

# AFI CHANGEMAKERS AT THE UNITED NATIONS

## REPORT ON DISCRIMINATION



Palais des Nations, Geneva, December 2014

***Contributors:***

*Catherine White*

*Jennifer Smith*

*Dominic King*

*Michael Fox*



© Ariel Foundation International 2015

ISBN: 978-0-9889943-6-2

**Report prepared and edited by Catherine White of the AFI Changemakers Summit at the UN.**

**AFI Changemakers Right to Development Summit conceived, organised and facilitated by Ariel Foundation International, Dr. Ariel Rosita King.**

**This publication is dedicated to Dr. Margo G. King, who has spent a lifetime empowering youth to lead us into the future.**

**Special Thank You to: AFI Changemakers 2014 Executive Team Co-chairs Amin Khosravi, Smriti Sonam & Dipti Kumar New leaders Emma Robinson, Rory Evans, Catherine White, Michael Fox, Meg Smith & Sarah Crowe Ambassador Ireneo Namboka, Co-Chair of AFI Changemakers-UN Summit 2014 Ambassador Joseph Huggins, Chair, Ariel Foundation International Ambassador Molelekeg Ernestina Rapolaki, Vice Chair, Ariel Foundation International and ArianiLeilani Children's Foundation International "The Little Ambassador," Ariana-Leilani Margarita Alexandra King-Pfeiffer Ambassador Tamara Kunanayakam, OHCHR Chair, Working Group on Right to Development Bat-Erdene Ayush, OHCHR, Chief Right to Development Shyami Puyimanasinghe, OHCHR, Human Rights Officer, Right to Development**

**Photography by Dr. Ariel R. King & Catherine White**

**Front cover image: AFI Changemakers Discrimination Working Group Hannah Storate, Catherine White, Dominic King, Jennifer Smith, Michael Fox.**

**This year's supported cause was providing orphans in Botswana with hot meals and gifts for one day. We successfully raised €800.**

## Table of Contents

<b>Introduction to Discrimination.....</b>	<b>3</b>
<b>Children’s Rights .....</b>	<b>4</b>
<b>Race.....</b>	<b>8</b>
<b>Religion .....</b>	<b>12</b>
<b>Gender .....</b>	<b>14</b>
<b>Lesbian, Gay, Bi-Sexual, Transgender + .....</b>	<b>15</b>
<b>Class .....</b>	<b>17</b>
<b>Migrants.....</b>	<b>19</b>
<b>Intellectual, Mental, and Physical Disability .....</b>	<b>22</b>
<b>Conclusion.....</b>	<b>30</b>

## Introduction

In a world where progress is omnipresent in so many different ways, it seems only too apparent to question why this only affects certain groups of people, and in doing so question what exactly impedes the development of said groups. We all felt strongly that discrimination was a key hindrance to the establishment of an egalitarian international society. We therefore set out to address the contributing factors to this discrimination. We found that there are many contributing factors which often seem too vague to address and become less of a priority. We found that some of the most widespread challenges include:

- Misrepresentation or lack of representation of identities, values, and needs leading to local, national, and international misunderstandings and discrimination.
- Lack of resources and methods to create understanding and stability.
- Lack of planning, projects and programs in practice to address or report problems and difficulties incurred.

## Executive summary:

This report will therefore address these differences with reference to specific groups in society whom we feel are perpetually discriminated against with the aim of suggesting and recommending the implementation of certain policies that we feel could combat this discrimination. The affected areas we focus on are Children, Gender, LGBT+, Race, Religion, Class, Migrants and Disability.

## Section 1: Children's Rights

As we enter into the 25<sup>th</sup> year of the United Nations Convention on the Rights of the Child being in existence we have a good opportunity to reflect on the issues affecting children today. This text uses the UNCRC's definition of a child: "every human being below the age of 18 years".<sup>1</sup>

This section is going to cover the 3 areas of a child's life that are essential to positive growth and development. These are security, health and education, none of which can be tackled without the other two either in place or being developed.

It's also important to note the huge inequality between children, which is primarily determined by the country in which they are born. For example, a child born in sub-Saharan Africa is 14 times more likely to die before turning 5 than a child born in the United States of America<sup>2</sup>. This is due to a mixture of security, health and educational issues.

### Key issues- Security

- Around the globe 3 in 4 children between the age of 2 and 14 are subjected to some kind of violent discipline<sup>3</sup>. The violent disciplining of children promotes a message that violence is the correct response to wrongdoing. A change in attitude towards child discipline that promotes thought and consideration over violent reaction will aid a more peaceful and diplomatic society.
- The effect of war on children is huge. Over the last decade, over 2 million children have died in armed conflict, 6 million have been left wounded or disabled for life and 1 million have become orphans. Today, more than 300,000 children are enrolled in militia groups and armies and are forced to carry a gun. Half of those they kill are other children.<sup>4</sup>
- 1 in 5 women and 1 in 13 men admit to having been sexually abused as a child<sup>5</sup>. This doesn't even begin to look at the numbers who are too embarrassed to tell anyone, too traumatised to understand what happened or still have it happen to them today. High numbers of children being sexually abused has profound consequences on society. These include an increase in violence, severe mental health conditions, drug abuse and unintended pregnancy.

---

<sup>1</sup> <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

<sup>2</sup> <http://www.unicef.org/ourstory2013/>

<sup>3</sup> [http://www.unicef.org/publications/files/UNICEF\\_Annual\\_Report\\_2013\\_web\\_26\\_June\\_2014.pdf](http://www.unicef.org/publications/files/UNICEF_Annual_Report_2013_web_26_June_2014.pdf)

<sup>4</sup> <http://www.unesco.org/new/en/social-and-human-sciences/themes/fight-against-discrimination/education-of-children-in-need/children-victims-of-war-and-natural-disasters/>

<sup>5</sup> <http://www.who.int/mediacentre/factsheets/fs150/en/>

## Recommendations

1. **Reducing the violence of police forces and custody officers on children:** Where funding is available, police and custody officers should be expected to wear body cameras when working with children. This could be in the form of a general comment associated with article 19 of the United Nations Convention on the Rights of the Child.
2. **Reducing the mentality of violence:** Schools could be encouraged to teach an intolerant attitude towards violence throughout their curriculum. This could be suggested through a general comment accompanying article 28 of the United Nations Convention on the Rights of the Child.\*
3. **Reducing the number of children involved in war:** When children have fled from war, either as civilians or child soldiers, and have reached a refugee camp it's important to show them that there are a lot more options for their life than being soldier. Even from a young age it's good to incorporate career advice with education. It's important to show them the many possibilities for careers and enable them to reach their full potential. There could be specific reintegration programmes for child soldiers where they can receive support with their mental health, a feeling of purpose within society and, if necessary, a new family to care for them.
4. **Ensuring a better understanding of sex and reducing sexual abuse:** Sex education could be delivered in school from a young age. This is really important to form a child's understanding of what sex should be. Pre-puberty, this can be focused on healthy and unhealthy emotional relationships and the support that's available if a relationship has become inappropriate. During and post-puberty this can be focused on sexual health and supporting children to make their own decision on whether they want to have consensual sex. This could be suggested through a general comment accompanying article 28 of the United Nations Convention on the Rights of the Child.\*

## Key issues- Health

- Despite so many advances in medical capability and the ever-reducing cost of technology, access to health care is still a critical issue in many parts of the world. 6.3 million children under the age of 5 died in 2013 and half of these deaths were due to conditions that could have been prevented or treated with access to simple and affordable interventions<sup>6</sup>.
- Someone commits suicide every 40 seconds. Yet, 85 countries had less than 1 psychiatrist per 100,000 of their population in 2011.<sup>7</sup> It's clear that throughout the world mental health isn't taken anywhere near as seriously as it needs to be.

