning process and teaching itself are culture and language sensitive -> **resilience**
- curriculum includes elements of deaf community, and sign language
- -> nurturing the linguistic identity development of the deaf community  
-> **resilience strengthening factor!**
- learning environment is visually and tactually accessible -> **resilience**
- learning material is culture- and language-sensitive -> **supports balanced resilience development**

# Universal design

- CRPD Article 2 Definitions:
- “Universal design” means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
- “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.
- Note a perspective made by UNICEF Senior Adviser Rosangela German Bieler: Sign Language as part of UD -> learning material

**FULL  
PARTICIPATION ->  
INCLUSION**



\*\*\*\* = all people  
\*\*\* = all persons with disabilities  
\*\* = individual or a broader group  
\* = individual

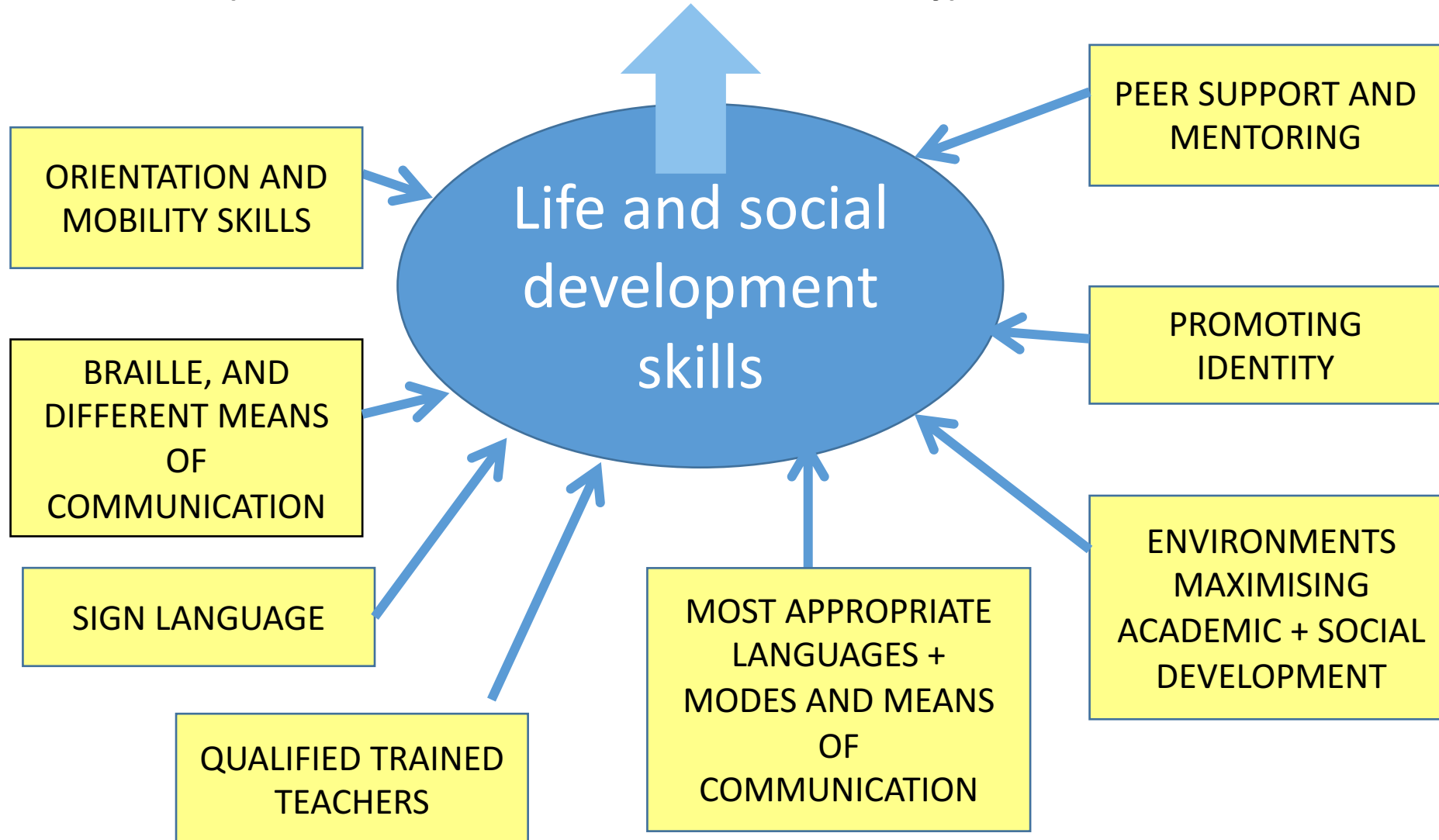
———— = individual oriented      ————— = environment oriented



# FULL AND EQUAL PARTICIPATION

Article 24.3 and 4

(in education + as members of community)



# Sign language is a fully accessible language

- one of the important tools to enable full and equal participation in education and as members of the community -> powerful factor of resilience
- recognising and supporting linguistic and cultural identity (Article 30)

# General principles of CRPD

- *respect for difference*
- *acceptance of persons with disabilities as part of human diversity*  
*humanity*
- *respect for the evolving capacities of children with disabilities*
- *respect for the right of children with disabilities to preserve their identities*
- These principles need to permeate the design, implementation, and evaluation of the education of deaf children and all other students with disabilities.

# Respect for diversity of children

- deaf children are a natural part of human diversity
- not members of a certain *special* group (no mention about special education in CRPD -> one education system)
- it is *normal = natural* to be a deaf person
- strengthened by respect for the evolving capacities of deaf children allowing them to develop “their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential” (Article 24, 1. (b))
- respecting **their right to preserve their identities allows deaf children to be proud** of their unique linguistic and cultural identity as a part of human diversity

- Genuine respect for diversity based on deaf culture and their unique identity ensures full and equal participation of deaf children in education -> strengthens resilience

# Conclusion

Without treating and seeing deaf people as a linguistic and cultural group

- not possible to achieve both full and equal participation in education and ensure full human rights -> **weakens resilience**
- Inclusive education is much more than
  - general education with accessibility, universal design, reasonable accommodations, and individual support.
- It is about **respecting diversity** based on deaf culture and the linguistic and cultural identity of deaf children -> **strengthens resilience**
- Truly inclusive education is based on the needs of these children and helps them to grow as individuals and citizens with full potential -> **strengthens resilience**
- Bilingual/multilingual and bicultural/multicultural education can be a part of genuinely inclusive education system.

# Resilience?

**Mental strength <- personal resources**

Deaf children =  
a natural part of  
human diversity

**DEAF  
COMMUNITY**

Balanced linguistic and  
cultural identity



**BILINGUAL/  
MULTILINGUAL  
EDUCATION**

Life and  
social development skills

**FAMILY SUPPORT**