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**Human Security & Inclusion:  
*A Canadian Contribution to the World***  
December, 2004

**Submitted To:**

**The John Holmes Fund, Department of Foreign Affairs**



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**ABSTRACT**

*Human Security and Inclusion; A Canadian Contribution to the World* outlines a model for an inclusive human security agenda for Canada as part of both a foreign policy and a development agenda. The purpose is to initiate a dialogue on human security and inclusion within the context of a larger inclusive foreign policy agenda. Canada is uniquely suited to lead a debate, both bilaterally and within the United Nations, about innovative approaches to human security that draw from a model of inclusion and call for systems and processes to be developed in ways that support participation and opportunity for all citizens.

Applying a human security approach to foreign policy can help to protect and address the marginalization of the over 450 million people with disabilities in the developing world. In turn, the human security concept can benefit from the inclusion model, which seeks to transform economic, political, social and cultural systems and processes into ones that are more participatory and inclusive. The paper demonstrates how adopting an inclusion lens can serve a human security agenda by advancing the assumption that systems that can include people with disabilities, due to the extreme marginalization of disability, can also provide the best possible systems to include the majority of marginalized groups.

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**SUMMARY OF KEY POLICY RECOMMENDATIONS:**

Recommendation	Rationale	Canada's Role	Policy Implications
<p>That Canadian international policy adopt an inclusion lens to human security planning and programming, as part of Canada's leadership in conflict prevention and commitment to the <i>Responsibility to Protect</i></p>	<p>Continued exclusion of marginalized groups, including people with disabilities and their families, hinders social, economic and political development, leading to a higher probability of conflict and insecurity. Supporting the development of inclusive systems helps establish the conditions for development by promoting more cooperative and tolerant societies</p>	<p>Canada's strong human rights history and unique Charter-based interpretation and articulation of human rights, offers a solid foundation for promoting inclusion. For example, Canada's success in securing the rights of people with disabilities and their families, provides a model for securing global citizenship. Canada is in a position to provide the necessary leadership for developing a socially cohesive and inclusive global environment.</p>	<p>The current International Policy Statement should promote an inclusive and rights-based approach to human security, peacebuilding, conflict prevention and post-conflict reconstruction</p>
<p>That inclusive development strategies be promoted in sectors where Canada has exhibited a comparative advantage and/or focus such as: Education, Health Care; Poverty Reduction; Good Governance; Conflict Resolution and Strengthening Social Capital</p>	<p>Research shows that community-based models to enable the inclusion of people with disabilities can also be effective mechanisms for promoting peacebuilding<sup>1</sup>. Also, development assistance is a direct instrument for promoting inclusive development and peacebuilding.</p>	<p>Canadian research and experience in inclusive public policy provides a basis for knowledge sharing and policy development in the development context</p>	<p>The Canadian International Development Agency (CIDA) develop and adopt an operational framework to help conduct an inclusive stakeholder analysis and support inclusive programme planning as part of conflict prevention and post-conflict reconstruction investments</p>

<sup>1</sup> Community based Rehabilitation: A Strategy for Peacebuilding (<http://www.humanities.mcmaster.ca/peace-health/cbrpb.pdf>)





## INTRODUCTION

For most Canadians there is a significant gap between the kind of world we would like to live in and the kind of world we currently do. News reports are discouragingly full of escalating misery, violence and instability that reinforces a sense of hopelessness and frustration for brighter futures for the vast majority of the world's population. Statistics and images further strengthen evidence for these feelings and provoke some to ask, "What can we, as Canadians and as a nation, do?"

Real changes have happened over the past few decades that cause and/or exacerbate instability: Today, 1.3 billion people live on less than \$1 a day; well over 100 million children do not go to school; and, over 40 million people are infected with HIV/AIDS alone, devastating much of sub-Saharan Africa and increasingly infecting many parts of Asia, Central and Eastern Europe. These social and economic indicators profile a troubling reality around the world. This speaks to the rising occurrence of civil wars of which today account for the majority of armed conflict. Paralleling this trend, the majority of casualties in such conflicts are disproportionately civilian, estimated at 95% of civil war casualties. The majority of these civilians do not have a voice in the outbreak, course, or termination of the conflict and have few resources with which to protect themselves.

Herein lies the challenge that marginalized groups, including people with disabilities and their families, face as they often fall victim first and hardest to insecurity and conflict. Around the world the exclusion of marginalized groups lies at the root of poverty, violence, terrorism, exploitation and political instability. Some groups have chosen to tackle their exclusion by demanding separate but equal treatment, others promote inclusion. For the movement of people with disabilities and their families, inclusion is the only viable option. It is not a goal in itself but a means to achieving a full life as an integral part of the community. It means recognizing their economic, social, political and cultural rights, being valued, and experiencing equality. It entails looking at existing systems and processes differently and, designing them to enable the participation of all citizens including those that are the most isolated.

The international security agenda is finding better ways to prevent internal conflicts and protect civilians in precarious and often life-threatening situations. The focus is increasingly shifting from how we invest in countries to protect borders to how we invest in people to protect human beings, hereby introducing the most basic tenet of *human security*.

This paper recognizes that the concept of human security has a clear role to play in protecting the nearly 2.5 to 3.7 million refugees with disabilities and internally displaced peoples as well as over 450 million people with disabilities in the developing world. In turn, the human security concept can benefit from the inclusion model advanced by many disability groups, which seeks to transform economic, political, social and cultural systems and processes into ones that are more participatory and inclusive. It will attempt to demonstrate how adopting an inclusion lens can best serve a human security agenda. Considering the framework of inclusion as defined by the disability community adds value to discussions on human security. It advances the assumption that systems that can include people with disabilities, due to the cross-cutting nature and extreme marginalization of disability, can provide the best possible systems to include other marginalized groups.

This paper will outline a model for an inclusive human security agenda for Canada to consider as part of both a foreign policy and a development agenda. The purpose is to initiate a Canadian dialogue on human security and inclusion within the context of a larger inclusive foreign policy agenda. Given its history and involvement in promoting human security issues, Canada is best suited to lead a debate,



bilaterally and within the United Nations system, about innovative approaches to human security that draw from a model of inclusion and call for systems and processes to be developed in ways that support widespread participation and opportunity for all citizens.

### **Box 1: People with Disabilities in the World**

Throughout the world people with disabilities and their families face common challenges and shared barrier, at the heart of which sits political, social and economic exclusion. While there are approximately 600 million people with disabilities worldwide, an estimated 70 – 80%, or over 450 million people, live in a developing country and exclusion from basic services such as education remains one of the largest barriers to living in dignity and equal opportunity for full community living.

Consider that:

- Exclusion from education impacts an estimated 98% of children with disabilities in developing and transition countries worldwide
- Exclusion from employment affects over 80% of people with disabilities worldwide
- Exclusion from rehabilitation and appropriate basic services affects 98% of people with disabilities worldwide
- As many as **one in five** of the world's poorest people are estimated to have a disability, and this without accounting for the poverty of their families
- Over 25% families worldwide are have a member with a disability

These factors point to an already-increased vulnerability of people with disabilities and their families that is only exacerbated during periods of economic shock, social and political instability, natural disasters, and violence and conflict.

## **CANADA'S PLACE IN ADVANCING A HUMAN SECURITY AGENDA**

**"At the heart of globalization, there is an inherent bias toward inequality. We may be creating a world in which the best will do very, very well, but it is also one where others may fall far, far behind."** Right Honourable Paul Martin

The Prime Minister wants to establish a new place in the world for Canada. In a period where societies around the globe are torn by ethnic and religious division and intolerance, where polarization is growing between rich and poor, where people with disabilities and other vulnerable populations face exclusion, what might Canada's role be? This paper argues that a commitment to building inclusive societies should be a defining feature of a new mandate for Canada in foreign policy and international development.

Canada will soon be releasing an International Policy Review (IPR) in which security issues are expected to be an important focus. Canada has a history of being a progressive leader in the field of peacebuilding and human security: it was one of the first countries to launch a peacebuilding initiative and fund (the Canadian Peacebuilding Initiative-1996; the Canadian Peacebuilding Fund and the Human Security Fund); initiating the Commission that drafted **Responsibility to Protect**; initiating,



Alongside the like-minded ally Norway, the Human Security Network, which brings together Foreign Affairs Ministers from eleven countries. As part of Canada's most recent foreign policy statement Canada in the World (1995), promoting Canadian values was listed as a priority to which diversity and human rights are among Canada's core values.

Canada is now well placed to advance a more robust human security agenda that incorporates such Canadian values and ensures that human security is afforded to all civilians including those with disabilities.

A recent World Bank report looked into the most common rallying point behind waging a civil conflict and across the board the aspirations of civil war are to "act as a catalyst for improvement"<sup>2</sup>. This requires a shift in the way we invest in the security sectors of developing countries in order to effectively respond to changing security demands.

