

# Topic Challenges Faced by Person with Disabilities in the Community

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## Abstract

Persons with disabilities (PWDs) collectively are a part of the community who are often treated as non-performing dependent that escalate the burden of family financially as well as human resource. Due to such a concept of being unable to fit in the society, they are often ignored by their parents, society and friends when it comes to participation in the education and workforce. Hence, they face challenges in acquiring jobs. Therefore, they are unable to generate income to support their basic needs. Moreover, very little effort is attempted to minimize the hindrance and offer jobs according to their capacity ultimately leading to poverty.

Thus, in the framework of community development and inclusivity, this paper attempts to address the difficulties associated with person with disabilities' educational and occupational status. A brief history of person with disabilities is also discussed, setting the development of how the world viewed them as social beings and human beings during their interactions with society. What issue do they face and how hard it is for them to adjust in the community.

Further, it highlights the difference of person with disabilities between urban and rural areas. The mode of accessibility and opportunity in education and employment differs respectively. As a result, this study helps to comprehend the development and issues that person with disabilities face. It can serve as a guide and recommendation for developing new person with disabilities policies.

**Keywords:** poverty, education, employment, marginalisation, development

## INTRODUCTION

This paper attempts to discuss and shed light upon the difficulties and challenges faced by persons with disabilities in the community. It also includes discussion and debates based on the millennium and sustainable development goals. Further, it addresses about the contrast of the goal and its achievement by comparing person with disabilities living in the rural and urban area through the case studies, It also discusses the basic challenges that can lead to major vulnerabilities in the future such as education, employment safety and security, access of information etc. without overcoming such variables of challenges, Millennium Development Goals (MDG) and Sustainable Development Goals (SDG) are just a word of sentences in the paper.

Therefore, these papers discussed using case studies of five person with disabilities by deploying a cross sectional analysis method to incorporate the outcome information with the research topic. The paper concluded by discussing the findings and recommendation for future use in developing policies for persons with disabilities.

## Objectives

- To understand and relate MDG and SDG with respect to person with disabilities
- To comprehend how society interact person with disabilities in the community
- To know about the educational and job opportunities for person with disabilities
- To evaluate and comprehend the differences in development of person with disabilities between rural and urban habitants

## Literature review

### Millennium Development Goals (MDGs)

The eight goals that UN Member States have committed to attempting to accomplish by the year 2015 are known as the Millennium Development Goals (MDGs). Signed in September 2000, the United Nations Millennium Declaration pledges world leaders to fight against environmental degradation, poverty, hunger, sickness, and discrimination against women.

Unfortunately, there is no specific mention of people with disabilities in the MDGs. This startling undervaluation of people with disabilities is especially concerning in light of World Bank data showing that, although making up 10% of the global population, people with disabilities account for 20% of the world's impoverished. (Groce, N. E., & Trani, J. F., 2009)

### Sustainable Development Goals (SDGs)

The 2030 Agenda for Sustainable Development which was accepted by all United Nations Member States in 2015 cuts across the three pillars of the UN's work development, human rights, and peace and security is an ambitious plan of action by the international community towards a peaceful and prosperous world. It pledges to "leave no one behind" and applies the fundamental principles of equality and respect for every person.

In accordance with the Convention on the Rights of Persons with Disabilities (CRPD), it is imperative to guarantee, in this regard, the full and equal involvement of individuals with disabilities in all areas of society and to establish enabling environments by, for, and with individuals with disabilities.

The CRPD emphasises that people with disabilities are an integral part of every society. It commands Governments and communities to identify and dismantle the many barriers that limit their chances to fully participate in society and community activities.

### Person with Disability in the community

The disabled are deprived of all opportunities of social and economic development. The basic facilities like health, education and employment are denied to them. The state of infrastructure is grossly inadequate and poor for disabled men and women to work against all odds (Sunita, 2020)

Among the persons with disabilities, the young persons are further neglected. They are a group that finds itself 'neither here, nor there'. While Children with Disabilities (CWD) find mention in policies and actions on education, Youth with Disabilities (YWDs) find themselves subsumed under the broader category of person with disabilities (Ipsita, 2014). As a youth, they are being neglected from participating in various physical activities. Another worth mentioning is that disability cells in colleges and universities rarely exist.

Formal education for most of the world's young people ends by mid-adolescence, after which most boys and many girls are expected to work. Young people worldwide are at significantly higher risk for unemployment, partial employment or full employment at lower wages than adult workers, particularly in the current economic climate. Adolescents with disabilities are at even greater risk.

Entering the job market with little education and few or no skills, person with disabilities are facing challenges. Having a higher education boosts one's employment, ensuring that people with impairments can live dignified lives (Jameel, S.S. 2011). For some, specific physical or intellectual impairments may further limit their job options. For many, social prejudice and lack of understanding on the potential productivity of persons with disabilities makes employers hesitant to hire them (Groce & Kate, 2014). The implementation of neo-liberalist development strategies in the nation, which are characterised by a reduction in public spending and an increase in the privatisation of vital social services, has worsened the circumstances of people with disabilities. (Hiranandani & Sonpal 2014).

Hence, people with disabilities are being pushed aside from the development. Education and employment plays a vital role to eradicate poverty. It is still difficult for the person with disabilities to achieve SDGs until the society and community understands them. Development of moral and value education is necessary in our society.

### Methodology

The researcher identified a few problem statements, and the following approach was developed to meet the paper's goal.

