

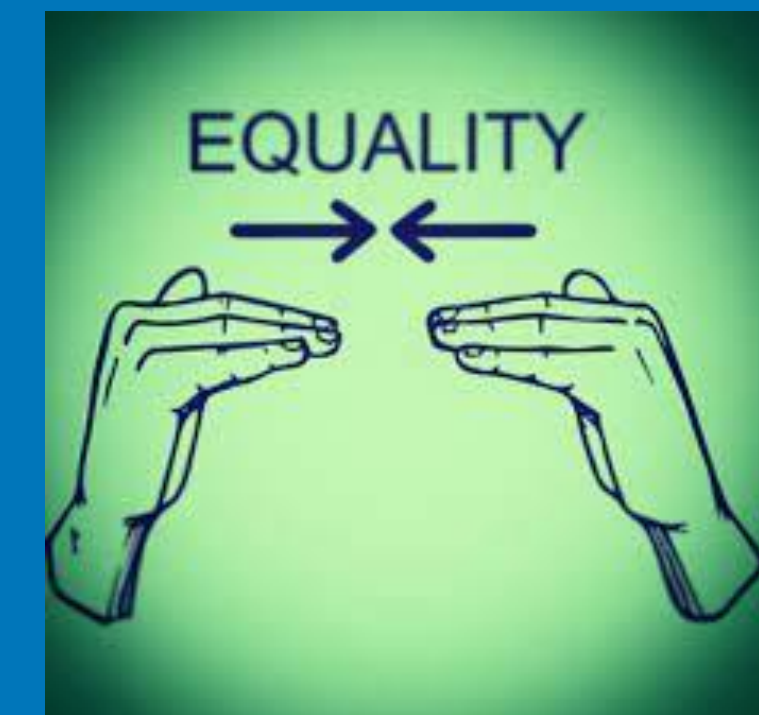
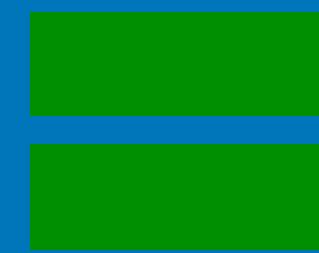
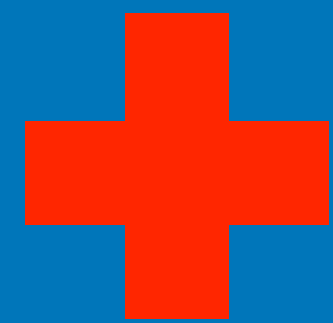