The human security agenda can effectively address some of the new threats and pressures to security. This agenda is most easily defined by four key characteristics, which are to:

- Promote a people-centred approach that re-defines security away from the traditional military context (from state security to human security).
- Focus on risk factors to human well-being and security.
- Protect, safeguard and empower people from both severe and widespread threats and situations.
- Adopt an integrated approach by building relationships between political, social, environmental, economic, military and cultural systems.

It is an agenda that is adaptable to pre-, during, and post conflict circumstances, offering real opportunities for investing in the development of inclusive societies (particularly in the pre- and post-conflict stages). It can foster respect for diversity by investing in inclusive systems and enabling the participation of marginalized groups in social, economic, cultural and political processes thereby defining a culture of conflict prevention.

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<sup>2</sup> World Bank (2003). Breaking the Conflict Trap: Civil War and Development Policy (<http://econ.worldbank.org/prr/CivilWarPRR/>)



## Box 2: Definition of Human Security

“To protect the vital core of all human lives in ways that enhance human freedoms and human fulfilment. Human security means protecting fundamental freedoms – freedoms that are the essence of life. It means protecting people from critical (severe) and pervasive (widespread) threats and situations. It means creating political, social, environmental, economic, military and cultural systems that together give people the building blocks of survival, livelihood and dignity”

- UN Commission on Human Security (2003). *Human Security Now*. New York, USA

“In essence, human security means safety for people from both violent and non-violent threats. It is a condition or state of being characterized by freedom from pervasive threats to people's rights, their safety, or even their lives. From a foreign policy perspective, human security is perhaps best understood as a shift in perspective or orientation. It is an alternative way of seeing the world, taking people as its point of reference, rather than focusing exclusively on the security of territory or governments. Like other security concepts - national security, economic security, food security - it is about protection. Human security entails taking preventive measures to reduce vulnerability and minimize risk, and taking remedial action where prevention fails”.

- <http://www.summit-americas.org/Canada/HumanSecurity-english.htm>

To promote this agenda, Canada occupies a unique place on the international stage. As a peaceful, consensus-oriented, middle power country, Canada is most commonly seen as a beacon for multilateralism in defence and promotion of human rights. Canada as a donor country, contributed \$2.46 billion in 2003 in overseas development assistance. At international tables Canada promotes strong democratic values such as collaboration, participation and inclusion, and it is among the pioneers in the movement to promote human security. It has also been innovative in its way of evaluating the multidimensionality of security, approaching these issues from a ‘3D’ perspective of Defence, Diplomacy and Development.

Canada has a credible voice at the international level to champion many of the values we take such pride in. Canada has the legitimacy to influence both international and foreign national policies, processes and programs to respect and promote the human rights of all citizens through a people-centred, comprehensive and inclusive human security agenda. This is our strength and this is what the world has come to expect of Canada.

## UNDERSTANDING INCLUSION

*“Inclusion is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone.”*

- Diane Richler, President, Inclusion International





Inclusion is a multilevel approach, forging a synergy between local demands, national capacities and international initiatives. Given that disability is an inherently cross cutting issue (affecting women and men, ethnic minorities and majorities, rich and poor, etc) finding mechanisms to promote the inclusion of people with disabilities thereby requires mechanisms to tackle multiple sources of discrimination. This has led to significant investigation by the disability community to try to develop practical ways of promoting participation and creating opportunities for people who are profoundly stigmatized and universally undervalued. It has also required a realistic look at how inclusion can be institutionalized at local, national, regional and international levels. Knowing that disability, gender, ethnicity, etc are all 'permanent' realities, much of the disability community has rejected the practice of attempting to provide accommodations to assist individuals in including themselves into inherently exclusive systems. Instead much of the community chose to promote inclusion, which requires a re-organization of basic social, political and economic functions to ensure that the design of systems and processes are inherently inclusive.

*Inclusion is a sustainable vehicle for achieving human rights; targeted at the way in which communities, systems and societies are organized; about transforming societies by participating and contributing to better communities for everyone.*

There is no single model for developing inclusive systems. While guidelines for promoting inclusive systems, which are also inclusive of people with disabilities, do exist they are not universal and need to be adapted to national and local contexts.

### **Box 3: Promoting Inclusion is Good for Everyone**

Inclusion is not simply about opening the doors to communities, schools and workplaces in order to let in people with disabilities. It is about transforming our communities so that they can be inclusive of all people. When these changes are achieved, we help to create a better world for everyone.

- By promoting inclusive education, we are helping to transform schools to provide a better education for all children
- By supporting mothers to form parents' associations in countries where women have been denied the right to political participation we are promoting democratization
- By giving greater voice to families in countries in transition we are modelling new ways of sharing power and working in solidarity

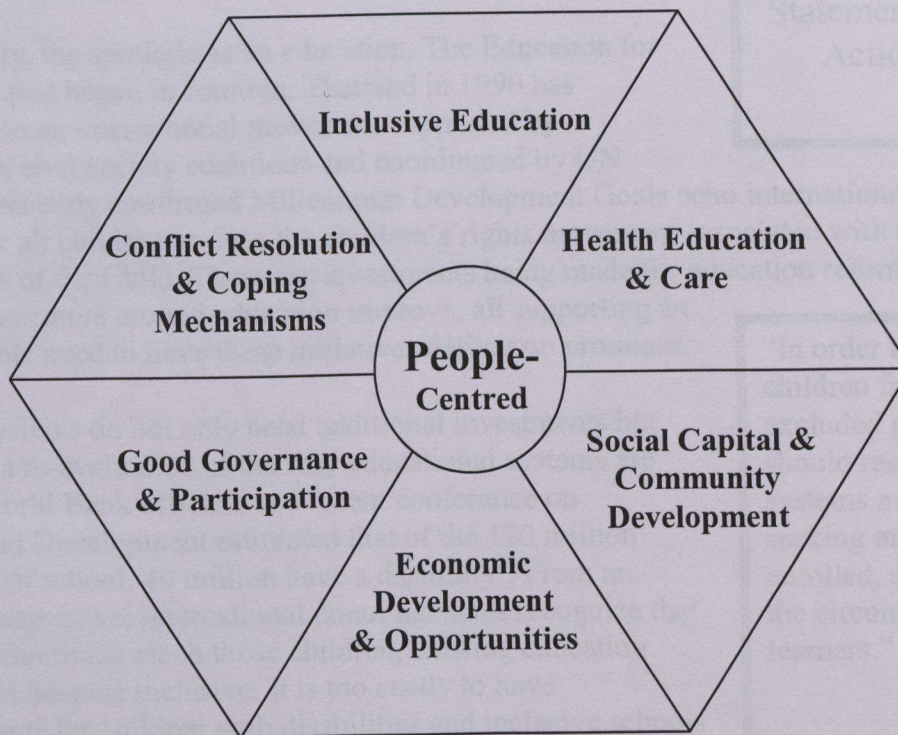
Investing in the inclusion of persons with disabilities and their families can help to reduce poverty, increase democratization and lead to social cohesion, stability and peace. We can demonstrate how engaging society's most marginalized members can help to build consensus, develop common values and transform communities.



## **ELEMENTS OF AN INCLUSIVE HUMAN SECURITY AGENDA**

Drawing from both the human security literature and the models of inclusive policy developed in the area of disability and elsewhere, this paper proposes the adoption of a comprehensive approach to human security and inclusion. This approach considers key areas of investment intended to develop systems that prevent conflict, support participation and inclusion, and enable citizens to achieve their goals.

The diagram below presents six key elements for the human security agenda emerging from a literature review and from consultations with Canadian and Nicaraguan youth, foreign policy experts, and organizations of people with disabilities.





## HUMAN SECURITY & INCLUSIVE EDUCATION: *A Basis for Building Diverse and Peaceful Societies*

*"Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed,"* UNESCO charter

Current investments in education fall below adequate levels of funding. Estimates suggest that \$8 billion extra a year would suffice to eradicate illiteracy within one generation, said otherwise, approximately four days of global annual military spending.

Education is key to reducing the insecurity of individuals by providing them with the skills and confidence to seek and obtain better futures. Classrooms are the starting place to learn fundamental values of diversity, solidarity and equality and when used appropriately, they can be powerful tools for empowering citizens and teaching basic social behaviours that help entrench a culture of conflict prevention.

Internationally, the spotlight is on education. The Education for All initiative that began in Jomtien, Thailand in 1990 has multiplied into an international movement supported by governments, civil society coalitions and coordinated by UN bodies. The recently confirmed Millennium Development Goals echo international commitments to education for all children as does the children's rights movement associated with the UN Convention on the Rights of the Child. There are investments being made for education reform, there is political will to see indicators around education improve, all supporting an unquestionable need to have these initiatives deliver on promises.

Education systems do not only need additional investments but also require a re-evaluation of the way educational systems are designed. World Bank officials at a recent conference on Disability and Development estimated that of the 120 million children out of school, 40 million have a disability<sup>3</sup>. From an economic perspective, international donor agencies recognize that in order to effectively reach those children, existing education systems must become inclusive. It is too costly to have special systems for children with disabilities and inclusive schools reach a much broader range of learners (therefore they are more cost effective). For education to truly reach all children, it must be designed to be inclusive from the outset, set up in a way that can unleash the potential of all children while also creating environments that teach peace, diversity, understanding and cooperation by example.