---

<sup>6</sup> <http://www.who.int/mediacentre/factsheets/fs178/en/>

<sup>7</sup> [http://www.who.int/gho/mental\\_health/en/](http://www.who.int/gho/mental_health/en/)

- A lack of education is still a crucial issue that must be tackled to prevent the unnecessary deaths of so many children around the world. In Pujeh, one of the original hotspots of Ebola in Sierra Leone, their district doctor says the local people still don't believe that Ebola exists. "They have their traditional beliefs and their traditional cures."<sup>8</sup>
- Children with disabilities or health conditions are already at a huge disadvantage compared to their peers. Disabled children are 3 to 4 times more likely to be victims of violence than children who aren't disabled<sup>3</sup>.

## Recommendations

1. **Improving access to general health care:** Develop a trusted symbol for medical companies who support developing countries by providing equipment they manufacture at a reduced price or offering funded training such as professional exchange programs. These companies could also get a recognised position within the World Health Organisation and have opportunities to attend international networking events and give input on publications.
2. **Improving access to mental health care:** The UN could ensure that they give a proportional amount of advice and guidance on the treatment of mental health conditions relevant to what they provide for general health conditions.
3. **Reducing the lack of education around health:** Advising all schools to have health classes covering hygiene, first aid, tolerance towards disabled people and other information on how the body works and staying healthy. This could be suggested through a general comment accompanying article 28 of the United Nations Convention on the Rights of the Child.\*

## Key issues- Education

- Access to education for all is still an unsolved issue, even though it is crucial to every aspect of a child's growth and development. In 2012 there were 120.7 million children of primary and lower secondary school age who weren't in school.<sup>9</sup>
- Teacher's salaries typically account for 80% of education budgets<sup>10</sup>. Therefore, when countries are struggling to provide suitable budgets, the number of teachers available suffers. It is estimated that 6.2 million more teachers will be needed by 2030 to achieve global primary education<sup>11</sup>. This has resulted in many countries lowering the standards needed to become a teacher, some of who may have little or no training.
- Whilst the race is on to get as many children into education as possible, the need for high quality education and a clear understanding of learning disabilities has

<sup>8</sup> <http://www.theguardian.com/world/2014/jul/02/-sp-ebola-out-of-control-west-africa>

<sup>9</sup> <http://www.uis.unesco.org/Education/Documents/fs-28-out-of-school-children-en.pdf>



been left behind. It can be argued that for a child with a severe learning disability it's more damaging to send them to school than not.

### Recommendations

1. **Improving the quality of teachers:** Agencies like UNESCO and UNICEF could work together to provide a minimum standard for teacher training. This would include training in learning disabilities and the early warning signs of general and mental health conditions.
2. **Improving the quality of education and access to it by children with learning disabilities:** These agencies could also work together to provide a minimum standard for the level of assessment needed into each individual's learning style and ensuring the diagnosis of any learning disabilities. This could also cover a minimum level of support to be provided to people diagnosed with special educational needs. Countries would then be able to work towards this minimum standard as a goal for every child alongside the ambition of getting more children into education.

\*I have suggested a general comment to accompany article 28 of the United Nations Convention on the Rights of the child in 3 places.<sup>10</sup>This could be in the form of one general comment that sets a standard for the essential topics that must be covered within education, such as sexual health, hygiene, first aid, mental health and all essential life skills relevant to the environment the child is being brought up in.





## Sections 2 and 3: Race and Religion

Discrimination on the grounds of one's race or religion is to be viewed as a lack of respect for human rights and direct contradiction of the fundamental freedoms entitled to all as to race, sex, language and religion as established in Article 1 of the Charter of the United Nations.<sup>11</sup> The Universal Declaration of Human Rights provides that everyone is entitled to the rights and freedoms in the Declaration, regardless of (amongst others) race, colour, language or religion.

The issue today is that discrimination based on the ground of one's race and of one's religion is heavily prevalent and actually vociferously violent. Shootings and deaths of young black males have led to widespread calls for an end to what is largely viewed as racial discrimination against black males at the hands of the police, with slogans such as We Can't Breathe and Black Lives Matter becoming a rallying cry for people of the world to unite against a world that somehow sees black as less than white. To cite just another very troubling example of the prevalence of discrimination against religion is the hatred and vitriol many Muslims are facing today as a direct consequence of recent events by extremists in the name of religious freedom, all of which is exacerbated by the inherently problematic conflation of race and religion leading to double forms of discrimination. Further problems lie in the representation of such attacks, with the Charlie Hebdo shootings leading to an unprecedented display of solidarity in the same week that Boko Haram attacks in Nigeria and a bombing in Yemen went relatively unnoticed. What is ultimately clear is that religious extremism can breed religious discrimination.

This proposal will therefore outline recommendations and policies to address discrimination on the grounds of race and religion globally, leading to a cohesive and constructive society based on the premise that equality is an entitlement for everyone.

### Section 3: Racial Discrimination Key Issues

- **Legal system.** Ethnic minorities are shown to be awarded longer custodial sentences. In the UK the highest custodial sentence length (ACSL) in 2013 for those given determinate sentences for indictable offences was recorded for the Black ethnic group to be at 20.8 months with the white ethnic group having an average of 14.9 months.

---

<sup>11</sup> <http://www.un.org/en/documents/charter/chapter1.shtml>

- **Cultural Appropriation.** This is becoming increasingly problematic within popular culture, with the rise of social media meaning that such instances of appropriation are then widely distributed incredibly quickly on an international scale becoming very quickly ingrained within society. The pervasive hyper-sexualisation and fetishisation of the bodies of ethnic minority women.
- **Police discrimination.** Worrying statistics about the number of arrests. For example National Government statistics showed over a 5 year period 2005/6-2009/10 a 5% increase in the arrests of black people and a 13% increase in the arrests of Asian people. Black people were also 3.3 times more likely to be arrested than white people.<sup>12</sup>
- **Stop and Search.** Linked to racial profiling. The Equality and Human Rights Commission (EHRC) found that black people were 29 times more likely to be stopped and searched in some areas. People of Asian descent were 6 times more likely to be stopped and searched and people of mixed race descent were 10.4 times more likely than white people to be targeted.<sup>13</sup>
- **Higher Education.** Lower numbers of ethnic minorities choosing to pursue education at a higher level. Also problematic representations of teachers as role models. A Recent study found just 17 black female professors in the UK.<sup>14</sup>

### Recommendations

1. Recognition of the benefits of family reunion for migrants by nature of the positive effect that it has on integration. States should recognise the need to facilitate this through positive actions on the part of local authorities to keep families together.
2. The enforcement and introduction of positive quotas and policy of positive discrimination, particularly in institutions where minorities are severely underrepresented such as the institution of education (both teachers and students), the police force and political parties. It should also aim at redressing the imbalances with the criminal justice systems and this may involve both electoral reforms and wide scale campaigns to increase awareness and acceptance on an international level. There should be an increased focus on audits and on reviewing that evidence used was valid and sufficient from previous cases. Any people that are exonerated should be very well cared for with attention to their quality of life following their release. There should be financing programs to help exonerated individuals to re-stabilize their lives.<sup>15</sup> Low level non-violent, non-gang related crimes like possession of marijuana or minor theft should not carry such harsh penalties. Many crimes could possibly be managed better through an increased level of ticketing with assigned court dates instead of arrests which motivate resistance and bad decisions while creating societal stigmatization. The reduction in arrests would help governments to save