Human Rights: Deaf Perspective

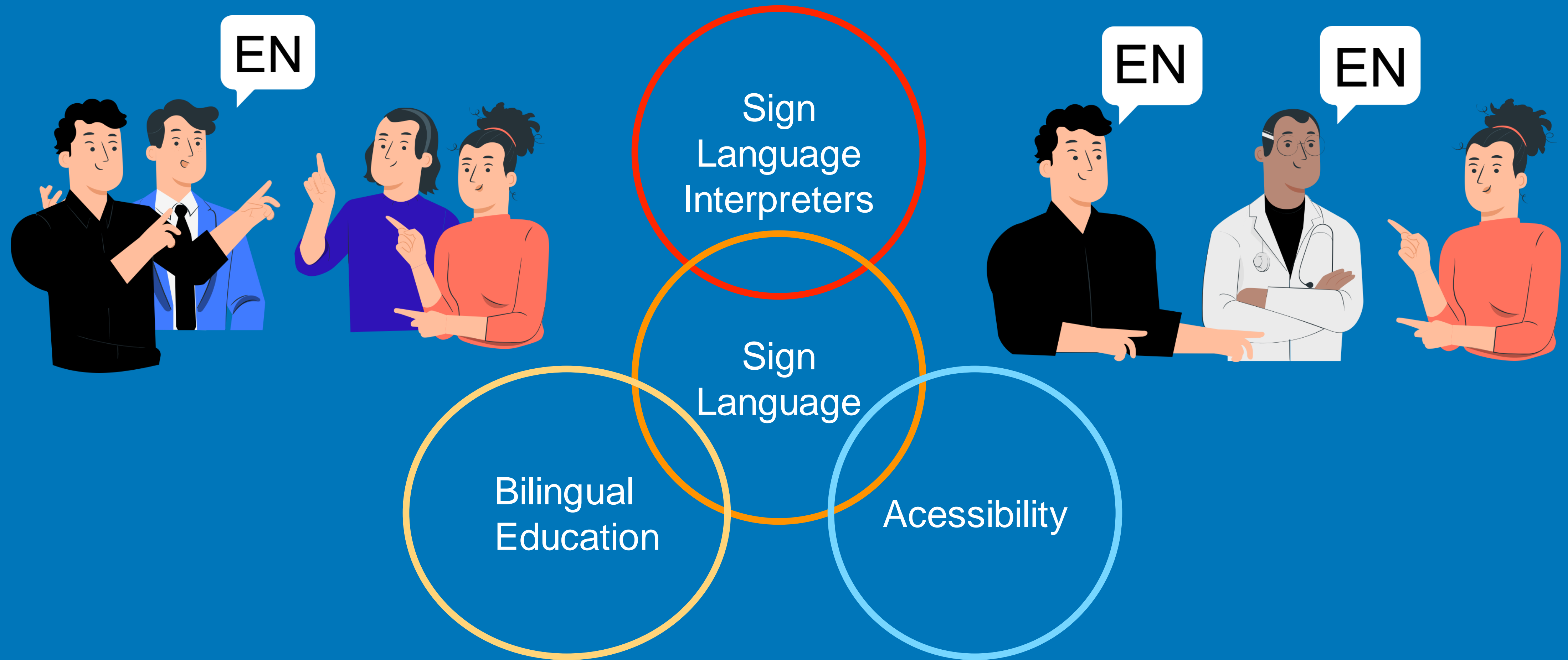


BUILD A DEAF
ORGANISATION

BASIC HUMAN RIGHTS OF DEAF PEOPLE



BASIC HUMAN RIGHTS OF DEAF PEOPLE



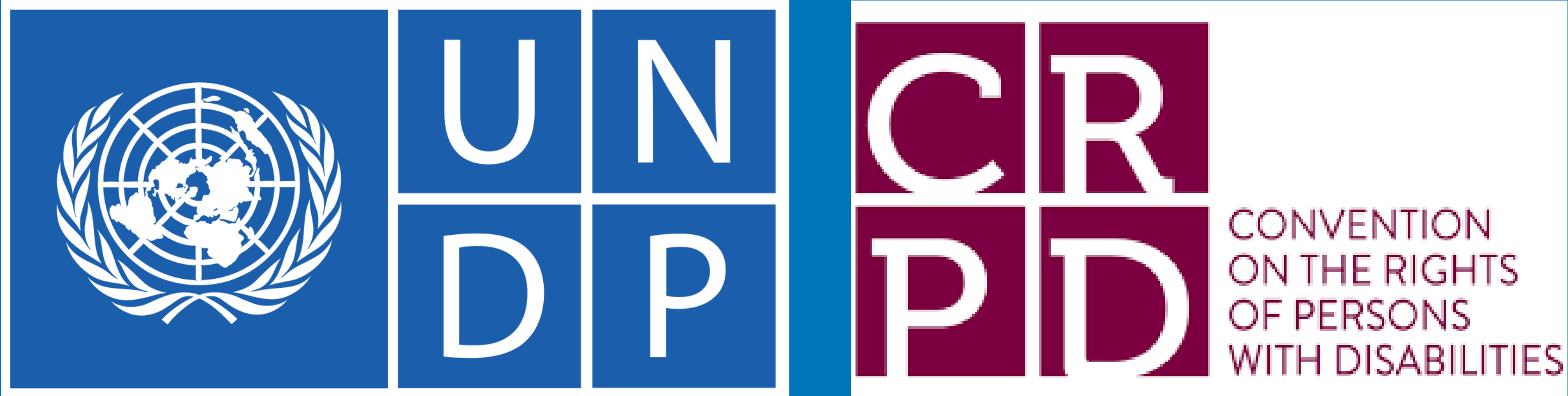
BASIC HUMAN RIGHTS OF DEAF PEOPLE

There are 6 areas where deaf people's human rights are important

- SIGN LANGUAGE RIGHTS
- DEAF CULTURE AND LINGUISTIC IDENTITY
- BILINGUAL EDUCATION
- ACCESSIBILITY
- EQUAL EMPLOYMENT OPPORTUNITIES
- EQUAL PARTICIPATION