"...schools should accommodate **all children** regardless of their physical, intellectual, social, emotional, linguistic or other conditions."

Article 3, The Salamanca Statement and Framework for Action, Salamanca, Spain, 1994

"In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly... Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners."

Education for All: Meeting our Collective Commitments. Expanded Commentary on the Dakar Framework for Action, Para 33

<sup>3</sup> World Bank. Education Notes: Education for All: Including Children with Disabilities. ([http://siteresources.worldbank.org/DISABILITY/Resources/Education/Education-Notes/Education\\_Notes\\_En.Aug.pdf](http://siteresources.worldbank.org/DISABILITY/Resources/Education/Education-Notes/Education_Notes_En.Aug.pdf))



Inclusive education places the child in the centre of learning and equips teachers with the skills and resources to teach to all children living within the school's community.

*[Inclusive education] is based on the principle that all children should have the opportunity to learn, and that children learn best when they learn together... Inclusive education focuses on the individual strengths that children bring to school rather than their perceived deficits, looking at whether opportunity to take part in the normal life of the community school, or whether the physical environment and social barriers in the environment. (World Bank, August 2003. Education Notes: Education for All: Including Children with Disabilities. Pg. 2)*

Inclusive education requires substantive educational reform in most traditional education systems in order to be more effective, efficient and participatory. Investing in smaller classes; teacher training practices that enable teachers to teach to all children; curriculum that is diversity-friendly; non-discriminatory practices for monitoring, testing and evaluating student performances; and, investing in accessible school infrastructure and resources for students with various needs (including Braille, audio materials, etc). It also requires parents to get involved in schools and throughout the learning process, which in turn helps to build stronger community networks among and between parents, teachers, school administrators and in some cases local government.

In his paper to the InterAmericana Development Bank, internationally recognized advocate for inclusive education, Dr. Gordon Porter outlines some of the requirements for promoting inclusive classrooms worldwide.

(A) Critical Factors for Success	(B) Other Pedagogical Factors
<ul style="list-style-type: none"> <li>• Class Size</li> </ul>	<ul style="list-style-type: none"> <li>• School Support Strategies</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers Working One Job</li> </ul>	<ul style="list-style-type: none"> <li>• Support Teachers</li> </ul>
<ul style="list-style-type: none"> <li>• No Ability Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Assistants</li> </ul>
<ul style="list-style-type: none"> <li>• Positive Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>• New Ways of Teaching</li> </ul>
<ul style="list-style-type: none"> <li>• Strong Parental Involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible Curriculum</li> </ul>

Source: By: Porter, Gordon L. (2001). Disability and Inclusive Education. Prepared for the InterAmerican Development Bank

While reforms seem deep, it has proven to be more cost-effective than establishing segregated systems<sup>4</sup> and attain better levels of learning for all students in cases where proper inclusive systems exist. The implications of developing inclusive systems in the long term can be enormous.

- By including all children to study together teachers, parents and students learn how to live with and appreciate diversity.

<sup>4</sup> ILO. Disability and Poverty Reduction Strategies: How to ensure that access of persons with disabilities to decent and productive work is part of the PRSP process.

(<http://www.ilo.org/public/english/employment/skills/disability/download/discpaper.pdf>)





- By developing resources, teacher training practices and a diversity-friendly curriculum, traditional teaching and learning methods including rote learning become increasingly obsolete. *Human Security Now*, the final report submitted by the UN Commission on Human Security warns against rote learning, arguing that evidence suggests that rote learning breeds a more complacent civil society. Inclusive education by nature requires drawing from various teaching methods to address the multiple intelligences of students. Multiple intelligence refers to the different ways people can learn (ie: group discussions, individual learning, through motion, through song, through art and creativity, etc.).
- By developing adaptive resources, children can learn according to their best styles and therefore to their highest potential. Students whose first language is not the language of instruction as well as students with disabilities and others can benefit from videos that combine audio and visual, for example.

Combined, this addresses three key items for a human security agenda. The first is that it provides all children with engaging, participatory and adequately resourced education – education that is designed by nature to unlock the fullest potential of students. The second is that it forces students, teachers and school administrators to manage and understand diversity. The third is that it teaches democratic participation by inviting students to participate in the learning process (ie: avoiding the rote learning method) and by engaging parents through committees and councils in the education of their child thereby in the democratic process of participating in decision-making processes.

Delivering on commitments to achieve universal basic education for all children requires multiple strategies at the local, regional and global level:

- Multilateral and bilateral investments in education should be monitored to ensure that they are inclusive of children who have a disability as well as other excluded children.
- Increase investments in the institutional capacity of national and state-level education ministries to adequately monitor education delivery to all groups in society.
- Support inclusive education teacher training, providing teachers with the resources and knowledge to teach to all students.
- Strengthen the capacity of civil society groups to contribute to public policy approaches to inclusion through participation in national planning for educational improvement.
- Contributing to knowledge about both policy and practice for inclusive schooling.

By developing resources, teacher training practices and a diversity-friendly curriculum, traditional teaching and learning methods including rote learning become increasingly obsolete. Human Security Now, the final report submitted by the UN Commission on Human Security warns against rote learning, arguing that evidence suggests that rote learning breeds a more complacent civil society. Rote learning education by rote requires moving from various teaching methods to address the multiple intelligences of students. Multiple intelligences refer to the different ways people can learn (e.g., group discussions, individual learning, through motion, through song, through art and creativity, etc.).

By developing adaptive resources, children can learn according to their best styles and therefore to their highest potential. Students whose first language is not the language of instruction as well as students with disabilities and others can benefit from videos that combine audio and visual, for example.

Combined, this address three key themes that have been identified as essential for all children with engaging, participatory and educationally sound education that is designed in nature to unlock the fullest potential of students. The second is that it forces students, teachers and school administrators to manage and understand diversity. The third is that it teaches democratic participation by inviting students to participate in the learning process (i.e., avoiding the rote learning method) and by engaging parents through committees and councils in the education of their child, thereby to the democratic process of participating in decision-making processes.

Living on commitments to achieve universal basic education for all children requires multiple strategies at the local, regional and global levels.

Multilateral and bilateral investments in education should be monitored to ensure that they are inclusive of children who have a disability as well as other excluded children.

Increase investments in the institutional capacity of national and state-level education ministries to adequately manage education delivery to all groups in society.

Support teacher education training, providing teachers with the resources and knowledge to teach to all students.

Strengthen the capacity of civil society groups to contribute to public policy approaches to inclusion through participation in national planning for educational improvement.

Cooperating to knowledge about policy and practice for inclusive schooling.

#### Box 4: Out of School, Out of Mind

Staggering numbers of children are not in school. This does not account for the number of children in schools with inadequate facilities, resources or teaching experience.

- An estimated 120 million children of primary school age are not in school
- 40 million of these children are believed to have a disability
- 880 million adults cannot read nor write in the world
- Two-thirds of illiterate adults are women
- Of the disabled population, 98% are excluded from schooling due to systemic, attitudinal and other barriers to participation
- Disability impacts over 25% of households worldwide and is recognized as both cause and effect of poverty
- Disability is inherently crosscutting and affects women, indigenous peoples, ethnic minorities, street children, etc often causing a 'double discrimination' effect whereby the individual is ostracized both for their gender, for example, as well as their disability
- 99% of girls with disabilities are believed to be illiterate
- Inclusive education is a more cost-effective model for education delivery builds on existing resources to teach to all students, regardless of their different learning styles

Yet, several international commitments to education for all and inclusive education exist. Among these include:

- The **G8's Education Task Force Report (2002)**, which was endorsed by G8 Heads of States and says, "Education must be inclusive; children with special needs should not be excluded from the formal system. Currently in developing countries, fewer than 2 percent of children with disabilities participate in the formal education system".
- The **Millennium Development Goals (2000)** say that (MDG 2) "By 2015, ensure that all boys & girls complete primary school"; (MDG 3) "By 2005 and 2015, eliminate gender disparities in primary and secondary education preferably by 2005 and at all levels by 2015"
- 
- The **Salamanca Statement (1994)** that commits participating governments to "hereby reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular

For example, inclusive education requires joint effort by communities and their governments to meet the Millennium Development Goal for Universal Primary Education by 2015. To reach this goal, investments must be targeted at holistic models of education provision by sponsoring inclusive education; at teacher training that equips teachers with tools and skills to teach diverse classes; and, diversity-sensitive curricula reform that draws from educational practices that can include all students. By investing in inclusive education, Canada is contributing to meeting the preconditions of peace, mutual respect and understanding.



The absence of adequate, affordable and accessible health care is disastrous for individuals, families and communities. Today, more than 40% of the 56 million deaths each year are avoidable<sup>5</sup>. By looking at HIV/AIDS alone, over 40 million people are estimated to suffer from this disease, the severity of which is effectively wiping out family and social structures as well as the productive labour pool while exhausting already limited health care budgets and delivery systems.