<sup>12</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219967/stats-race-cjs-2010.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219967/stats-race-cjs-2010.pdf) p 15

<sup>13</sup> <http://www.bbc.co.uk/news/uk-24902389>

<sup>14</sup> <http://www.independent.co.uk/student/news/uk-study-finds-just-17-black-female-professors-10019201.html>

<sup>15</sup> [http://www.cnn.com/2015/01/13/us/new-york-man-released-dies/?iid=ob\\_article\\_organicsidebar\\_expansion&ieref=obnetwork](http://www.cnn.com/2015/01/13/us/new-york-man-released-dies/?iid=ob_article_organicsidebar_expansion&ieref=obnetwork)

billions of dollars while avoiding to inflict serious harm on the trajectory of each individual's life.<sup>16</sup>

3. Express concern at the material progression of racism and its contemporary manifestations; widely circulated and exacerbated through use of our current day information and communications technologies such as the Internet, to disseminate ideas of racial superiority; Importance of recognising an imposition of a self-imposed voluntary ethical code of conduct in order to combat racial discrimination being spread by the media.
4. Enforcement and imposition of a report justifying the stopping and searching of an individual based on reasonable belief with said reason being documented in the report. This would ensure that the reasons must always be justified, causing police officers to think twice about why they were choosing to stop someone and in doing so move away from the inherent racism of stopping an individual based on the colour of their skin.
5. Greater monitoring of the police force and those institutions in power. For example one can refer to the study where the police wore body cameras and as a direct consequence the reports and complaints against police violence and brutality decreased by 50% in a very short amount of time.<sup>17</sup>
6. Strengthening and enhancement of international co-operation, for example to ensure that the benefits of globalisation reach the developing world.
7. In particular, a rehaul of the education system and curriculum as we know it; with recognition that education, particularly on the nature of international human rights, acceptance and integration would contribute towards a more cohesive and equalitarian society. Therefore, one must recognise the importance of a human rights education which is sensitive to and respects cultural diversity as a means of preventing and eradicating discrimination and intolerance. Where possible commit financial resources to anti-racism education.
8. Importance of recognising that the media should represent cultural diversity in a non-biased way and should by no means be used to further circulate images which could cause offense. However at the same time one must consider the importance of the freedom of the press. It should play a key role in fighting racial discrimination and should use its powerful tools such as advertising to do this. Where possible commit financial resources to anti-racism media campaigns.

---

<sup>16</sup> <https://www.aclu.org/billions-dollars-wasted-racially-biased-arrests#mjanalysis>

<sup>17</sup> <http://www.policefoundation.org/content/body-worn-cameras-police-use-force>

9. Imposition of a bottom up to top down framework, comprised of community involvements, overall education framework, black history month, met in the middle.
10. Bottom up – community involvement – Black History Month.
11. Top-down – education overall, more of an inclusion of different things being taught. Tolerance and respect for all members of society should be emphasized with information shared on the causes of and solutions for sentiments or experiences of racism, individual or collective prejudices and prejudice resulting from being discriminated against for any reason. A key to overcoming all prejudices is improved self-understanding and conscientiousness so that we know to empathize and treat others how we would like to be treated.<sup>18</sup>

---

<sup>18</sup> <http://news.harvard.edu/gazette/story/2013/11/fighting-prejudice-by-admitting-it/>  
<http://abcnews.go.com/Technology/DyeHard/stanford-psychologists-people-confront-prejudice-person-change/story?id=11316151>

## Section 4: Religious Discrimination – Key Issues

- **Gender.** Problems facing women due to a sort of double discrimination. The discrimination taught by religion, where women are seen as second class citizens. Inherent problems of this with horrifying acts such as Female Genital Mutilation (FGM) still taking place. This exists in concordance with the discrimination by those who oppose particular religions and who view certain aspects of these religions oppressive (such as the wearing of religious clothing) that the women themselves may not find oppressive. Need for cultural sensitivity.
- **Cultural awareness.** Relating to this one must draw attention to the fundamental importance of the need for cultural sensitivity.
- **The problem is increasing.** Increase in anti-Semitism and Islamophobia in various parts of the world, as well as the emergence of racial and violent movements based on racism and discriminatory ideas against Jewish, Muslim and Arab communities
- **Ignorance.**
- **Islamophobia.** The figures from the Association of Chief Police Officers (ACPO) suggest that the problem is getting worse.<sup>19</sup> Hate crimes are rife and recent events where extremists take the name of Islam such as the Charlie Hebdo shootings have further worsened the problem. Trends on social media such as “kill all Muslims” and mosques and places of worship being attacked.
- **The workplace.** Problems of dress, the showing of religious symbols and of discrimination within the work place in some States.

## Recommendations

- 1) Interfaith interactions – encouraged through secular education, should not be State funded, with free religious expression.
- 2) Encourage a more value driven system that focuses on important global values versus values of a particular religion or country. As a global culture with access to multiple countries, we must have global citizens that understand other cultures as well as our own. These global citizens should understand other norms and be able to live in other countries without posing a threat to others either physically or mentally and respecting their beliefs while holding on to their global human rights.

---

<sup>19</sup> <http://www.theguardian.com/uk/2013/jun/05/islamophobic-hate-crime-getting-worse>

- 3) More historical approach to religion – misrepresentation and lack of representation.
- 4) Implementation of an international framework for education suggesting that religious education is taught in schools on a national scale, without bias and in a culturally sensitive manner.
- 5) Importance of a recognition of the power of the media and the way in which its use can increase accessibility to ideas both good and bad. It should play a key role in fighting religious discrimination and should use its powerful tools such as advertising to do this. Where possible commit financial resources to anti-racism media campaigns.
- 6) Increased support and awareness raised for victims of religious discrimination.
- 7) Linking to this there should be an annual review imposed internationally on social media corporations to review its policies on cyber rights and discrimination that occurs on social media to reflect the fast and perpetually evolving nature of the Internet and social media in a globalised world. This would reduce the possibility of global internet hate crimes through an application of current laws to social media.
- 8) Education and training on what social media is and how it should appropriately be used.
- 9) Express concern at the material progression of racism and its contemporary manifestations; widely circulated and exacerbated through use of our current day information and communications technologies such as the Internet, to disseminate ideas of racial superiority; Importance of recognising an imposition of a self-imposed voluntary ethical code of conduct in order to combat religious discrimination being spread by the media.



## Section 5: Gender<sup>20</sup>

Despite the progress that has been achieved in respect of gender equality, there are still serious and fundamental issues that mean discrimination based on gender continues to exist. The following proposal aims to highlight a few key issues in respect of discrimination based on gender, and to offer recommendations as regards to progress required in order to reduce gender inequality and discrimination.

### Key issues- Gender:

- **Gender-Based Violence:** It is estimated that globally 35% of women have experienced physical and/or sexual violence by an intimate partner.<sup>21</sup> There is also a high prevalence of sexual harassment; a study by the Fundamental Rights Agency found that 55% of women in the European Union had experienced sexual violence at least once in her lifetime<sup>22</sup>.
- **FGM:** In Africa and the Middle East, 133 million girls and women have experienced some form of female genital mutilation (FGM).<sup>23</sup>
- **Education:** Due to issues such as child marriage, lack of adequate sanitation in school and strict gender roles, many young women do not complete their education. Of the 774 million people who are illiterate in the world, two-thirds of them are women.<sup>24</sup>
- **Poverty:** Although women make up half of the world's population, they only own 1% of the world's wealth<sup>25</sup> and more than 1.3 billion women do not have an account at a formal financial institution<sup>26</sup>.