THE UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UN CPRD)



SIGN LANGUAGE RIGHTS

SIGN LANGUAGE RIGHTS



LANGUAGE ACQUISITION AT BIRTH

EN




Sign language enables deaf children to have full communication with people and improves their cognitive and social skills. The UN CPRD emphasises that sign language is inseparable from deaf people's human rights: Without sign language, deaf people are not equal. There are human rights instruments that support sign language rights.

SIGN LANGUAGE IS MENTIONED 8 TIMES IN 5 DIFFERENT ARTICLES



Article 2:
Definition

Article 21:
Freedom of expression and
opinion, and access to information



Article 9:
Accessibility



Article 30:
Participation in
cultural life,
recreation,
leisure and sport



Article 24:
Education

Sign language is inseparable from deaf people's human rights.
Without sign language, deaf people are not equal.

SIGN LANGUAGE RIGHTS

HUMAN RIGHTS INSTRUMENTS THAT SUPPORT SIGN LANGUAGE RIGHTS

- CRPD Article 2: Makes clear that sign languages are equal in status to spoken languages
- CRPD Article 21.b: Allows deaf people to choose to give and receive official communications in the way they choose, including in sign languages
- CRPD Article 21.e and 24.3b: Obligates the governments to encourage the learning of sign language and promote the linguistic identity of the deaf community
- CRPD Article 24.3: Requires the governments to provide early and comprehensive information, services and support to children with disabilities and their families, including information about deaf culture, sign language and bilingual education

DEAF CULTURE AND LINGUISTIC IDENTITY

HUMAN RIGHTS INSTRUMENTS THAT SUPPORT DEAF CULTURE AND LINGUISTIC IDENTITY

- CRPD Article 30.4: Requires the governments to recognise and support specific cultural and linguistic identity, including sign languages and deaf culture.

Deaf communities share a sign language and common heritage, and identify themselves as members of a cultural and linguistic minority

The CRPD states that deaf culture should be recognised and supported as a basic human right.

BILINGUAL EDUCATION

HUMAN RIGHTS INSTRUMENTS THAT SUPPORT BILINGUAL EDUCATION:

- Salamanca Statement and Framework for Action on Special Needs Education (paragraph 21 in page 18): Addressed the right to receive education in a national sign language for deaf children.
- CRPD Article 24.1: Requires the governments to ensure inclusive education system at all levels.
- CRPD Article 24.3b: Ensures the right to learn sign language and promotes linguistic identity of the deaf community.
- CRPD Article 24.4: Requires teachers of deaf children to be qualified in sign language
- 2030 Agenda, Goal 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- 2030 Agenda, Goal 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

ACCESSIBILITY

HUMAN RIGHTS INSTRUMENTS THAT SUPPORT ACCESSIBILITY:

- CRPD Article 9 and 21: Requires governments to provide for accessibility to information and communication.
- 2030 Agenda, Goal 11.2: By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.
- 2030 Agenda, Goal 11.7: By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

EQUAL EMPLOYMENT OPPORTUNITIES

HUMAN RIGHTS INSTRUMENTS THAT SUPPORT EQUAL EMPLOYMENT OPPORTUNITIES:

CRPD Article 27: Requires the governments to provide 'reasonable accommodation' (adjustments and supports) to deaf employees.