Yet, the 20<sup>th</sup> century has seen remarkable advances in health. According to the UN's *Human Security Now* report, 1 billion people have average life expectancies of nearly 80 years, double the average of a century ago<sup>6</sup>. However, like many social trends, health provision and access to adequate health care are unequally distributed resulting in *"the paradox of unprecedented achievement among the privileged and a vast burden of preventable diseases among those less privileged, the majority of humankind"*<sup>7</sup>

Health is increasingly understood as more than an absence of disease or illness. Health policies and programs need to focus on providing individuals, groups and communities with the tools to exercise greater control over the resources and strategies necessary to achieve their health and well being. This requires a removal of barriers in health systems for marginalized people including those with disabilities. Barriers such as:

- Negative attitudes
- Physical barriers
- Equation of disability with ill health and disease
- Lack of adequate planning and coordination supports
- Rationing health care
- Training of medical personnel

Sadako Ogata, former UN High Commissioner for Refugees, said refugees with disabilities face a *"double vulnerability" - often the last in camps to receive food, water and care... and, in many situations, viewed as a burden to be left behind.*

Healthfulness is derived from both knowledge and access. Knowledge contributes to new vaccines as well as new ways of working with patients. Community-based knowledge sources can be drawn on to shape programs for providing good quality and accessible health care. Through community consultations, governments and organizations can uncover some of the differing health needs of community members and learn about the various social, economic and medical resources that can be used to meet those needs. For example, parents who have a child with a disability have often expressed increased levels of illness. Many times this is associated with higher levels of stress because families are left alone to provide care giving. Consultations with families would reveal that care giving support could significantly reduce stress levels by providing care givers with some free time. This is not confined to parents who have a child with a disability. **By finding community-based mechanisms to address this, governments could reduce strain on health care since the source of the illness is not physical but a manifestation of social exclusion.**

Knowledge also implicates the training of the medical community to be able to deal with diversity. In the case of people with disabilities, often when an infant with a disability is born parents are given minimal support and more often than are not told that their child is worthless. This results in second-rate treatment for their child with a disability, which continues throughout their lifetime. In some cases

<sup>5</sup> WHO, UN Human Security Report p.95

<sup>6</sup> UNCHS 2003

<sup>7</sup> Ibid., pg.95



they may also result in second-rate treatment for parents who have a child with a disability due to 'discrimination by association' whereby parents and other family members are stigmatized by the disability in their family because of misconceptions.

In terms of access, investments also need to be made in the health care system itself. Well-designed, resourced, staffed, and affordable health care cannot be substituted, without which families are left vulnerable to preventable yet life-threatening diseases. As mentioned, the medical community must be well trained to deal with diversity. Sensitization about diversity, equality and ethics applies as much to the medical community as it does to civil society organizations working in the field of health. Understanding and appreciating the value of diversity, in this case of people with disabilities, enables health care professionals and volunteers to help solve health problems instead of contributing to discrimination and exclusion.

Investments in inclusive health care systems must include:

- Non-discriminatory provision of health care and medicines must be a criteria for investments in health care systems.
- Partnerships through international institutions, governments and civil society organizations must reflect a commitment to inclusive and consultative health planning and implementation.
- Support to local governments and civil society organizations implicated in health care provision must insist on the development of inclusive systems.
- Monitoring mechanisms should be designed by local communities to meet the needs of all its constituents or be designed in a way that does not overlook or ignore the impact (or lack of impact) of health policies and programs.
- Training of medical staff must include a component on dealing with diversity in a respectful manner and in treating all patients equally.





### **Box 3. HIV/AIDS and Disability**

*“The belief, that sex with an individual who is disabled can rid one of a sexually transmitted disease, is an old one. According to Smith, brothels in Victorian England were “stocked with intellectually disabled ‘virgins’ because it was believed that a syphilitic man could lose the infection by having sex with them.” ... Individuals with disability are presumably at risk both because they are, incorrectly, often assumed to be sexually inactive, hence virgins, and because they are easy targets. Even before the AIDS crisis, women and men with disability suffered an equal, or up to three times greater, risk of stranger or acquaintance rape as their non-disabled peers... Individuals with disability are also at increased risk of “virgin rape” because of a lack of legal protection. Police, lawyers, judges, and even rape-crisis councillors often have no knowledge of how to help citizens with a disability. Officials frequently dismiss individuals with disability who report rape, assuming them to be confused or victims of a misunderstanding. In many countries, people with disability are not allowed to submit police reports, take oaths, or give testimony in court... Because of these barriers, reporting of sexual abuse by individuals with disability is infrequent, and perpetrators can expect to go unpunished. Low rates of reporting not only have legal implications but can mean that potential antiretroviral prophylaxis is not made available to disabled men and women.”*

- Dr. Nora Groce (2004). *Rape of individuals with disability: AIDS and the folk belief of virgin cleansing*

### **FAMILY SUPPORTS AND SOCIAL CAPITAL: BUILDING VIBRANT COMMUNITIES**

All too often degradation, poverty and then violence seriously hamper the development and maintenance of viable social networks. Threat and violence hollow out communities as people become too afraid to participate in public spaces if not eradicate such networks completely. This transforms communities whose activities, relationships, and general investments in physical and social infrastructure dramatically decline, generally leaving all families in more difficult circumstances as they become increasingly detached from the networks they used to rely on to juggle competing priorities (such as care giving and employment).

Fostering a culture of conflict prevention entails investing in tangible services and programs such as education and health care as well as intangible qualities such as trust, understanding and solidarity among peoples of different ethnic, religious, socio-economic and other groups. Healthy and supportive communities are vital to preventing conflict because, when approached with an inclusive lens, they tend to create interdependent networks and links among family and community members; provide public space for community dialogue and action; and, offer informal opportunities to build trust and relationships among individuals and families. This is particularly important for families who have a member with a disability as well as any other family with particular care giving responsibilities (including families who care for a member with HIV/AIDS and aged parents). Social networks provide a lifeline for families and a safety net for people with disabilities choosing to live independently.



Social capital must encourage inclusion, by bringing diversity into the streets and other public spaces and creating positive linkages, otherwise there is a real risk that it will breed exclusion and intensify dividing lines. According to Robert Putnam, inclusive social capital is characterized by relationships that are *outward looking* and that *include people of diverse social groups*<sup>8</sup>.

Building inclusive social capital and communities is affected at three levels and therefore requires a multi-pronged approach to development. At the individual level lies the potential to increase trusting relationships and cooperation, creating opportunities for regular community meetings.

At the community level there exists the possibility for wider action and collaboration as well as the development of a community's identity and therefore the desire to maintain and strengthen community links and supports. Policy implications at this level include increasing visibility of marginalized groups through 'smart architecture' – architecture that is accessible to all members. Investments in playgrounds, sidewalks and other public spaces should be designed through an inclusive lens from the outset to ensure that it can benefit community members who are aged, who have a disability as well as others. This too contributes to more diverse and inclusive public spaces, leading to greater visibility of people who are often hidden.

Finally, building inclusive social capital at the national level means investing in processes that encourage participation of marginalized groups and other citizens. The OECD has identified inclusive governance as a key in both developing a 'culture of prevention' and in beginning to reconstruct societies after conflict has occurred (also see *Good Governance* below)<sup>9</sup>.

*"Canada prides itself on having an inclusive society - one that encourages civic engagement and public participation. Just as a strong economy allows us to pursue our social values, an inclusive society is a prerequisite to a strong economy... there are still many challenges we must face - including addressing poverty and removing the barriers to full participation in society for those at risk of being left behind. This is particularly important for our children."*

- The Honourable Alfonso Gagliano to the Special Session of the General Assembly for an Overall Review and Appraisal of the Implementation of the Outcome of the United Nations Conference on Human Settlements (HABITAT II), New York (June 7, 2001)  
<http://www.un.org/ga/habitat/statements/docs/canadaE.html>

<sup>8</sup> Robert Putnam (2000) *Bowling Alone: The collapse and revival of American community*, New York: Simon and Schuster

<sup>9</sup> OECD (2001). *The DAC Guidelines: Helping Prevent Violent Conflict*. <http://www.oecd.org/dataoecd/15/54/1886146.pdf>



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Building inclusive social capital and communities is needed at three levels and therefore requires a multi-scaled approach to development. At the individual level, the potential to increase trusting relationships and cooperation, creating opportunities for equal community linkages.

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"Cities provide itself on having an inclusive society - one that encourages civic engagement and public participation. Just as a strong economy allows us to pursue our social values, an inclusive society is a prerequisite to a strong economy. There are still many challenges we must face - including addressing poverty and removing the barriers to full participation in society for those at risk of being left behind. This is particularly important for our children."