### Recommendations

- 1) Programmes should be in place to deal with both prevention and response to gender-based violence. Need to maintain pressure on member states to actively reduce gender-based violence, this means trusting the people who come forward, and providing physical and mental health care to cope with the trauma. This also means providing safe housing for those who remain in danger of violence from an intimate partner. International guidelines should be put together on how people should be treated when they have been physically and/or sexually assaulted within the legal system of each country. The judicial branches and first responders should be trained to be more empathetic and non-biased toward rape victims. In many cases, it is widely acknowledged that blood tests cannot identify when victims have

---

<sup>20</sup> Gender is being used here instead of sex in order to reflect gender identity rather than biological sex.

<sup>21</sup> [http://apps.who.int/iris/bitstream/10665/85239/1/9789241564625\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/85239/1/9789241564625_eng.pdf) p.2

<sup>22</sup> [http://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-main-results\\_en.pdf](http://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-main-results_en.pdf) p.98

<sup>23</sup> [http://www.unicef.org/media/files/FGM-C\\_Report\\_7\\_15\\_Final\\_LR.pdf](http://www.unicef.org/media/files/FGM-C_Report_7_15_Final_LR.pdf)

<sup>24</sup> <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/GMR/images/2011/girls-factsheet-en.pdf>

<sup>25</sup> [http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/focus\\_areas/focus\\_gender\\_and\\_poverty/](http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/focus_areas/focus_gender_and_poverty/)

<sup>26</sup> <http://beijing20.unwomen.org/en/infographic/poverty>



been drugged due to the large amount of possible drugs and the time sensitivity of getting tested. Therefore this should become less of a determinant in rape claims and in the assessment of whether to believe victims. Audits should be done on rape cases and trial outcomes for sexually assaulted victims to ensure proper procedures and rulings are being conducted. Rape exams where doctors measure for virginity should be eliminated. All rape kits should be tested within a reasonable period of time to ensure that identifiable rapists do not escape conviction or have the opportunity to continue assaults.<sup>27</sup> Global minimum of punishment should be considered for convicted rapists with multiple pieces of verified evidence against them. At minimum, every woman should have the right to file a police report to ensure that there is always an awareness of the prevalence of sexual violations within their country even if there is insufficient evidence to prosecute.

- 2) Education and Training for women – to encourage women to be able to earn money for themselves and their families that will promote economic growth. To encourage adequate education and sanitation to deal with the issue of young women leaving school due to menstruation, and social pressures such as marriage and boy's education being prioritised.
- 3) Need to encourage the autonomy of young women, especially in respect of child marriage and sexuality. To encourage the end to dehumanising and devaluing of women due to the way in which they express their sexuality.

### Section 6: LGBT+<sup>28</sup>

Although an increasing number of countries are acknowledging the existence of LGBT+ discrimination, there is still much national legislation in place that actively discriminates against LGBT+ persons. The following proposal intends to highlight LGBT+ discrimination and provide some recommendations.

#### Key Issues- LGBT+

- Lack of legal recognition and legal instruments that specifically acknowledge and protect LGBT+ people from the unique issues faced.
- Legislation still exists in many countries that criminalise homosexuality, for example, five countries where homosexuality may be punishable by the death penalty.<sup>29</sup>
- Members of LGBT+ community are being forced to go to conversion therapy by their families in order to 'convert' them to heteronormative standards. This is legal in 48 states in the US. Conversion ranges from physical aversion therapy to forcing the person to feel guilty about their gender or sexuality.

---

<sup>27</sup> [http://www.nytimes.com/2013/01/21/opinion/untested-rape-kits-delay-justice.html?\\_r=0](http://www.nytimes.com/2013/01/21/opinion/untested-rape-kits-delay-justice.html?_r=0)

<sup>28</sup> The term LGBT+ is used here to be inclusive of all persons who are lesbian, gay, bisexual, transgender, as well as intersex, queer, asexual and any other persons identifying as LGBT+.

<sup>29</sup> <http://www.bbc.com/news/world-25927595>

- Forced sterilisation is required in 23 European gender recognition procedures.<sup>30</sup>
- Lack of health services for groups that are trained in helping people who are LGBT+
- Violence: e.g. “corrective rape” and attacks on people for their gender or sexuality.

#### Recommendations:

- 1) To create an international policy/framework that addresses all aspects of LGBT+ rights, for example, a treaty similar to CERD and CEDAW.
- 2) To encourage training and education, as well as sex and relationships education, at all levels of society.
- 3) To ensure that effective mechanisms are promoted that focus on gender-based violence, not just on violence against women.
- 4) To acknowledge that stigmatisation of LGBT+ people is a basis on which GBV is ignored.
- 5) To encourage the global decriminalisation of homosexuality and removal of homophobic and transphobic legislation.



---

<sup>30</sup> [http://www.tgeu.org/sites/default/files/LGR\\_factsheet-web.pdf](http://www.tgeu.org/sites/default/files/LGR_factsheet-web.pdf)

## Section 7: Class-based Discrimination

Global stratification creates classes through hierarchically arranging individuals based on their gender, socioeconomic status and race. We refer to socioeconomic status when we discuss what classes an individual may belong to. The powerful in society are the middle and upper classes who have the power to discriminate against the working and lower classes.

In a world where the richest 1% of the population own nearly half of global wealth, it is clear that the upper classes have control. Millions are moving out of poverty across the world, but because of oligarchical power and the power of corporations, true power will not change hands. The International Labour Organisation (ILO) estimates that over 397 million workers live in extreme poverty (less than \$1.25 a day).

The wealthier members of society therefore act as they wish until legislation permits them to act otherwise. Examples include wealthy supermarkets such as Tesco in the UK paying only minimum wage in London, a city that costs £9.15<sup>31</sup> an hour to live in. US Banana corporations such as Dole working in Latin America use harmful pesticides that can cause infertility in their employees and do not change until media campaigns and legal action causes them to change. Big names in FIFA pay Qatar for the construction of 2020 FIFA World Cup venues, knowing that lower class workers will be exploited due to the Kafala system of work (employers hold employees passports). Over 900 workers have died since 2012 in the construction of the venues due to terrible working conditions.<sup>32</sup>

It is important to recognise how the lower classes in society are being discriminated against and exploited around the world so that countries can address the need to protect all of their citizens. As lower classes need more protection, it is up to Governments in many cases to force companies and institutions to provide service to the lower classes. It is also important to note that the upper class may be discriminated against socially, but due to their resources and ameliorated position the effect on their lives is minimal.

### Key Issues- Class:

- Minimum wage does not exist in all of the Gulf States (e.g Qatar) and other developed nations where it can be afforded. This means that inequality is severe. In Qatar, an average wage for Qatari men is QR 29,205 while for lower class expat workers the average is QR 5,540.
- Individuals avoiding taxes in developed nations are held accountable while huge corporations avoiding taxes escape. The legal framework to internationally prevent companies in avoiding millions in taxes is too weak.

---

<sup>31</sup> <http://www.livingwage.org.uk/>

<sup>32</sup> <http://www.smithsonianmag.com/smart-news/over-900-workers-have-already-died-building-qatars-world-cup-facilities-180950088/?no-ist>

- Huge inequalities exist in national education systems, causing different levels and therefore social stratification. In 18 countries in the world 25% of children have never attended primary school.<sup>33</sup>
- The lower classes consistently have low levels of political representation. In the USA party politics is bought by the wealthy and Congressional issues reflect the interests of the wealthy<sup>34</sup>.
- Domestic workers globally lack protection from labour law and are vulnerable to abuse and exploitation, especially in Asia Pacific and the Middle East.