2030 Agenda, Goal 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.



EQUAL PARTICIPATION

HUMAN RIGHTS INSTRUMENTS THAT SUPPORT EQUAL PARTICIPATION:

- **CRPD Article 5:** Requires that the governments prohibit all discrimination on the basis of disability and guarantee to persons with disabilities, including deaf people, equal and effective legal protection against discrimination on all grounds.
- **CRPD Article 12:** Requires the government to ensure that persons with disabilities, including deaf people, enjoy legal capacity on an equal basis with others in all aspects of life.
- **CRPD Article 20:** Requires the government to take effective measures to ensure personal mobility with the greatest possible independence for persons with disabilities, including deaf people.
- **CRPD Article 29:** Requires the government to guarantee and promote an environment that ensures effective and full participation in political and public life on an equal basis with others, including the opportunity
- **CRPD Article 23:** Requires the government to take effective and appropriate measures to eliminate discrimination against persons with disabilities, including deaf people, in all matters relating to marriage, family, parenthood and relationships, on an equal basis with others.
- **CRPD Article 24:** Obligates the governments to facilitate the learning of sign language and to promote the linguistic identity of the deaf community, so that they learn life and social development skills to facilitate their full and equal participation in education and as members of the community.
- **2030 Agenda, Goal 10.2:** By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

RECOGNITION OF SL

SPECIFIC SIGN LANGUAGE LEGISLATION

Act of 2009 on Hungary Sign Language and the use of Hungarian Sign Language

“The Republic of Hungary recognizes the Hungary Sign language as an independent natural language”

DISABILITY LEGISLATION

Act on the Equalization of Disabled Persons of 2002

“German sign language is officially recognized as a language”

(OTHER LEGISLATION)

Education Act of 1996

“Norwegian Sign Language as a first language”

PARLIAMENT DECISION OF 1981

“... deaf have to be.. fluent in their visual / gestural sign language and the language that society surrounds them with, Swedish”

BRITISH GOVERNMENT (2003)

“British Sign Language is recognised as official British language”

(OTHER LEGISLATION)

Regional Council of valle d’Aosta (2006)
“Italian Sign Language is recognised as language”



RECOGNITION IN THE CONSTITUTION

*“Austrian Sign Language is recognised as independent language”
(Art. 8 of the Constitution of Austria 2005)*



*“..., the state shall promote the development of a sign language for the deaf...”
(Art. 24 of the Constitution of Uganda - 1995)*