- The Honorable Alison D. Sison to the Special Session of the General Assembly for the Overall Review and Approval of the Implementation of the Outcome of the United Nations Conference on Human Settlements (HABITAT II) New York (June 2, 2001)

Philippines: National Housing Authority

## **Box 6: HABITAT Agenda and Urban Planning**

By 2025, 5.1 billion are expected to live in an urban environment, to account for over 60% of the total global population (<http://www.unhabitat.org/hd/hdv7n2/>). There is growing emphasis on participatory urban planning for healthy, thriving communities, which is interested in mitigating some of the pressures excessive population will have on urban infrastructure as well as on social, economic, political and cultural life.

The HABITAT agenda, which emerged out of the second United Nations Conference on Human Settlements (Habitat II) held in Istanbul, Turkey (1996). When the international community adopted the Habitat Agenda, it set itself the twin goals of achieving adequate shelter for all and sustainable human settlements development. The agenda states that: *“Governments have the primary responsibility for implementing the Habitat Agenda. Governments as enabling partners should create and strengthen effective partnerships with women, youth, the elderly, persons with disabilities, vulnerable and disadvantaged groups, indigenous people and communities, local authorities, the private sector and non-governmental organizations in each country.”* (para. 213). The first United Nations Conference on Human Settlements was held in Vancouver, Canada (1976).

The follow-up conference, Istanbul +5 (NY, USA, 2001) saw a reaffirmation of the HABITAT agenda. Emerging priorities have been identified, including urban governance, housing rights, basic services, civil conflict, urban violence and the urban environment.

### **ECONOMIC DEVELOPMENT: *Including the Poorest of the Poor***

Economic well-being is a fundamental pillar of human security and development. Widening disparities between rich and poor, and the presence of increased deprivation, are contributing factors to tension and violence. Enabling individuals and families to develop a basket of assets for immediate consumption and as safety nets in times of shock or disaster, provides families with the capacity to protect their livelihoods and well being<sup>10</sup>. Once livelihoods are threatened, families must make difficult sacrifices to compensate for changes in socio-economic circumstances. This may result in the eldest girl being pulled out of school to care for the family to allow both parents to sell their labour; in children being forced to work instead of attend school; prevent children from going to school if the school is too far and the parent cannot afford transportation or accompany their child(ren) to school; etc.

In order to reduce economic disparities, inclusive and enabling policies and program are needed to build, support and motivate the labour force to gain and save income and other economic resources. This will require a re-evaluation of policies that may be discriminatory hence inhibiting people from engaging in economic activity. For example, discriminatory land tenure rights which prohibit certain people from holding land titles (ie: women, people with disabilities, specific ethnic groups, etc). Governments also have a role to play in establishing inclusive labour policies that promotes and enforces non-discrimination labour policies of equal remuneration for all employees, anti-harassment

<sup>10</sup> Baskets of assets include more than just financial assets such as income, but also include for example social networks families rely on for support and natural assets that can be drawn on from the natural assets such as wood for heat and water. These will be discussed in greater detail later in the paper.

### Box 7: Poverty and Disability

Throughout the world people with disabilities and their families share a common experience of being devalued by their communities and societies. Over 25% of households worldwide have a member with a disability and since families are the primary support systems for individuals with a disability they generally face higher instances of ill health due to increased stress and insecurity, higher health-related costs for their family member with a disability, labour force exclusion, isolation from community support, and poverty than do their neighbouring households. Women in particular are impacted as they take on the majority of care-giving responsibilities.

Consider some of the factors contributing to higher instances of poverty for children and youth with disabilities and their families:

- Decreased exposure to educational and vocational training coupled with undervaluing of the abilities of people with disabilities result in fewer opportunities for self-sustaining employment
- Care-giving responsibilities result in lost income for family members caring for a person with a disability
- Increased medical costs associated with disability, including travel and access costs
- Overall increased vulnerability to ill-health and economic poverty
- Increased social vulnerability to abuse and exploitation
- Social isolation of persons with disabilities and their family members caused by negative social attitudes
- Dependence of people with disabilities on those who care for them

or discrimination legislation, etc. These considerations must be part of a longer-term strategy to promote inclusive labour, economic and social policies to foster growth, prosperity and security.

### PROMOTING GOOD GOVERNANCE AND PARTICIPATION

*“Target assistance to help strengthen democratic systems toward the structural stability that allows for the non-violent resolution of conflicts, taking account of the distribution and the transfer of power, as well as the protection and inclusion of minorities and marginalised groups.”<sup>11</sup>*

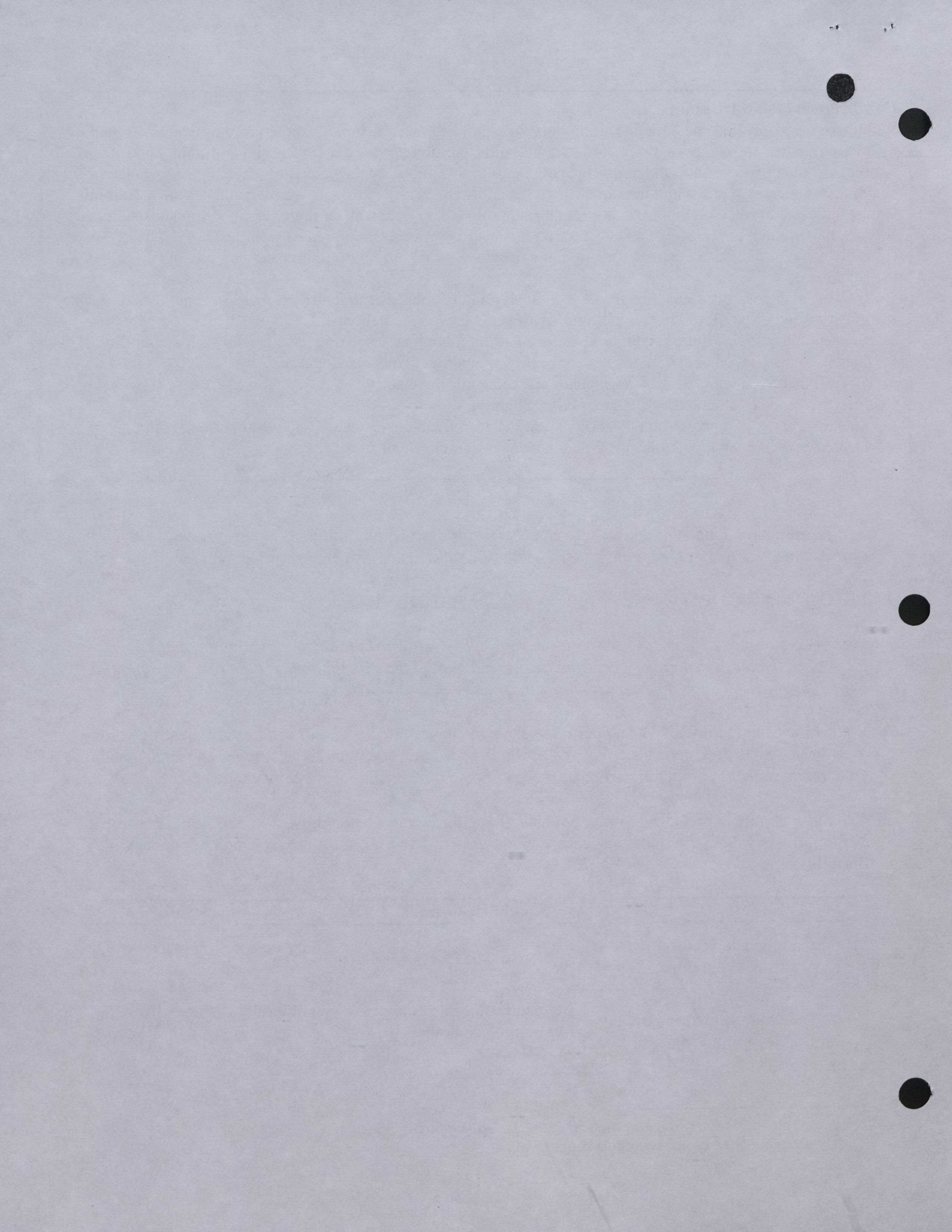
It is without fail that inclusive and participatory governance structures and cultures are identified as the most basic tenets of fostering a culture of conflict prevention, of effectively coping with tension, and of developing policies and practices that are responsive and relevant to local constituencies.

The following table includes key components of good governance that draw from UNESCAP’s definition<sup>12</sup> as well as from lessons learned from years of advocating for the inclusion of people with disabilities.