### Recommendations:

1. Pressure developed countries to adopt a minimum wage. This will prevent exploitation in oil rich countries in the Gulf.
2. Create international mechanisms to support nations in collecting corporation tax through transparency and accountability in terms of corporate income. This will support weak Governments in collecting taxes and investigating income channels of businesses.
3. Promote equalising financing for education to standardise the quality of schools at a high quality. This will decrease the chance of children attending poorly funded and poorly staffed schools that will significantly decrease the opportunities of that child. It should also increase participation from children who have never attended school. Equalising the quality of education must not be overlooked in financing MDG 2 for universal access to primary education.
4. Promote financing caps and local advocacy for political campaigns. Promoting financing caps for political campaigns will reduce the power of wealthy individuals and businesses. Local advocacy groups should be massively encouraged through state funding to increase the voice of citizens.
5. Increase donor funding for MDGs and research alternatives to aid. The MDGs will need an increase in funding to allow completion. However efforts should be encouraged for donor countries to make economic trade conditions easier and fairer for developing countries.
6. Finance research into creating laws in Asia and the Middle East that will protect domestic workers from abuse and that will improve their working conditions where necessary.

---

<sup>33</sup> <http://www.education-inequalities.org/>

<sup>34</sup> <http://www.vox.com/2014/7/30/5949581/money-in-politics-charts-explain>

## Section 8: Migrant Discrimination

### Migrant discrimination

There are currently 175 million migrants around the world and approximately half of these migrants are working<sup>35</sup>. To add this, there are over 700 million internal migrants, moving within a country while in international emigration South-South migration is larger than South- North migration. The advancement of transport and the globalised international economy has brought migration to higher levels than ever before.

Although international definitions of migration do not exist, the International Organisation for Migration has defined categories for migrants to fall into. These are; skilled workers, documented immigrants who have lawful admission to a country, economic migrants moving to obtain a better quality of life, irregular immigrants who do not have legal acceptance to be in a country, skilled workers possessing skills countries seek for economic progress and temporary migrant workers who live short term in a country to make money.

Some migrants are therefore more vulnerable than others. The children of poor unskilled unemployed Romanian parents emigrating to Northern Ireland are more vulnerable than children of two Romanian doctors moving to London with fixed jobs. Money equals legal representation, access to healthcare and education no matter where. The reality is that many poor migrants around the world struggle to access legal mechanisms, healthcare, education, local economies and communities in their receiving countries because of their migration status.

Discrimination is treating someone differently because of their identity. Migrants can be treated worse in their new environment because they do not have enough money, they do not have legal identity, they do not speak the local language, they do not share cultural norms and so on. This discrimination can take place in various shapes and in various settings such as in society, school or in national institutions. Many International Organisations exist to fight for the rights of migrants to be protected worldwide and to prevent this discrimination. Efforts are being made in coordinating International efforts to improve the lives of migrants as international solidarity for effectiveness is a must.

The International Organisation for Migration is the world's oldest migration organisation founded in 1951. The Global Migration Group (GMG) is an inter-agency group in the United Nations working to coordinate approaches to migration through using the correct political instruments. KNOMAD of the World Bank is working to provide policy expertise for national governments seeking to make changes to migration policy. These organisations and others work to coordinate migrant programmes and to limit the impact of new International and National policies on migrants.

---

<sup>35</sup> <http://ilo.org/global/standards/subjects-covered-by-international-labour-standards/migrant-workers/lang--en/index.htm>

## Key Issues- Migrants:

- Employers in the domestic industry of house service around the world<sup>36</sup>, especially in the Gulf countries of Saudi Arabia, Qatar, UAE, Lebanon, Saudi Arabia, Jordan, Bahrain, Iraq and Oman Kuwait have terrible records of discrimination against migrant workers. In the six Gulf Cooperation countries, migrant workers account for nearly half of the 50 million population. The Kafala sponsorship system that exists in these countries gives employers ownership over migrants and leaves the migrant workers with little representation or power to move freely between jobs and to leave the country without permission. The industry also does not enforce minimum wage or rest days for workers and commonly these workers are then over worked and under paid. As the industry is mostly comprised by women and children they are also very vulnerable to abuse and violence.
- Qatar has over 1.2million workers working in the construction boom for the FIFA World Cup in 2020, the International Trade Union Confederation has estimated that due to bad conditions at work 4,000 could die before 2020. Many of these workers are migrants workers from the likes of Nepal and India. Since building started in 2012, the Qatar Government has confirmed that 964 workers from Bangladesh, India and Nepal have died due to poor working conditions.<sup>37</sup>
- Migrants around the world are socially discriminated, ostracizing them from society making it very difficult to gain equal access to health care, education and other social institutions. This discrimination can be grounded in ignorance and misconceptions that immigrants negatively affect the economy.
- Migrants forced to flee humanitarian incidents, civil conflicts or natural disasters such as in Syria or Iraq rely on moving into large refugee camps as they are discouraged by other countries to enter their country due to legal processes and national policy.
- Trafficked migrants struggle to afford legal representation.

## Recommendations:

1. Pressure the Gulf Cooperation Council into legislating formal rights for domestic workers and migrants that will remove the Kafala system and improve the lives of workers. Legislation should include rest days each weekend and a legal mechanism should be created to protect the workers from poor treatment.

---

<sup>36</sup> <http://www.theguardian.com/uk/2010/aug/30/migrant-workers-modern-day-slavery>

<sup>37</sup> <http://www.theguardian.com/world/2014/nov/12/qatar-accused-dragging-feet-migrant-workers-world-cup-amnesty>



2. Pressure Qatar into creating better conditions for workers in the construction industry through removing the Kafala system and completely removing any need for employees to ask employer permission to leave Qatar. This must be done as soon as possible to have real effect in the next five years.
3. Hold FIFA to account for their construction contracts in Qatar.
4. Create a framework of necessary programmes for national governments to facilitate to improve the integration of migrants into society. These should include accessible language lessons, legal workshops and Global Education in schools.
5. Influence countries to act quicker in the wake of civil conflict, humanitarian incidents and natural disasters to provide infrastructures for refugees from bordering nations.
6. Provide financial assistance for organisations such as PERADI in Indonesia that are fighting for the legal protection of migrants and the enforcement of justice for traffickers or criminals.





## Section 9: Intellectual, Mental, and Physical Disability Based Discrimination

It is often forgotten how much of an extra burden that intellectual, mental, physical, and sensorial disabilities have on individuals who have to face regular life challenges and other types of discrimination in addition to this burden. The definition of persons with disabilities is those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Currently, the disabled population is the world's largest minority population that suffers the highest percentage of impoverishment, lack of education and inability to obtain or keep employment. As technologies and medicine continue to advance, people will live longer putting people at higher risk to develop chronic diseases and disabilities than before. Additionally, research indicates that "vulnerability to mental illness—and resilience—is rooted in development."<sup>38</sup> To truly have a humane and well-developed society, we must continue to make more practical improvements to help the disabled community from early development until the latest stages in life.

