



# The Impact of the Convention on the Rights of Persons with Disabilities on the Deaf Population in Global Education

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# Abstract

Hearing perspectives and paradigms influence the type of education Deaf people receive worldwide. The hearing define the capabilities and potential of the Deaf population regardless of how the Deaf have articulated their own identity and needs. This presentation focuses the impact of the Convention on the Rights of Persons with Disabilities on Global Deaf Education and proposes the need for an ideological shift.



# Ideologies of Deafness

- Deafness as a terminal trait:
  - Physical
  - Psychological/ Emotional
  - Intellectual
- Deafness as a limiting trait:
  - Vocational track
  - Confuse language barrier with limited potential
- Deafness as a socio-cultural trait
  - Recognizes deaf language, culture and full potential
  - Educates through a strong model of bilingual education
  - Integration and/or inclusion follows only after careful preparation of both groups – hearing and Deaf





The examples come from my research in 12 Latin American countries, but the WFD reports similar actions in other parts of the world.



# The Convention Interpretations based on the three ideologies:

- Article # 24
  - a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

Ideology 1) Insert the Deaf student in a hearing class.

Ideology 2) Channel Deaf student into vocational education only

Ideology 3) Access to bilingual education in grades 1-8 and access to an “integrative” school in grades 9-12.





# The NAD on integration/inclusion

Some advocates of this less-radical approach continue to push the notion that the regular classroom is always the option of first choice, in complete disregard for the provision of essential services, based on a comprehensive assessment of each child. **The NAD believes such approaches are in direct violation of the Individuals with Disabilities Education Act (IDEA).**

**“Sink or swim” environment**



# More on article 24

d. Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

Ideology 1) Provide access to a resource room: Pull out program. [chart](#)

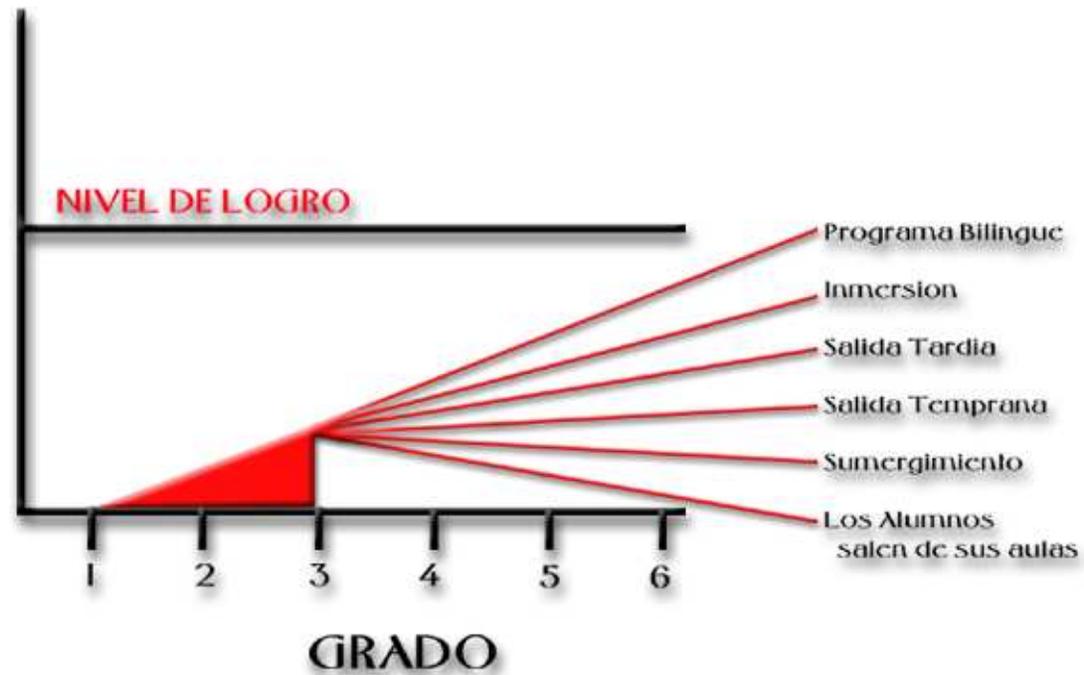
Ideology 2) School personnel models an ideology of pity.

Ideology 3) An integrative or bilingual school is available where teachers, students and all personnel are bilingual.





# Education Models



# Barrier to ideological shift

**The Convention emphasizes “...the learning of sign language and the promotion of the linguistic identity of the deaf community” (2006)**

- The Milan Conference of 1880
- [NAD Elated with ICED Rejection of 1880 Milan Congress Resolutions \(2010\)](#)

“...it formally rejects the resolutions passed at its 2nd Congress (commonly known as the 1880 Milan Congress)”





# The World Federation of the Deaf

The World Federation of the Deaf (WFD) recognizes that a large majority - maybe as much as 90% - of the world's Deaf children and adults in developing countries have never been to school and are thus more or less illiterate. It has frequently been observed that sign language is repressed in many countries and its use is not permitted in education.



# An Ideological Shift would require:

- Offering sign language classes K-higher education as a foreign/second language to hearing students as an option
- Providing sign language training to teachers in professional development activities.
- Choosing a number of integrative schools (sign for integration) in which the Deaf can participate fully.
- Offering educational opportunities to members of the deaf community to enter the classroom as professionals, once again: teacher assistants and teachers.



## Continued...

- **Providing a socio-cultural orientation and support (linguistic and emotional) to parents of Deaf children**
- **Forming “parent leaders” that can help to close the gap between home and school and between home and the deaf community**





## **Then the National Association of the Deaf (NAD) stated needs would be possible.**

- Curricular and extracurricular offerings in totality.
- Opportunities to communicate directly with teachers, without intervention by or over-reliance on interpreters
- Access to a general education curriculum...
- An informed parent (...) who is fully aware of the range of available educational options, and the pros and cons of each option, with respect to his or her child's unique abilities and needs.
- Including technologies geared towards the child's visual capabilities.
- Residential schools, day schools, center schools within districts, special classes, etc.