Good Governance		
Equitable and Inclusive Policies & Programmes	Rule of Law	Civil Society Strengthening and Participation
Accountable & Transparent Mechanisms and Processes	Partnership Building between Various Stakeholders to Identify Problems & Solutions	Institutional Capacity Building (Judicial, Financial, Military, Education, etc)

<sup>11</sup> OECD, *Helping Prevent Violent Conflict*, pg. 5, [www.oecd.org/dataoecd/10/9/1963244.pdf](http://www.oecd.org/dataoecd/10/9/1963244.pdf)

<sup>12</sup> <http://www.unescap.org/huset/gg/governance.htm>





Good governance requires a long-term investment in building up the capacity of governments to govern in a way that is participatory, responsive and efficient to addressing the concerns and demands of its citizenry. This in turn requires longer-term commitment from donor governments to support the development and maintenance of legitimate and accountable governments. Good governance can offer a more substantial voice to people marginalized and excluded from mainstream mechanisms of participation, thereby creating more inclusive societies that efficiently and effectively support and respond to citizens. Good governance and participation is also a legitimate and first-order prevention mechanism for potential conflict because of its emphasis on participation, inclusion, partnership building, and strong and accountable institutions

Development of local councils or other forms local civic involvement mandated to discuss and plan municipal policies and programs are need. One example of how these can be used both to give voice to community members and build relationships among diverse groups are the Panchayat Raj in India. For example, in 1983 in the southern state of Karnataka (India) a law was passed which included a clause that 25% of the seats in local councils would be reserved for women. The success of this initiative among other things resulted in the 73<sup>rd</sup> and 74<sup>th</sup> constitutional amendment (1995) calling for a reservation of seats for women, scheduled castes and scheduled tribes in local councils. This has resulted in a new face of politics, whereby some of the most marginalized peoples are brought into the forefront to both participate and shape local politics.<sup>13</sup>

From A Canadian Foreign Policy perspective this means for example:

- Canadian good governance investments and support at the country level should include training in the area of citizen participation; equality and inclusion;
- Mechanisms for sharing Canadian knowledge about inclusive governance in specialized areas are required (judicial reform, electoral reform, civil society capacity and participation).

## CONFLICT RESOLUTION

It is widely acknowledged that the real sources of conflict arise from inequality and economic disadvantage (*Breaking the Conflict Trap: Civil War and Development Policy* (World Bank, 2004)). For people with disabilities the experience of exclusion and deprivation are a reality of daily living. For families who have a family member with disability exclusion from the labour market and access to services define their existence. The experiences and knowledge of people with disabilities and their families has led to progress models of inclusion and social policy. The lessons learned by organizations of people with disabilities provide valuable input into strategies for conflict resolution, prevention and rebuilding.

The impact of conflict on people with disabilities is also of particular concern;

- Displaced people with disabilities face challenges in finding safety, in activities of daily life, in discrimination on several fronts including education, access to services and rehabilitation; and are in some cases more vulnerable to physical attack

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<sup>13</sup> Panchayat Raj: Women Changing Governance.  
<http://www.sdnpu.org/gender/resources/mono5.html#Introduction>



In the resettlement process, refugees with disabilities are frequently treated unequally with their non-disabled counterparts

- Immigration policies in most countries discriminate against refugees with disabilities. In addition, when one family member is denied permanent resident status on medical grounds, the entire family is denied. In extreme cases, families leave children with disabilities behind so the rest of the family may be resettled<sup>14</sup>

An inclusive approach to conflict resolution would include:

- A protocol for foreign aid workers, Canadian officials is needed to raise awareness of the particular vulnerability of people with disabilities in conflict situations as well as to ensure that those who are marginalized are able to access aid.
- Reform to immigration policy. Canada could lead the way internationally by reforming its immigration practices to remove discriminatory policies related to people with disabilities

## **DEVELOPING A HUMAN SECURITY POLICY AGENDA**

While this paper provides some detailed analysis of the implications of a human security and inclusion agenda in particular sectors, each of the areas highlighted could be the topic of a detailed policy dialogue. In some instances those dialogues are already underway (inclusive education, poverty reduction etc.). However the analysis aims to emphasize the need for an overarching framework of inclusion in which these sectoral issues can be developed. For Canada to fulfill its role in promoting peace globally, Canadian foreign policy and development assistance strategies must adopt a framework for human security that is inclusive.

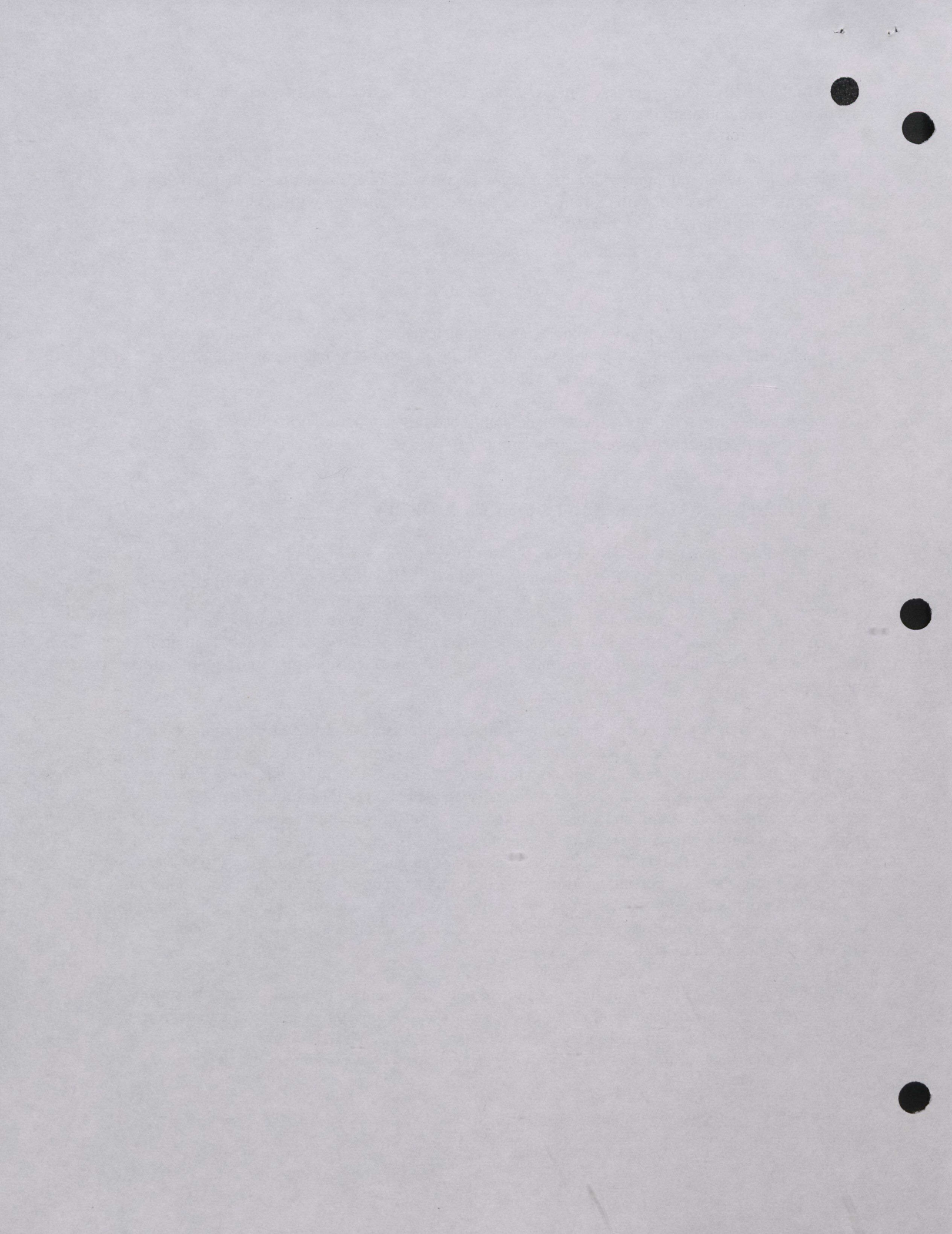
From a foreign policy perspective Canada must adopt an inclusive doctrine which requires, for example: All messaging from Canadian representatives to promote the protection of human rights and well being of all civilians including people with disabilities; investing in training of peacekeeping forces to know how to manage and support diversity and lead all civilians out of harms way; reconstruction efforts to adopt an inclusion lens to prevent discriminatory barriers from being recreated; prevention efforts to draw from an inclusion lens by investing in systems that are on the whole more inclusive of diversity<sup>15</sup>; promoting inclusive language and commitments in peace accords whenever appropriate; supporting all efforts by governments to build more inclusive societies that enable the participation and inclusion of people with disabilities; supporting humanitarian training and efforts for official Canadian staff and representatives in crisis situations to know how to help refugees/civilians with disabilities, etc.

For the purposes of building an inclusive approach to human security in development assistance, Canada with CIDA as the lead agency must develop and adopt a framework for inclusive development as a basis for promoting human security. The implications of such a framework would impact on multilateral and bilateral investments as well as partnerships with civil society and the private sector.

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<sup>14</sup> Taken from: Refugee International. Displaced and Disabled. <http://www.refugeesinternational.org/cgi-bin/ri/other?occ=00584>

<sup>15</sup> (<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=139991>);



Canada's greatest contribution to a global security agenda is the understanding that social and economic exclusion are the primary sources of modern conflict and that strategies to address exclusion will promote human security<sup>16</sup>. The soon to be released International Policy Review provides an opportunity for the adoption of this framework in both foreign policy and development assistance.