All people have different styles of learning and need more options to choose from to suit their style of learning.<sup>39</sup> All countries should be experimenting with new approaches to learning to improve educational equality.<sup>40</sup> Children who have intellectual and mental disorders have challenges that require variations of learning to protect them when they get distracted or need more time to follow lessons. One large game changer for individuals with disabilities is the benefits and new capabilities that can be attained through access to the internet. According to a recent scientific journal article, "disabilities exclude individuals from regular education, employment, and social lives. Ironically, despite being those with most need, it is particularly difficult for disabled people to access healthcare. The quality of life of disabled people is significantly reduced because of their restricted accessibility to physical and social environments. The Internet can play an important role in improving disabled people's access to the external environment."<sup>41</sup>

This recommendations section aims to significantly improve the level of awareness and create solutions for the needs of the disabled population, including long-term physical,

---

<sup>38</sup> <http://www.nimh.nih.gov/health/publications/brain-development-during-childhood-and-adolescence/index.shtml>

<sup>39</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. (Expanded ed., PDF). Washington D.C.: National Academy Press, ISBN 0309070368.

<sup>40</sup> Gingrich, Newt, (2014), "Get schools out of the 1890s". CNN, [http://edition.cnn.com/2014/08/01/opinion/gingrich-schools-blended-teaching-technology/index.html?hpt=hp\\_t3](http://edition.cnn.com/2014/08/01/opinion/gingrich-schools-blended-teaching-technology/index.html?hpt=hp_t3).

<sup>41</sup> Liang, Huigang, and Yajiong Xue. "Online Health Information Use by Disabled People: the Moderating Role of Disability." (2013).

mental, intellectual or sensory impairments, which are often unaddressed through targets and indicators or ineffectively implemented in programs on a global level.<sup>42</sup>

Please note that the concepts behind many of these plans can be seen as interchangeable and can be used to improve circumstances for all types of discrimination. We know that adoption and implementation of these ideas can help to reduce poverty and many forms of victimization globally while creating a more constructive society and enabling stronger economies for developed and developing countries.

## Recommendations

The recommendations below are aimed to create solutions that protect as well as support growth and development for individuals with intellectual, mental, and physical disabilities.

### i. Convention level:

1. On the most primary level, all countries should be requested to make the Convention for the Rights of Persons with Disabilities mandatory in place of the current optional status. Using the suggestions from this Changemakers Summit report, the policies outlined in the Convention for the Rights of Persons with Disabilities should be updated to create a more expansive and implementable Convention. Additional research should be conducted to support or update the policy recommendations based on feedback from disability experts and disabled individuals. An important goal is to ensure that additional research is conducted to develop more directly implementable guidelines and resources for planning accompany each policy recommendation. It would be prudent to conduct new research from experts and disabled individuals for the Convention at least every five years with updated versions of the Convention as needed based on this new discoveries or developments.<sup>43</sup> The Convention for the Rights of Persons with Disabilities and any future updated versions of the Convention should be promoted for all countries to adopt. The United Nations should aim to attain a universal adoption of the Convention from all 194 countries. Once the countries agree to adopt the Convention on a non-optional basis, each country should continue to receive guidance on how to uphold and implement the policies and practices suggested in the Convention.

---

<sup>42</sup> United Nations, (2011), "Disability and the Millennium Development Goals- a Review of the MDG Process and Strategies for Inclusion of Disability Issues in Millennium Development Goal Efforts", [http://www.un.org/disabilities/documents/review\\_of\\_disability\\_and\\_the\\_mdgs.pdf](http://www.un.org/disabilities/documents/review_of_disability_and_the_mdgs.pdf)

United Nations, (2008), "Convention on the Rights of Persons with Disabilities and Optional Protocol", <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

<sup>43</sup> United Nations, (2011), "Disability and the Millennium Development Goals- a Review of the MDG Process and Strategies for Inclusion of Disability Issues in Millennium Development Goal Efforts", [http://www.un.org/disabilities/documents/review\\_of\\_disability\\_and\\_the\\_mdgs.pdf](http://www.un.org/disabilities/documents/review_of_disability_and_the_mdgs.pdf)

United Nations, (2011), Department of Economic and Social Affairs (DESA), "Youth with Disabilities", <http://undesadspd.org/youth/resourcesandpublications/youthwithdisabilities.aspx>

2. There seems to be a strong focus on requiring countries to provide “reasonable accommodation” as defined in Article 2 of the Convention. Within the definition of “reasonable accommodation”, it states that it is aiming to provide suggestions that will not impose a “disproportionate or undue burden” on those governments or institutions implementing the policies. In practice, focusing on or requiring only “reasonable accommodation” could and has de-incentivized governments and institutions to aim higher to provide ideal or optimal accommodation. The burdens faced by disabled people are acknowledged in the Convention but it seems that the solutions should be adopted with a mentality different than conducting them with only the minimum effort required. Often basic accommodations, like requesting a separate room for testing, instructions in writing or using noise canceling headphones, which require no additional financing and limited to no effort on the part of the administration are rejected because they are seen as above “reasonable accommodations” such as the more common accommodation of extra time on exams and presentations. Often, the administrations treat students or workers as the burden even though they should see their duties as non-optional professional responsibilities and even civic duties. Many students and workers are not accepted into schools or hired by companies because of administrative aversion to adding any extra responsibilities to their jobs. To avoid future tensions and confrontations, the presentation and wording of these responsibilities should be crafted to incentivize the optimization of planning and development of resources, projects, or programs for the disabled community.
3. The Convention for the Rights of Persons with Disabilities provides guidelines that should be required of all governments as long as it is within their financial means. If it is not feasible for their current budgets then countries should work together to help other countries succeed where they otherwise could not through providing financial support, sharing information or resources, creating partnerships to address relevant issues which align practice to policy, and any other means to improve current solutions.

**ii. Short term:**

- In government, educational, and work environments, there should be educational material and educational programs created, distributed, and taught to reduce stigmatism of physical, intellectual and mental disabilities. The information disseminated should highlight the contributions and capabilities of the international disabled community with focus on the economic and long term benefits of a fully functional workforce.
- For educational and work environments, there should be a universal categorization of all possible disabilities available to disability or human resources departments with a list of all accommodations options that could be useful for people for every specific disorder. These accommodations could include but are not limited to independent work environments, noise reduction devices, extra time, braille printer, written instructions versus oral, or any other appropriate solutions. The accommodations requirements will include all that

could be needed to optimize performance of individuals obtained from the input of licensed doctors and feedback from multiple disabled individuals for each disability. Accommodations forms should be provided to each individual in the form of a checklist where the disabled individuals decide what they need and the administration implements it. If local funding is lacking resulting in the inability for schools to offer these accommodations like independent rooms for exams, the state or federal government should create centralized systems to help individual educational institutions uphold these requirements through economy of scale or provide subsidies to organizations to encourage the hiring and future success of disabled individuals.

- In every local community, there should be training available to all individuals to be trained in understanding disability issues and how to support their local disabled community.
  - Disability training should be made mandatory for all educators, governmental or non-governmental employees, and the general population during primary or secondary school to increase awareness of needs and differences.
  - Educators/parents/organizations/police/first responders should learn how to address the needs of all types of disability (physical, mental, intellectual). This includes learning why the disability population cannot always communicate the same way as the regular population and how to communicate through multiple communications methods. This would require that oral and written communication options are always available with kinesthetic style lessons and visual aids whenever possible.<sup>44</sup> Materials for classes and work should be documented in writing and made available to people in advance of classes or meetings to review. These individuals would benefit from a limitation of time restrictions or distractions as well as through online learning platforms or electronic files. Meetings and lessons should be recorded whenever possible and made available to these individuals to improve the maturity of learning programs and optimization of activities.
- In both public and private educational and work environments, surveillance and auditing of disability programs should be required on a national level with direct feedback from disabled people incorporated throughout their education life cycle.
  - The suggested method would be to provide a survey (annual or semester basis) for students or employees to verify if they were offered all accommodations they were eligible for, if they received them, and if they encountered any difficulty or discrimination. Any violations of protocol

---

<sup>44</sup> Schunk, Dale H., (2011), *Learning Theories: An Educational Perspective* (6th Edition). Pearson, ISBN-13: 978-0137071951.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school.* (Expanded ed., PDF). Washington D.C.: National Academy Press, ISBN 0309070368.

should be brought to the attention of the appropriate individuals in the administration of these disability rights where any inappropriate or unlawful procedures would be ameliorated or punished according to law.