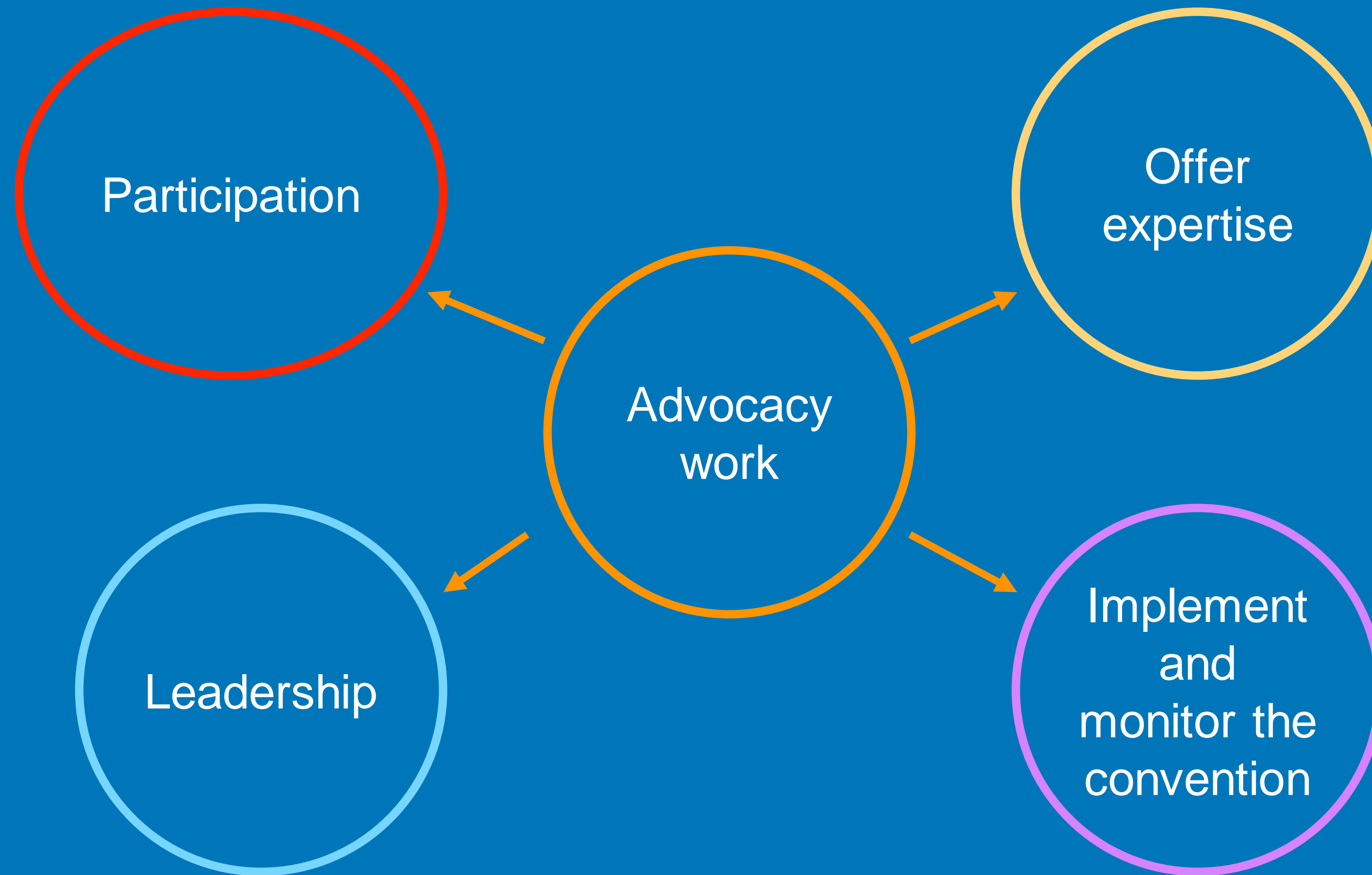
*“Finnish Sign Language is recognised as language”
(Art. 17 of the Constitution of Finland - 1995)*