*“Thus seen, human security can be understood as the protection and preservation of human "survival" and "daily life" (presumably against premature death, avoidable ill-health, the massive handicap of illiteracy, etc.) and also the avoidance of various indignities that can shower injury, insult and contempt on our lives (related, for example, to destitution, penury, incarceration, exclusion, or - again - illiteracy or innumeracy)”.*

- Amartya Sen, p.2

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<sup>16</sup> World Bank (2004) Breaking the Conflict Trap: Civil War and Development Policy





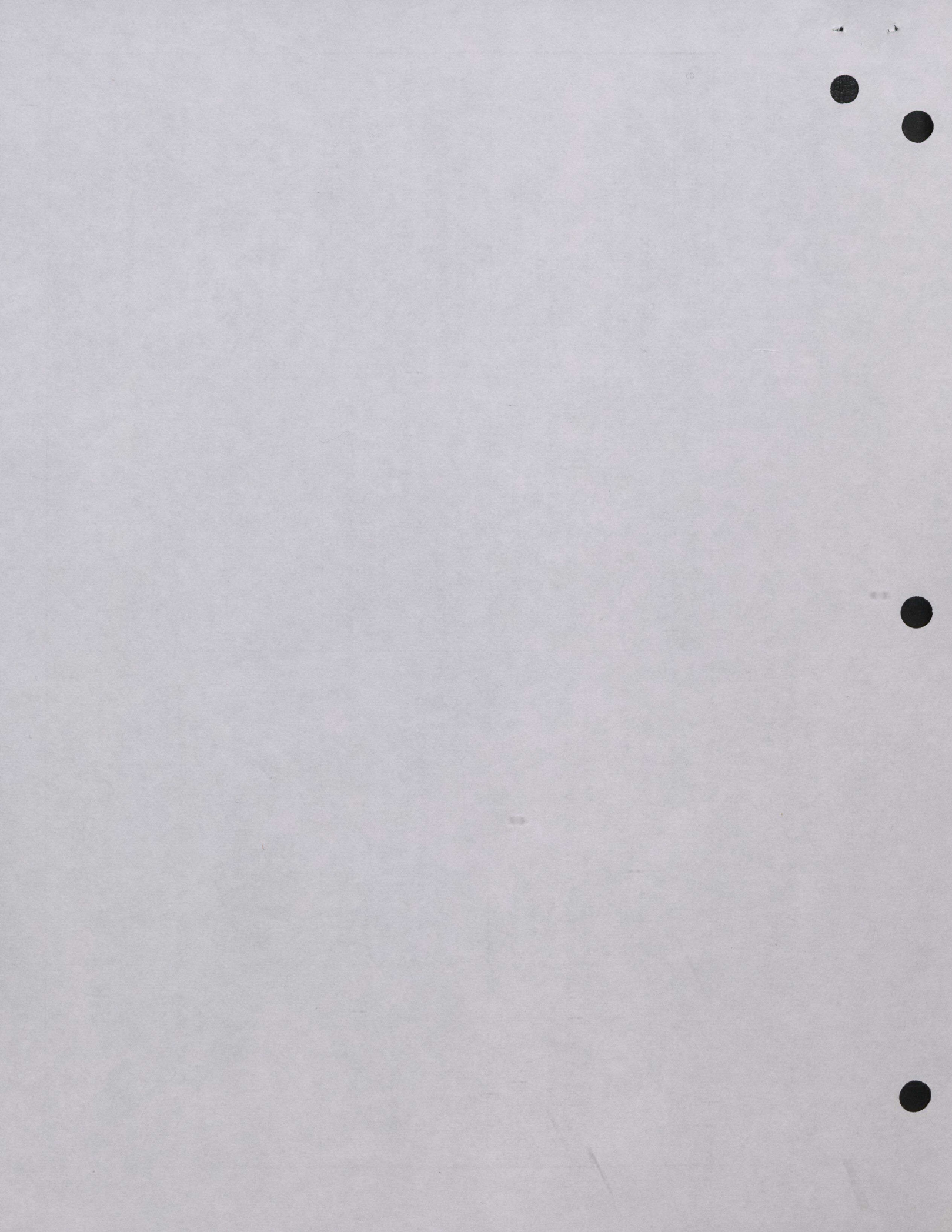




## ANNEX 1: POVERTY AND DISABILITY: VOICES OF THE AMERICAS

A recent study on the link between poverty and disability conducted by Inclusion International Status Reports on Poverty and Disability in the Americas; *Voices from the Americas (Inclusion International, 2004)* points to the linkages between each of the Millennium Development Goals and the issues of exclusion and poverty faced by people with disabilities and their families. The following summary of recommendations is taken from that report:

Millennium Development Goal	Data Shows	Families Tell Us	Recommendations
1. Eradicate Extreme Poverty For People with Disabilities and their Families	The World Bank estimates that people with disabilities account for as many as one in five of the world's poorest people, suggesting that 260 million (43%) of the estimated 1.3 billion people world wide living on less than \$1 per day have a disability.	Due to lack of inclusive education, basic services and health care, people with disabilities are prevented from integrating into society. It is very difficult to gain employment with a lack of training and facing employer discrimination. Without a job or an education people with disabilities cannot break the cycle of poverty.	Processes to mainstream disability in poverty reduction strategies need to involve civil society organizations (DPOs and family associations).  This will require tools and resources to support the participation of these groups in PRSP processes for example.
2. Achieve Inclusive Education	Recent UNESCO studies suggest the highest incidence and prevalence of disabilities occur in the poorest areas, where less than 2% of children with disabilities attend school.	The systematic discrimination and segregation of children with disabilities extends to the classroom where teachers have not been properly trained, and inadequate resources are in place to develop inclusive education for all children.	Education reform processes must include consideration of marginalized groups in society. The majority of the population of students in many developing countries can be considered part of a marginalized group. This means education policy MUST address the needs of a wide range of learners. Inclusive Education is the answer.
3. Promote Gender Equality for Women with Disabilities	UNICEF estimates that only around 1% of girls with disabilities are literate  Women with disabilities are among the worlds most disadvantaged populations.	Responsibility of care giving falls disproportionately on mothers or female siblings resulting in even fewer opportunities for female family members to gain employment or complete schooling.	Strategies to address gender equality for women with disabilities must be developed in the context of mainstream economic and social policy. Many strategies to address women's issues in the development context have not been successful in understanding the gender implications for policy options. Knowledge of the key development issues for women with disabilities and mothers of children with disabilities would significantly impact on policy alternatives and programmes in health, employment, education etc.

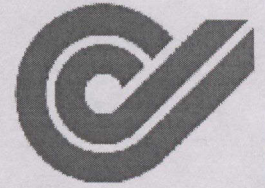


<p><b>4. Reduce the Mortality of Children with Disability</b></p>	<p><i>Mortality for children with disabilities may be high as 80% in countries where under five mortality as a whole has decreased to below 20%.</i></p>	<p>The lives of infants with disabilities are often so undervalued that they are not cared for or fed as families struggle with meager resources.</p>	<p>Data on child mortality must begin to be disaggregated in order to track health indicators and interventions for children with disabilities. Within vaccine programmes; pre and post-natal health programmes an awareness strategy for health care professionals, families and community workers must be established to monitor access to these services for children with disabilities.</p>
<p><b>5. Achieve the Rights of Children and Families</b></p>	<p><i>It is estimated that only 2% of people with disabilities in developing countries have access to rehabilitation and appropriate basic services</i></p>	<p>Families report that time to build social networks and support circles, friendships, get involved in their community are consumed with the need to just "get by" resulting in fewer mechanisms for support and limited social capital</p>	<p>Signatories to the UN Convention on the Rights of the Child (UNCRC) have committed to develop National Action Plans for the implementation of the UNCRC. These action plans must include strategies to address the needs and rights of children with disabilities.</p>
<p><b>6. Combat HIV/AIDS</b></p>	<p><i>The World Bank performed an international survey which concluded that HIV/AIDS is a significant and almost wholly unrecognized problem among disabled populations worldwide.</i></p> <p><i>While all individuals with disability are at risk for HIV infection, subgroups within the disabled population—most notably women with disability, disabled members of ethnic and minority communities, disabled adolescents and disabled individuals who live in institutions, are at especially increased risk.</i></p>	<p>Extreme poverty and social sanctions against marrying a disabled person mean that they are likely to become involved in a series of unstable relationships. Disabled women are often a target for rape, which puts them at risk.</p> <p>There are almost no sexual education programs targeted towards people with disabilities. The global literacy rate for people with disabilities is estimated to be only 3%, thus making sexual education and HIV/AIDS information difficult to disseminate, especially for those who are deaf and/or blind.</p>	<p>HIV/AIDS education and drug programmes must target vulnerable populations including people with disabilities:</p> <p>This will require strategies for HIV/AIDS strategies to seek out support from disability groups and for disability and family based organizations to seek out collaborative strategies with governments and HIV/AIDS programmes.</p>