- Immediate action should be taken when an abuse is reported. It would be prudent to change the person overseeing the individual case and provide free external legal counsel in extreme cases of abuse. Support from both the administrative and legal systems will be needed to address outdated laws or practices in place and protect these susceptible people from being victimized.

### iii. Long term:

- On both a national and local level, each government needs to improve the quality of information technology platforms or applications with a focus on improved user experience according to the categorization of disabilities mentioned in the short term plans and access for all types of disabilities to improve quality of life.
- A panel of disability experts needs to work together to build an international disability maturity model, similar to the concept of the CMMI model, for nations to improve or create opportunities and fair treatment for the disabled community.<sup>45</sup> The United Nations, along with any other participating governments, should work together to diffuse this maturity model as a guide for the development of global disability programs and continue to develop it as new technology or methodologies become available. Please find possible core requirements and levels which could be used to begin the development and structure of the maturity model below.
  - Requirements:
    - Requirement 1: Countries need to conduct evaluations of all their current physical, mental, and other disability needs and create a plan of action for educational institutions, organizations, and government facilities to foster the requirements
    - Requirement 2: Countries need to build technology infrastructure to support information systems and technological solutions for the disabled community
    - Requirement 3: Countries needs to design education programs, workforce programs and technological solutions through international, national, and local partnerships
    - Requirement 4: Creation and development of KPIs for disability departments performance measurement
    - Requirement 5: Disability systems should be designed for elective accommodations based on students ' decision
  - Levels:
    - Level 1: Requirement is not in place and not a current objective for short term or long term plan.

---

<sup>45</sup> <http://cmmiinstitute.com/>

- Level 2: Requirement is not in place but will be achieved within the next 1-2 years.
  - Level 3: Requirement is not in place but will be achieved within the next 3-5 years.
  - Level 4: Requirement is not in place but will be achieved within the next 5-10 years.
  - Level 5: Requirement is in place and in development for possible improvements
  - Level 6: Requirement is in place and is currently at the highest level of possible development.
- All citizens should have access to local or distance learning and mentoring programs from a local, national, and international level.<sup>46</sup> A wide availability of programs will provide opportunities and guidance on an individual and collective level which should include programs to foster entrepreneurialism for individuals with limited means to work externally.
  - Currently, many people within the disabled community cannot afford or find services that will help them become fully functional citizens.<sup>47</sup> Healthcare should be made more accessible and affordable for the disabled community through government subsidies, partnerships, or programs with current public or private healthcare providers. Most notably due to the long term mental strain of any disability, all citizens should benefit from the availability of affordable and locally accessible mental health counseling and life management lessons targeted for the specific issues of the entire disabled community according to the categorization of disabilities mentioned in the short term plans.<sup>48</sup>
  - Governments and non-profit organizations should place a heightened focus on partnering to improve the prescription drug industry especially regarding research and development for better prescription drug options based on improved research and understanding of leading mental and physical disorders. This is extremely important as scientific institutions and drug manufacturers still have many limitations and are still developing in how conclusively and effectively that they can treat physical, intellectual, and mental disorders.<sup>49</sup> Prescription problems cause an extreme amount of harm to individuals and society. Psychiatrists and doctors should be encouraged to promote a balance of prescription drugs and alternative treatments that cause fewer side effects and provide improved quality of life like natural supplements, meditation, yoga, and any other possibly beneficial aids. Developed and developing nations should team together to ensure that information on these treatments and access to treatments is globally available and promoted. Programs should be enacted to

<sup>46</sup> <https://net.educause.edu/ir/library/pdf/EDU03115b.pdf>

<sup>47</sup> <http://www.apa.org/pi/ses/resources/publications/factsheet-disability.aspx>

<sup>48</sup> Disabled Americans Struggle to make ends meet. <http://money.cnn.com/infographic/pf/disabled-americans/>

<sup>49</sup> <http://www.nimh.nih.gov/health/publications/brain-development-during-childhood-and-adolescence/index.shtml>



ensure that the disabled community has affordable access to these treatments. While this is a long term goal, immediate improvements can be achieved even if the overall goal will be achieved in the long term.

- Lists of educational, support or other resources for the disabled community should be created for global reference and disseminated in all communities and countries for all disabilities. This could include access to any forms of references via UN websites, partner websites, local sources, or other possible sources.
- Build international governmental and non-governmental partnerships to attain economy of scale with technology (learning tools, prosthetics, hearing aids, braille printers, etc.) and platforms/applications/promotions of new measures or policies.
- In public and private environments, the disabled population should be able to easily gain access to resources through appropriate physical or sensory aids like wheelchair ramps, elevators, sensory guided crosswalks, and other applicable infrastructure or technology.<sup>50</sup> For example, even in developed cities like Paris, there are still metro systems and buildings that are not accessible to physically disabled individuals.
- Based on varied research, mentally ill people are significantly more likely to be arrested or in jail than average citizens.<sup>51</sup> Often, they suffer from abuse, insufficient treatment and counseling, and neglect. Often, better healthcare and access to treatment options could prevent people from reaching these unacceptable circumstances while preventing higher tax costs from incarceration.<sup>52</sup> Frequently, they are placed in long-term treatment facilities against their will where they live their entire lives with limited if any quality of life.<sup>53</sup> All countries need to ensure the development and care of these members of society to the best of their ability.<sup>54</sup> People should be given the option to decide if they want to be in long-term care. Long-term treatment facilities should be inspected and feedback should be received from inpatients and outpatients to ensure that legal procedures are being followed and that they are not victims of abuse. Prison systems should receive similar quality requirements to protect these often times vulnerable people who cannot handle such inconsistent, noisy, over stimulating circumstances. Any employee that interacts with patients or inmates should be trained in the origins, symptoms, and best

---

<sup>50</sup> <http://metro.co.uk/2007/06/18/disabled-people-treated-badly-467350/>

<sup>51</sup> <http://www.citinternational.org/news-items/204-severely-mentally-ill-persons-more-likely-to-be-in-jails-than-hospitals.html>  
<http://www.pbs.org/wgbh/pages/frontline/shows/crime/jailed/>

<sup>52</sup> <http://www.sciencedaily.com/releases/2014/07/140722142656.htm>

<sup>53</sup> <http://www.hrw.org/news/2014/12/03/india-women-disabilities-locked-away-and-abused>  
<http://www.hrw.org/news/2014/12/14/india-support-dont-abandon-mentally-disabled>  
<http://www.hrw.org/news/2003/10/21/united-states-mentally-ill-mistreated-prison>

<sup>54</sup> <http://www.theguardian.com/commentisfree/2014/jul/08/mentally-ill-need-help-not-bullying-by-the-state>



ways to interact with each type of disorder. In summary, all mentally and intellectually disabled people should have the right to mental health treatment with a minimum of appropriate medication, trials of different medications as approved by the doctor and patient to evaluate the appropriate medication, exercise options, healthy food and regular counseling. All of these rights should be offered from any early age throughout their life, encouraged from the standpoint of helping them achieve quality of life, and provided at their will.

