

UNCRPD and Taiwan's education policy

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“Ratification” Process of CRPD

Taiwan, Not an UN member. Excluded from UN CRPD activities

2014 Act to Implement the Convention on the Rights of Persons with Disabilities (身心障礙者人權公約施行法)

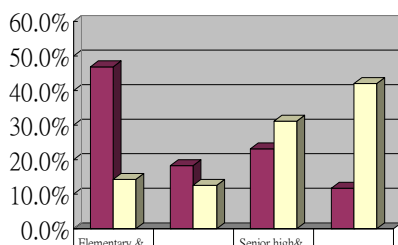
Article 2 Provisions in the **Convention regarding the rights of persons with disabilities have domestic legal status**

The Enforcement Act of the CRPD was promulgated by President Ma Ying-jeou August 20, 2014 and will take **effect on December 3**.

To complete necessary legal procedures, the convention was sent to the Executive Yuan for approval and will be forwarded to the Legislature for deliberation.

First CRPD review should be done by Dec. 2016

Education for People with Disabilities



Category	Elementary & below	Junior high	Senior high & Vocational	College & above
People with disabilities, June 2014	46.7%	18.3%	23.3%	11.7%
Total population, 2014	14.4%	12.7%	31.2%	41.9%

Issues about CRPD 24 Education

1. Taiwan's education ideology, employment and job— training Capacity building and participation in society vs engage in labor market
2. Special school v.s. inclusive education – Reasonable accommodation is a relatively new concept
3. Taiwan, lack of access for alternative communications, not sensitive to “appropriate languages” and lack of cultural understanding of Deaf culture.
4. lack of teachers with disabilities who are qualified in sign languages
5. Disability awareness, charity paradigm vs. rights-based paradigm
6. lack of discussion and support on “vocational training, adult education and lifelong learning”

Education Policy in Taiwan

Education rights for all by Constitution

The Special Education Act 1984

People with Disabilities Rights Protection Act

Human Rights Issues in Special Education

People with Disabilities Rights Protection Act article 16

Non-discrimination

Definition of discrimination? direct, indirect

Reasonable accommodation?

Concepts have been addressed – capacity development, independent living, equality and full participation

Issues usually been ignored – (Chiu & Turnbull 2014)

- Privacy 隱私 (Disability label / School applications / Class management)
- Liberty 自由 (Special school)

Inclusive Education in Taiwan

Category	Education Levels				Numbers	
	Pre-School	Elementary	Junior High	Senior High	All	%
All	14,592	40,744	27,341	24,475	107,152	
% of N	13.62%	38.02%	25.52%	22.84%	100.00%	
Partial or total Inclusive	13,340	35,401	22,491	15,541	86,773	80.98%
% of N	12.45%	33.04%	20.99%	14.50%	80.98%	
Ordinary Class 普通班	4,292	3,003	2,438	6,410	16,143	15.07%
Resource Class 資源班	124	28,582	19,077	8,947	56,730	52.94%
Itinerant Service 巡迴輔導	8,924	3,816	976	184	13,900	12.97%
Less Inclusive	1,252	5,343	4,850	8,934	20,379	19.02%
% of N	1.17%	4.99%	4.53%	8.34%	19.02%	
Special education class in Ordinary school 一般學校特教班	868	4,194	3,416	4,644	13,122	12.25%
Special education School 特殊學校	169	658	1,068	4,290	6,185	5.77%
Bedside Teaching/Homeschooling-School	215	491	366	0	1,072	1.00%

- Principle of “Zero Rejection” in 1984
- 1998, inclusive education in practice in county levels,
 - Special school transform to regular school
- One city/county one special school?
- Inclusive education written in Special Education law
- Inclusive in physical environment, but some debates on the practice of inclusive education in school's social interaction and everyday life
- Inclusive education as goal, but still build special school in each county/city?
- Not in vocational training, adult education and lifelong learning

Reasonable Accommodation, Accessibility and Universal Design

- Reasonable accommodation and non-discrimination
- Accessibility – Accessible environment
 - Accessible Design regulation by Construction and Planning Agency, Ministry of Interior (內政部建築物無障礙設施設計規範)
 - Accessible campus
 - Renovation guideline for old building
- 70% of people with mobility disabilities suggest college campus did not provide accessible instruction, equipment and environment. But most of them thought it's not necessary. (Lu et al 2006)

The Impacts of CRPD

- To early to say...
- Initiate dialogue
- Some observations
 - Growing # of students self-advocators
 - Bring new ideas in public forum
 - Sign language is “language”
 - Accessibility is rights, not charity
 - Cultural and information rights
- Family-based welfare state system
 - Care responsibility of family in classroom
- Charity paradigm
 - Lower standard to disabled students
- Resource, resource, resource
 - Progressive legislation, unequal distribution of resources in regional levels