<p><b>7. Ensure Environmental Sustainability</b></p>	<p><i>UN statistics state that about 20% of all disabilities are caused by malnutrition and over 10% are caused by infectious diseases</i></p>	<p>In many makeshift communities and shanty towns there is a disproportionate number of people with disabilities. They live their because they are unable to participate as individuals in economic activities or because their families have been unable to meet both their disability needs and the basic needs of the family for food and shelter. Poor nutrition, dangerous working and living conditions, limited access to vaccination programmes, and to health &amp; maternity care, poor hygiene, bad sanitation, inadequate information about the causes of impairments, war and conflict, and natural disasters all cause disability</p>	<p>Strategies targeted at homeless populations must include targeted programmes to address the needs of people who have a disability and their families. These strategies should take into account the barriers to economic, social and political participation that exist in the mainstream communities of that country.</p>
<p><b>8. Develop a Global Partnership for Development</b></p>	<p><i>Recent estimates indicate that there are approximately 450 million people with disabilities living in the developing world. Approximately 30-40% of households care for a member with a disability</i></p>	<p>The exclusion and systemic undervaluing of people with disabilities perpetuates a cycle of poverty and isolation. Unless disabled people are brought into the development mainstream by creating global partnerships for advocacy and development it will be impossible to achieve full human and economic rights.</p>	<p>Multilateral investment strategies to address inequalities among nations must also take into account inequalities within sovereign nations. Free trade and the removal of trade barriers will generate wealth within nations but the eradication of poverty requires policies to promote economic and social participation of all groups in society.</p>





## HUMAN SECURITY AND INCLUSION

### OUTLINE FOR CONSULTATION

The concept of human security has a clear role to play in protecting the nearly 2.5 to 3.7 million disabled refugees and internally displaced peoples<sup>1</sup> as well as over 450 million people with disabilities in the developing world. In turn, the human security concept can benefit from the inclusion model advanced by many disability groups, which seeks to transform economic, political, social and cultural systems and processes into ones that are more participatory and inclusive.

Definition: Very simply, the human security concept has four key elements:

1. People-centred approach (re-defines security away from the traditional military context. I.e: state security vs. human security)
2. Focuses on risk factors to human well-being and security
3. Aims to protect, safeguard and empower people from both severe and widespread threats and situations
4. Requires an integrated approach; building relationships between political, social, environmental, economic, military and cultural systems

### Background

Throughout the world people with disabilities and their families face common challenges and shared barrier, at the heart of which sits political, social and economic exclusion. While there are approximately 600 million people with disabilities worldwide, an estimated 70 – 80%, or over 450 million people, live in a developing country and exclusion from basic services such as education remains one of the largest barriers to living in dignity and equal opportunity for full community living.

Consider that:

- Exclusion from education impacts an estimated 98% of children with disabilities in developing and transition countries worldwide

#### Consultation Question:

What are some key elements for building and maintaining secure societies?

#### Consultation Question:

What experiences of insecurity for people with disabilities and their families can you share from your country?

<sup>1</sup> Refugee International. Displaced and Disabled. <http://www.refugeesinternational.org/cgi-bin/ri/other?occ=00584>





- Exclusion from employment affects over 80% of people with disabilities worldwide
- Exclusion from rehabilitation and appropriate basic services affects 98% of people with disabilities worldwide
- As many as *one in five* of the world's poorest people are estimated to have a disability, and this without accounting for the poverty of their families

These factors point to an already-increased vulnerability of people with disabilities and their families that is only exacerbated during periods of economic shock, social and political instability, natural disasters, and violence and conflict.

A Model for Human Security and Inclusion:

Efforts to address the human security of vulnerable people can draw from the following model, which has been designed from a disability and inclusion perspective. This model considers key areas of investment intended to develop systems that prevent conflict, support participation and inclusion, and enable citizens to achieve their goals.



**Consultation Question:**

Is there anything missing from this model that you think should be included?

EDUCATION

“Not surprisingly, the responsibility to provide basic education to help satisfy the right to security (rather than keeping people exposed to illiteracy and innumeracy) has to be central to the understanding of the demands of human security.” – Amartya Sen<sup>2</sup>

<sup>2</sup> <http://www.humansecurity-chs.org/activities/outreach/0102Sen.html>



1. Investing in *inclusive* education means investing in the learning potential of all students as well as teaching students to learn with one another; teaching children the values of peace and diversity
2. Inclusive education requires substantive educational reform in most traditional educational systems (including classroom size and design; teacher training practices; practices for monitoring, testing and evaluating student performances; curriculum design; etc) in order to be more participatory (not simply rote learning) and diverse
3. Final report of the UN Commission on Human Security warns against rote learning, which has proven to create a more complacent and subservient civil society therefore inclusive education can also contribute to a more vibrant and active civil society

### HEALTH EDUCATION AND CARE

Health education and care refers to the necessity of being aware of ways to protect and improve one's own health as well as having access to adequate and affordable health and rehabilitation services.

1. Sadako Ogata, former UN High Commissioner for Refugees, said refugees with disabilities face a "'double vulnerability' - often the last in camps to receive food, water and care... and, in many situations, viewed as a burden to be left behind."

#### **Consultation Question:**

What should be added to promote proper health care for people with disabilities in conflict or highly vulnerable countries?

### FAMILY SUPPORT, SOCIAL CAPITAL & COMMUNITY DEVELOPMENT

1. To be able to invest in the well being of their children, families who have a member with a disability need support mechanisms to assist in care giving and other important roles. Families without support mechanisms experience much higher levels of stress, frustration, burnout and feelings of hopelessness
2. Community development contributes to issues of social capital because it asks, "How do we create safe and vibrant communities?" Often when degradation, poverty and violence strike a community the first social factor to be seriously hampered is the maintenance of strong social networks. In cases of threat and violence, people are too afraid to step outside their homes after a certain time in the day. This means that community activities, relationships, and general investments in physical and social infrastructure dramatically decline. This often leaves all families in more difficult circumstances as they become increasingly detached from the networks they used to rely on to juggle competing priorities (such as care giving and employment).

#### **Consultation Question:**

What would a 'healthy community' look like to you?

How can we invest in and build inclusive communities?



3. Community development also refers to 'smart architecture', which is accessible by all members. Investments in playgrounds, sidewalks and other public spaces should be designed through an inclusive lens from the outset to ensure that it can benefit community members who are aged, who have a disability as well as others. This too contributes to more diverse and inclusive public spaces, leading to greater visibility of often hidden people.

### ECONOMIC DEVELOPMENT & OPPORTUNITIES

1. Without investments into economic development opportunities for highly marginalized and vulnerable people, people with disabilities and their families remain in a constant precarious situation of managing between higher medical and transportation costs as well as higher costs associated with social exclusion such as care giving, private education, or private health (for those who can afford it)
2. For people with disabilities this means that they are forced to maintain dependence on those who care for them and therefore heightened vulnerability to instances of abuse

### GOOD GOVERNANCE AND PARTICIPATION

Since good governance and participation are such vital and vast areas of investment and development, a second model is provided to outline some of the key issues (see next page).

1. Good governance requires a long-term investment in building up the capacity of governments to govern in a way that is participatory, responsive and efficient to addressing the concerns and demands of its citizenry
2. Good governance can offer a more substantial voice to people marginalized and excluded from mainstream mechanisms of participation, thereby creating more inclusive societies that efficiently (both in terms of cost and time) and effectively support and respond to citizens
3. Good governance and participation is also a legitimate and first-order prevention mechanism for potential conflict because of its emphasis on participation, inclusion, partnership building, and strong and accountable institutions

**Consultation  
Question:**

How can governments work with civil society organizations to build more secure countries?



Good Governance		
Equitable and Inclusive Policies & Programmes	Follow Rule of Law	Civil Society Strengthening and Participation
Accountable & Transparent Mechanisms and Processes	Partnership Building between Various Stakeholders to Identify Problems & Solutions	Institutional Capacity Building (Judicial, Financial, Military, Education, etc)

### CONFLICT RESOLUTION & COPING MECHANISMS & PROCESSES

Human security is relevant to pre-conflict, during conflict and post-conflict circumstances and requires governments, civil society, humanitarian organizations and others (may include peacekeeping and military personnel) to work together to protect people with disabilities and their families from abuse and further vulnerability in times of peace, relative peace and conflict, both through formal (government initiated, supported and regulated initiatives) and informal (through civil society projects) mechanisms.

1. Displaced people with disabilities face challenges in finding safety, in activities of daily life, in discrimination on several fronts including education, access to services and rehabilitation; and are in some cases more vulnerable to physical attack
2. In the resettlement process, refugees with disabilities are frequently treated unequally with their non-disabled counterparts
3. Immigration policies in most countries discriminate against refugees with disabilities. In addition, when one family member is denied permanent resident status on medical grounds, the entire family is denied. In extreme cases, families leave children with disabilities behind so the rest of the family may be resettled<sup>3</sup>

**Consultation Question:**

Do you have examples of how people with disabilities have been included in conflict related planning or humanitarian assistance?

<sup>3</sup> Taken from: Refugee International. Displaced and Disabled. <http://www.refugeesinternational.org/cgi-bin/ri/other?occ=00584>

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