- In both public and private educational and work environments, video surveillance should be in all private and public places to deter crime and provide a form of testimony in cases of verbal or physical abuse of the disabled community.<sup>55</sup>
- School and work environments should attempt to minimize any over stimulating environments and improve individual performances by increasing noise reducing infrastructure, improving policies to design spaces that minimize distractions, encourage introvert friendly practices in group work, and any other applicable solutions that would help reduce triggers for more sensitive persons. Self-awareness exercises from an early age could be invaluable to persons affected with any form of disability so that they can use the information to be more self-sufficient.

---

<sup>55</sup><http://wid.org/access-to-health-care/health-access-and-long-term-services/curriculum-on-abuse-prevention-and-empowerment-cape/recognizing-and-interrupting-abuse-of-adults-with-disabilities>  
[http://www.huffingtonpost.com/2012/02/28/disabled-adults-more-like\\_n\\_1307106.html](http://www.huffingtonpost.com/2012/02/28/disabled-adults-more-like_n_1307106.html)

## Conclusion Summary

In this report, we have identified groups who continue to face discrimination on a frequent basis and attempt to give context to the problems through recent events to substantiate the urgent need to take more progressive action. According to the Convention for the Right of Persons with Disabilities, the term disability is “an evolving concept” where “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.” While disabled individuals are considered those who have long-term physical, mental, intellectual or sensory impairments, each different type of discrimination mentioned results from “attitudinal and environmental barriers” which demonstrates that every group focused on in our report faces a form of permanent disability with the current societal issues.

Many people today face multiple types of discriminations where the discrimination is exacerbated and can take on a deeper, more insidious form in their lives requiring constant vigilance from societies to help protect them with changes in regulations and practice. As citizens of an international community and as human beings, it is our duty to ensure that we work continually and tirelessly to address the attitudinal and environmental barriers that are ‘disabling’ the aforementioned groups resulting in inequalities. From a global standpoint, we should always remember the obligation that society has to recognize said groups as having a form of disability that can or has affected the entire course of their lives. Only through a world that offers equality without discrimination can we ensure that everyone receives their right to equal opportunities, quality of life, and a peaceful existence. By recognizing the value of all types of people through our thoughts and our actions, we can indisputably assure that the global community will benefit from everyone being able to participate and contribute as the equals that we are.

## AFI CHANGEMAKERS 2014 – DISCRIMINATION WORKING GROUP





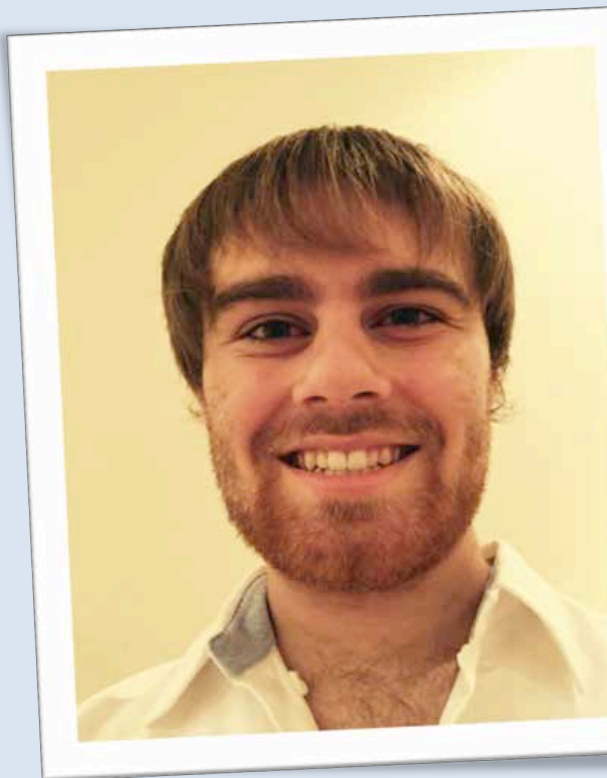
## **Hannah Stoate, 23, United Kingdom**

Hannah has wanted to pursue a career in human rights since she was 14. She has undertaken volunteering, mini-pupillages and internships across a range of rights issues to develop her understanding of problems faced by different groups, including refugees, disabled individuals, gender issues and children's rights. She is currently studying human rights at postgraduate level and hopes to build on this to achieve her dreams of fighting for the vulnerable.

## **Jennifer Smith, 33 USA**

Jennifer is a certified project manager, Master's graduate from Grenoble Graduate School of Business and future PhD student of QUT living in Paris and finishing a second MSc in Information and Knowledge Systems at the Université Paris 1 Panthéon-Sorbonne. She uses her professional expertise and consulting skills to contribute to disability accommodation, human rights, and environmental protection projects to increase awareness, facilitate improvements and create change. Her PhD thesis will focus on improving knowledge management and knowledge transfer through focusing on disability needs.



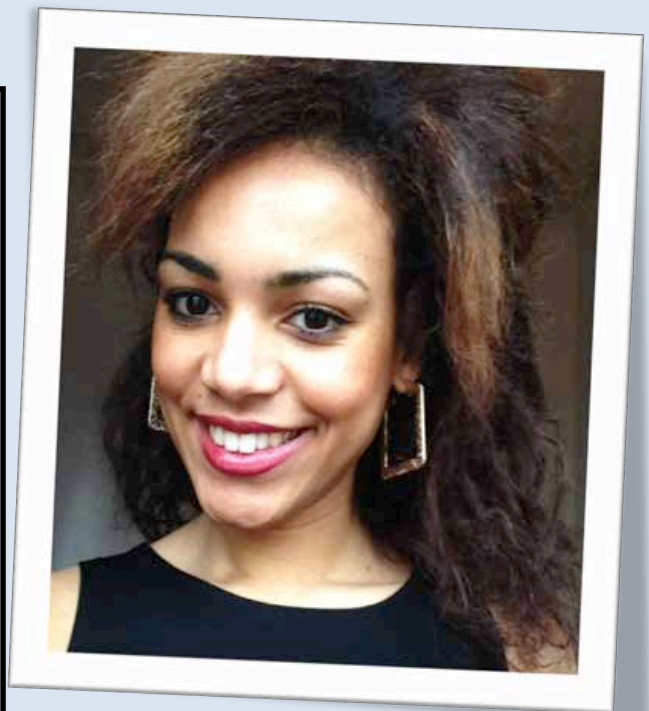


### **Dominic King, 21, UK**

Dominic assisted in drafting a report on the state of children's rights in England for the UN Committee on the Rights of the Child when he was fourteen. He has had input into major publications and made public presentations in the field of human rights. Over the last year he has been working on strategic communications and has previously co-ordinated a UK wide children's rights partnership, been a Trustee for one of the world's largest human rights alliances and developed a public speaking course for a school in Uganda.

### **Catherine White, 21, UK**

Catherine is an English and French student at the University of Warwick and hopes to pursue postgraduate study in human rights. Being half Jamaican and half English, she has been sensitive to discrimination from a young age. This has led her to pursue overseas internships and volunteering opportunities, including being a translator in Guadeloupe, a research assistant in Madagascar and teaching English in Uganda. Catherine is on the organisational committee for the 2015 summit.







**Michael Fox, 23,  
Northern Ireland**

Michael is finishing his Politics degree this year at Queens University, Belfast. He has working experience in the public sector ranging from youth work to international development and hopes to use this experience to closer engage with the international political system. Michael is on the organisational committee for the 2015 summit.



ARIEL  
FOUNDATION  
INTERNATIONAL  
[www.arielfoundation.org](http://www.arielfoundation.org)

