

“Fostering Human Rights in Protection and Promotion of Rights of Children with Disabilities in the Modern Inclusive Society”

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Abstract

The current chapter fosters human rights in protecting and promoting the rights of children with disabilities (CwDs) in modern, inclusive society. Every person needs the opportunity to learn about and exercise their fundamental human rights to flourish. It is impossible to develop into our full potential until we are assured of our right to pursue our physical and spiritual goals. Undoubtedly, ensuring CwDs and all nations have access to quality education is essential to realizing the right to progress. The entire society has a formidable challenge when attempting to aid the family of CwDs in receiving the full benefits of inclusion. They are underappreciated while having undeniable promise. Considering this, children who are disabled often confront obstacles not since of their disability itself but because of the environment in which they are trying to function. Everyone has inherent worth and must be fairly treated and respectfully; this is the foundation of human rights. We are all the same but tend to disappear into the backdrop. A person's worth lies in their unique traits, not in the benefits they may bring to society in the future. The rights of disabled children to express themselves freely on social heritage should be protected for many significant reasons. Furthermore, development has been patchy, both within and within countries. Due to the absence of universal law that protects the rights of CwDs, many countries regularly continue to abuse those rights of CwDs in modern society.

Keywords: Fostering, Human Rights, Protection, Promotion, Rights, Children with Disabilities, Modern and Inclusive Society

Introduction

The human rights approach to disability requires engagement with the ideas that drive the human rights movement and provides insight into its nature and significance. Human rights concepts like these lay the foundation for a system of controls and measures to be put in place to defend children's fundamental human rights. Since the challenges posed by CwDs, global collaboration is being tested, and worldwide laws are under increasing pressure to change. Human rights basic principles are a barrier against repressive power and a platform for development. The basic human rights of freedom, independence, equality, and mutual support should be assured to every person. If we are to treat CwDs as subjects rather than objects, we must ensure that they have access to the benefits of fundamental freedoms that most individuals take for granted. CwDs need to go from being seen as a problem to being seen as children with rights. (Quinn, G., & Degener, T, 2002). Children want to know more about their rights in court, and adults need to figure out how to make them feel safe talking to people who work in the judicial system. Instead of locking children up, we should attempt alternative approaches like the social task. The children's frequent requests provide details on how to better the deplorable conditions in which they are housed. Children whose parents are imprisoned should also be recognized and valued. Despite this, though, some progress may be seen. The administration and its partners have made significant progress in virtually every aspect of society. Children who might not have had an education before or who would have gone to a school for the racially or ethnically isolated are now more likely to be taught among children who do not share their background. The full and equitable inclusion of CwDs in an inclusive society is a central objective of the global disability rights movement. Recent successes have given the indication further impetus. Advocacy organizations acting on behalf of CwDs were crucial in drafting the Convention on the Rights of Persons with Disabilities. They have also pushed for school reform in modern, inclusive society.

Children with Disabilities

The significant increase in the number of children identified as having a disability in recent years is just one example of the differences of opinion that make this one of the most contentious issues in the field of early childhood development study results, with experts unable to reach an agreement because of differences in

meanings and measurements. The level to which a child is marginalized depends on several factors, including the nature and severity of the child's disability, the family's socioeconomic status, and the children's apparent physical environment. In earlier legal systems, children were typically perceived as passive recipients, to be "seen but not heard." The idea that children have special rights from the people around them is relatively modern (Munro, 2001). To better advocate for legislative reforms that would help CwDs in India and bring us closer to our ultimate goal of universal, inclusive education (IE), we conducted a study that aims to understand the existing condition of IE for these children. To effectively define and implement IE, it is essential to get input from all relevant parties simultaneously. Making these institutions "inclusive" requires listening to and learning from the persons who use them in the modern, inclusive society.

United Nations Declaration on the Rights of Disabled Persons (1975)

There was a rise in global efforts in the 1970s to protect the rights of people with disabilities, leading to fewer earlier problems. Disabled people's rights have been moved forward thanks to a series of measures agreed by the United Nations after years of study and debate. The General Assembly passed the progressive United Nations Declaration on the Rights of Persons with Disabilities on December 9, 1975.

