

FORUM: Human Rights Sub - Commission 1

QUESTION OF: Ending Marginalization for the Disabled

SUBMITTED BY: Romania

CO-SUBMITTERS: Cape Verde, Armenia, UNICEF, Mauritius, Solomon Island, Dominica, Namibia, Oman, Timor-Leste, Ethiopia, Rwanda, Nauru, Guinea, New Zealand, African Union, Cameroon, Kenya, Equatorial Guinea, Sierra Leone, Nigeria

THE HUMAN RIGHTS COMMISSION,

Deeply concerned that one billion people worldwide suffer from some form of disability, and no less than 120 million experience significant difficulties in functioning due to severe disabilities,

Affirming GA Resolution A/RES/37/52 of 3 December 1982 which adopted the World Programme of Action concerning Disabled Persons that prevents discrimination and encourages the rehabilitation and equalization of opportunities for disabled peoples,

Recognizing the work of the International Disability Alliance (IDA) and the United Nations Children's Fund (UNICEF) to create a more diverse society that can appreciate the full potential of persons with disabilities,

Taking into consideration the June 13-15, 2017 Convention on the Rights of Persons with Disabilities (CRPD), which promotes, protects, and ensures the dignity, equality before the law, human rights, and fundamental freedoms of people with disabilities of all kinds,

Noting with satisfaction the past efforts of various human rights-oriented organizations, such as but not limited to the Global Partnership for Assistive Technology (GPAT) or Humanity & Inclusion,

Identifying disabled people according to the CRPD definition of 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',

Defining a 'disability' as a physical or mental condition that limits a person's movements, senses, or activities,

1. Calls upon the reform of the CRPD convention to further incorporate the reform of educational processes and labor disputes in their mission in order to:
 - a) decreasing the marginalization of disabled students in national schools by encouraging school curricula to include systems which would prevent the stereotyping of disabled individuals from a young age, such as:
 - i. lessons emphasizing that disabled individuals should be treated equally and given the same opportunities as any other person
 - ii. ensuring that schools are equipped with handicap accessible entrances and classrooms, bathrooms, sports halls and other facilities.
 - b) giving incentives to employers to hire those who are disabled and creating a tax-deductible government organization that allows citizens and businesses to donate to the care of the disabled
 - c) providing support to the families of students with disabilities in the form of tax rebates and medical subsidies;
2. Invites all 153 member states of the CRPD, and all other nations affected by the UNCPDP to have representatives on the UNCPDP, and that the CRPD analyze its data to monitor these nations that would be most affected by the efforts of the UNCPDP;
3. Encourages the UNCPDP to use data from the biannual reports given to the CRPD to analyze the

quality of education in member states and send representatives from the UNCPDP to schools in order to:

- a) ensure that the reports given to the CRPD accurately describe the quality of care and education available for people with disabilities
- b) offer advice, according to the aims of the UNCPDP, on how to change its schools to better support students with disabilities based on successful methods that other member states have implemented
- c) gather new information to add to the member state's report so it accurately reflects its progress;

4. Assures support of an accessible education program and building of appropriate educational facilities within member states funded by the aforementioned government organization that focuses on providing:

- a) special education programs to assist students with mental and learning disabilities including hiring in-class aides, note-takers and interpreters and having training courses to properly help teachers to care for students with disabilities in both specialized schools for the disabled and schools for the non-disabled
- b) ensuring that students with physical disabilities, such as the need of a wheelchair, are amply cared for by:
 - i. guaranteeing that their campus is handicap accessible through constructing wheelchair ramps and elevators to ensure those who are paralyzed can access buildings and classrooms with ease and planning easy routes to and from classes
 - ii. offering transportation services such as golf carts, buses, or elevators which could be used daily by students;

5. Urges educational facilities in all levels of education to ensure that their teachers are properly trained to care for students with disabilities in both specialized schools for the disabled and schools for the non-disabled through:

- a) training staff members Braille and Sign Language so they can adequately communicate with deaf, blind, and deaf-blind students
- b) ensuring that the correct educational techniques and materials necessary to support students with disabilities are available by
 - i. creating a voluntary certification process which would be available to both students and teachers to provide them with the opportunity to learn how to properly educate and care for disabled students
- c) including specialized psychologists in schools to provide moral support for students with disabilities as needed;

6. Calls upon member states to thoroughly raise awareness about the marginalization of the disabled in schools, workplaces and public areas with the help of UNESCO, UNICEF and relevant NGOs through mass media mediums through:

- a) educating the public about the negative effects of the marginalization of disabled people through having local networks create integrative posters and visual stimuli that cautiously promote the inclusion of the disabled
- b) seeking out marginalized voices and perspectives that will allow the community to understand the problems that people with disabilities face
- c) hosting monthly speeches from disabled inspirational speakers such as public figures like activists, bloggers, authors, artists, athletes, and others to share their stories;

7. Calls for technology, such as laptops and tablets, to be integrated into the school curriculum for students with disabilities to:

- a) offer a custom-made education system based on the needs and requirements of any given student
- b) increase the independence of students by allowing them to have freedom from a constant

caretaker or teacher

- c) reduce the anxiety which many students with disabilities feel surrounding education to help students realize their full academic potential;
8. Recommends that all schools offer sign language as a second language option for the purpose of better communication between the non-disabled and the disabled as countries that are unable to find qualified teachers may refer to the UN for assistance;