ROLE OF DEAF ASSOCIATIONS



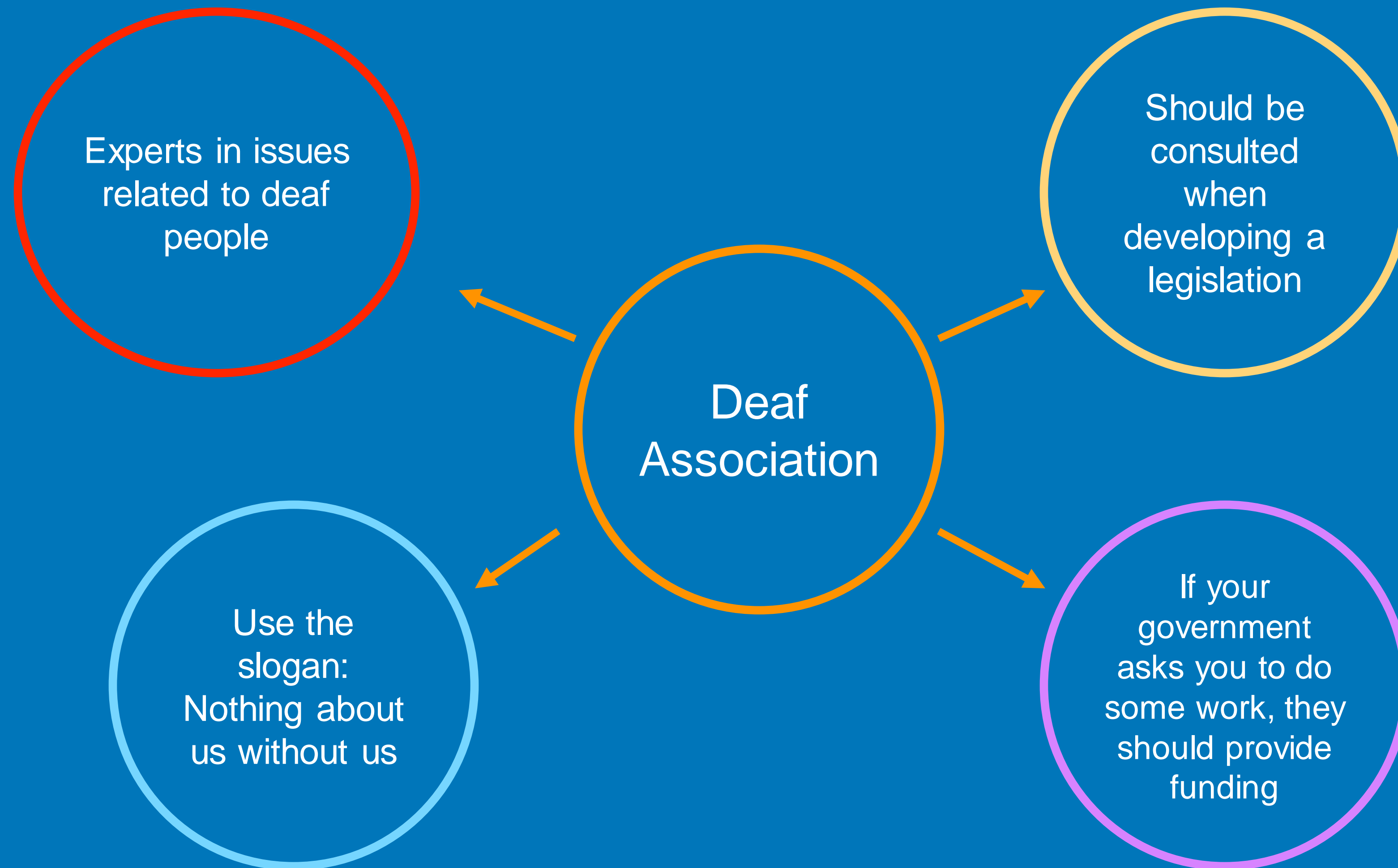
ROLE OF DEAF ASSOCIATIONS



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CRPD REPORTING PROCESS

It is important for NAD to participate in the CRPD reporting process. Once you know the reporting progress, you can learn how your association can be involved to create positive changes.

- 1. Ratification:** NAD can lobby your government to ratify the CRPD if it has not done so already
- 2. State reports:** Ensure that your national association of the deaf is consulted by the state. When preparing the state reports, the Committee emphasises the importance of participation and consultation of organisations of persons with disabilities. Submit parallel report to the committee. The **Committee** encourages persons with disabilities to work together to submit a Parallel Report to the Committee. It is important that your national deaf organisation is involved in this process. You can also choose to provide your own report addressing concerns relating to deaf issues.
- 3. Monitor implementation:** You should ensure that your national association of the deaf, together with the local organisations of persons with disabilities, is active in monitoring the implementation of the recommendations

CHALLENGES

INTERPRETATION OF ARTICLES

Some governments interpret the articles which is not good for deaf people

UNDERSTANDING THE MEANING OF ARTICLES

Bilingual education: Some countries think it means mainstreaming

LACK OF KNOWLEDGE

Many governments do not understand sign language, deaf culture, deaf needs



CHALLENGES

REALISATION OF RIGHTS

JURIDICAL PROCESS

International human rights are
difficult to implement

Difficult to change to national
legislation



EXAMPLE OF NON-GOVERNMENTAL ORGANISATION WORKING FOR HUMAN RIGHTS

WORLD FEDERATION OF THE DEAF



WORLD FEDERATION OF THE DEAF

Vision:

Human rights for deaf people including recognition of sign language in all aspects of life.

Mission:

The WFD works for the realisation of deaf people's **human rights** in partnership with the United Nations and its agencies, national organisations of deaf people, and relevant stakeholders



BUILD A DEAF ORGANISATION