United Nations Convention on the Rights of the Children (1989)

In reaffirming these rights in 1989, the Convention on the Rights of the Child took into account children's abilities, cultural backgrounds, religious beliefs, linguistic competencies, and gender identities. In 2011, UNICEF reported that. Civil, cultural, economic, political, and societal rights were protected for the first time thanks to the resolution's work. Those under eighteen (children and teenagers) advocated for a different approach because their needs are unique. The resolution emphasizes the importance of treating children as human beings and giving them the same rights as adults (UNICEF, 2011).

United Nations Convention on the Rights of Persons with Disabilities (2006)

The Convention on the Rights of Persons with Disabilities (UNCRPD) was ratified by the UN General Assembly in December 2006, and became an international standard as of May 3, 2008. The Convention was designed after existing worldwide human rights agreements and aims to ensure full social inclusion for all PwDs. One person who supported the UNCRPD's adoption early on was a fighter for children's rights. The UNCRPD was drafted with extensive input from PwDs (Don Mackay, 2007). As a landmark international agreement that will help define human rights for persons with disabilities, the UNCRPD has been hailed as a success by disabled people and groups that campaign on their behalf. However, the fact that this pact was written in the twenty-first century demonstrates that people with disabilities have full and equal protection of human rights. This research aims to present a complete review of Article 19's viability and resolution, as well as a toolset to facilitate the application of this entitlement. PwDs should be afforded the same civil liberties as everyone else and should receive assistance that meets their unique needs. Keep in mind that we still have some time before we master how to appropriately act and express the Dedication in order to preserve it.

The person with Disabilities Act (1995)

The right to a good education includes the teaching of human rights. Education's potential to improve one's economic and social standing is essential to human dignity. It is the responsibility of every community to provide disabled children with the same educational opportunities as their typically developing peers. The Persons with Disabilities Act (PWD Act) of 1995 was a landmark piece of legislation in India's history of protecting the rights of those with mental, physical, or sensory impairments. In December 1995, lawmakers passed what would become known as the PWD Act, which was signed into law on February 7, 1996. However, studies carried out by the World Bank indicate that the PWD Act does not provide solid leadership on procedures to ensure that this right is understood. However, India's legal treaties for the education of CWDs align with the PWD Act's position on a rights-based privilege to primary

education. Since there were no established norms for how to educate CwDs best, nothing went. It was unclear who decided which students required special education assistance (World Bank, 2007).

Right of Person with Disabilities Act (2016)

With the proposed right of the person with disabilities Act of 2016, it is hoped that "the relevant Government shall observe that the PWD elevate the right to equality, life with self-respect, and regard of his or her worth in the same manner as others." Before disabled women and children can fully participate in society, further safeguards are required. Disabled people must be shielded from danger at all costs. As a support for the UN Convention on the Rights of the Child, the Indian Parliament has passed this statute. The first draft of this statute was drafted in 2011. The Rajya Sabha and the Loka Sabha passed the Act on their respective dates (December 14 and 17), making it law. On December 30, 2018, a new law was enacted to safeguard better the rights of people with disabilities (RPWDs, 2016). There is evidence to suggest that groups that promote the rights of people with disabilities were a driving force behind the introduction of IE. Society's lack of prioritization of education and people with disabilities rights meant that IE was unnecessary. The RPwD Act and IE work well together since they aim to help persons with disabilities. For the RPwD Act to work as intended, IE must be present; otherwise, the law will be ineffective. For IE to be more legitimate and effective for PwDs and the RPwD, it needed a solid legal foundation.

Conclusion

Disabled persons and their families still experience stigma and discrimination in many parts of the world. Disability acceptance education is a long-term cultural investment and a generational duty. It is not that I have any particular regard for you; I only share your belief that protecting and promoting the rights of CwDs in today's inclusive society is essential for advancing human rights. Increased dissatisfaction with current affairs can be traced back to the last two decades. As more people become aware of the issue, more countries are passing laws to ensure that PwDs have the same rights as everyone else and can fully participate in society. ushers in a new era of providing the same safeguards for CwDs and their loved ones, just as the Convention on the Rights of the Child established the framework for protecting the rights of children. The framework provided by another success rate is accessible to any nation or neighbourhood to assess the current situation of children and PwDs and to determine what steps need to be taken to achieve full inclusion in society.

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