# EDUCATION OF THE DISABLED, SOCIAL RIGHTS AND WHAT TO DO

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# Disabled Rights

- UN DISABLED RIGHTS AGREEMENT

- ARTICLE 1 - OBJECTIVE: The purpose of this Agreement is to encourage, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms of people with disabilities, and to strengthen respect for their innate honor.

- ARTICLE 3- GENERAL PRINCIPLES: The principles of this Agreement are as follows:

A. Individuals, including freedom to make their own choices and individual independence

respect for their innate dignity and individual autonomy;

A. No discrimination;

B. Full and effective participation and involvement in society;

C. Respect for differences and acceptance of disability as part of human diversity and humanity;

D. Opportunity Equality;

TO. Accessibility;

F. Equality between men and women;

G. Respecting the developing capacities of children with disabilities and children with disabilities

respect for their rights to protect their identity

- ARTICLE 5- EQUALITY AND DISCRIMINATION PROHIBITION

States Parties will prohibit any type of discrimination based on disability and ensure that people with disabilities are protected equally and effectively against any cause of discrimination.

- ARTICLE-6 DISABLED WOMEN

States Parties recognize that women and girls with disabilities are subject to discrimination based on more than one reason and take measures to ensure that they enjoy full and equal enjoyment of all human rights and fundamental freedoms.

- ARTICLE-7: CHILDREN WITH DISABILITIES

In all actions related to children with disabilities, priority will be given to the best interests of the child.

# "WILL COME

## INDEPENDENT"

### -TWELVE

## BASIC RIGHTS

(Barnes and Mercer)

- 1. Full access to the living environment

- 2. Full access to transportation facilities

- 3. Provision of technical assistance and maintenance equipment

- 4. Providing ergonomic houses compatible with the disabled

- 5. Individual benefits

- 6. Formal education based on social inclusion and lifelong education for the disabled

- 7. An adequate income

- 8. Equal working opportunities

- 9. Providing convenient and easy access to information

- 10. Defense (developing self-defense skills)

- 11. Right to counseling / access to consultancy services

- 12. Access to health care services

## Disability Rights Movement and Turning to Social Model

- Especially after the Second World War, citizenship rights of individuals with disabilities started to be taken into consideration more than before.

- The traces of the disability rights movement, which gained momentum by spreading around the world in the 1970s and 1970s, which emerged in England in the 1960s, and the social movement should be sought in the new compromise between labor, capital and the state.

- During this period, the state loaded certain functions

- It is assumed that individuals with disabilities have all kinds of citizenship rights like other individuals in the society.

- However, in many countries these rights, which are guaranteed by the Constitution and which are tried to be supported by laws, are often left on paper; has not been fully functional in daily life.

- Problems such as the violation of the rights of the disabled, observed in almost all areas of social life, disruptions in the implementation of the laws, and inadequacies in the disability legislation caused a new movement.

- The Disability Rights Movement, which has been formed in the developed Western countries especially in the USA and the UK since the seventies, has been brought to the agenda with the organization of individuals with disabilities in line with a common goal.

- The common goal is to express, defend and strengthen the rights of individuals with disabilities on the platform of political action.

- When UPIAS (Physical Disability Association Against Discrimination-1976) outlined the principles of what the social model is, they made a clear distinction between disability and disability. Disability began to be defined as social pressure and disability was associated with the pathology of the body. This distinction led to the disability and body being removed from the disability discourse and the reliability of the medical model. Disability is a form of disease, the outcome of which is addictive and the need for rehabilitation has been opened to discussion. The new approach stated that disability is a problem of social regulations. The solution to the problem of disability is not based on clinical correction of 'distorted bodies' but on systematic social change.

- CONCLUSION: Turkey Statistical Institute (TSI) 's according to research; 85.7 percent of disabled individuals living in Turkey wants to increase social assistance and support. 77 percent of people with disabilities are in health services, percent
40.4 demands improvement and dissemination of care services. While 28.7 percent of disabled people expect employment opportunities to be increased by 25.6 percent, 17.7 percent express their expectations from public institutions and organizations to make arrangements for physical environment and transportation opportunities.

- **DISABLED IN THE WORLD RATIO: 15% RATE OF DISABILITY IN TURKEY: 12.2%**

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  People with disabilities face a wide range of multidimensional problems such as negative social attitudes, insufficient employment conditions, unemployment, poverty and low income, structures that do not take into account the disabled (well-designed buildings, etc.), disaggregated education system, physical, emotional and sexual violence. they face. Social workers should have the ability to be organized in the face of these problems and to think together with the disabled. Through the social model, they can be effective in preventing society from further restricting, digesting and blocking an individual with a disability. Thus, it will be possible for both disabled and family members who take care of the disabled to truly integrate with the society.