#### Statement of problem

- Lack of encouragement for person with disabilities to go for higher education
- High cost of assistance and assistive device for person with disabilities
- person with disabilities are being treated as unproductive and a burden
- Location of the geographical area is far from the cities where better facilities and quality of education are available
- Teachers, schools, and college authorities lack knowledge on how to deal with disabled students.
- Lack of communication, information, and awareness about the opportunity available for the person with disabilities

#### Research question

- How do people with disabilities manage to live in the urban/rural areas?
- How do people with disabilities get access to infrastructure and facilities in their place?
- What is the experience of a female/male person with disabilities in the family, society and community?
- What is the experience of a PWD in attending any meetings or decision-making process?
- How do a PWD manage or tackle in the educational, health care and job settings?
- **Locale of the study:** Manipur

#### Research design

A case study research design, which is a qualitative method, is opted to gain concrete, contextual, in-depth knowledge about a specific real-world subject. It allows the researcher to explore the key characteristics, meanings, and implications of the case.

#### Data sampling

Under Purposive sampling, a heterogeneous sampling method is deployed to comprehend maximum variables so that it can capture a wide range of perspectives relating to the topic and get deeper insights

into a phenomenon by looking at it from all angles. This helps the researcher to identify common themes that are evident across the sample.

### **Procedure**

An in depth interview is conducted to two male and three females in which the outcome information serves as primary data. The researcher also relies on a secondary source of data collected from DU E- Library which is a vast source of different books and journals. Some information was also collected from online journals and magazines which are relevant to the topic. The department's library also serves as a hub for accessing various books and articles.

### **Tools for data collection**

The desired data has been collected by deploying a semi structured interview schedule method to gain the desired data in a systematic way and time management.

### **Data analysis**

The cross sectional analysis helps to compare and analyse various variables based on gender, community or the place where the respondents belong. Thus giving broader and more accurate information.

### **Discussion (Narratives of the disabled community)**

Manipur is among one of the seven northeast states of India, which faces a development gap across its area due to difference in terrain and culture like any other states in the northeast. Its capital city Imphal has developed rapidly as compared to the rural and hill areas. Therefore, facilities and infrastructure also differ. In the below discussion are the narratives of the respondents (person with disabilities) whose lifestyle and way of living in accessing public properties. Funds and information are not the same with other able societies.

1. Miss Juni (name change, 23 years old from Churachandpur District, Manipur (rural) is a disabled girl suffering from down syndrome. During her teenage years, she faced several consequences from male able persons. One day she was standing near the gate in front of her house. A stranger came and tried to seduce her by offering some sweets and chocolate. Her family is not that poor but due to the location in which they belong, they lack information and knowledge. So, her family does not have any idea where to send her schools or search for special schools where person with disabilities are taught. While facing these issues, in the meantime due to the violence that erupted in Manipur recently from 3<sup>rd</sup> May, 2023, they are being displaced and have to take shelter in Delhi. Here they face similar issues they do not know whom to approach and take suggestions; no information about education for person with disabilities is available to them. Access to information has become more challenging than poverty for her.
2. Miss Toto (name change) 25 years old who is another disabled girl {locomotor} from Kamjong District (rural) is also facing a problem of education. Her family is not willing to send her to schools for specially disabled people. As a girl child, they have the feeling of insecurity for their daughter. There were no schools for the disabled either in their districts besides their poverty, hence, transportation and communication is an issue. They do not trust the counsellor provided by the NGOs. Trust becomes another factor of problem in her case. However, they manage to avail disability certificates, which can be used for availing benefits like caretaker allowance. Toto is spending her life without education. She

does not mingle much with her friends outdoors. Her life is like an animal living in the zoo waiting for food and water. There is no meaning of freedom and happiness. She might be a person with disabilities but doesn't she deserve quality of education, and recreational activities at least?

3. Miss hungphy (name change) 24 years old another disabled girl (visually impaired) from Ukhrul district (rural) got the facility of education in disable school is facing sexual harassment and threat from the chawkidar, her case was serious therefore one of the disable organization advocated for her. The case went in well but unfortunately, due to miscommunication, third party groups intervened in the case and threatened both the family and the organisation in continuing the case. The victim's mother has to withdraw the case for which the reason is not clear. Now her mother has shifted her to another private run disabled school. There the facilities are not the same as the government school. The quality of education and schools has decreased.
4. Mr Dinbou (Name change) 35 years old male person with disabilities living in Imphal (urban) which is a capital city. He is an educated man who has qualified till his 12th standard. He is a PWD of dwarfism. During his school days, his friend used to make fun of him but he was considered a minor. However, even with proper education, getting a government job is like a dream that never comes true. He can access information about public facilities almost everything but when it comes to job and employment, which is the duty of the state to make sure that the person with disabilities reservation quota is provided for equal opportunity, there is hardly any recruitment and the number of seat are very less. Above that, corruption is another huge factor affecting the poor people with disabilities like him. Therefore, he has become self-employed, runs his own shop and looks after his two sisters who are also suffering dwarfism under person with disabilities. He has no hope anymore in getting a job and to have a life with dignity and a hygienic environment.
5. Mr. Luke (name changed) 37 years old visually impaired person from Manipur's capital city of Imphal was unable to finish his degree while attending University of Delhi's correspondence college. He had to return home to Manipur after his father became ill, but due to an economic blockade, he was unable to purchase a plane ticket because there was no means to go there by road. He therefore did not attend his graduation. He began to sell goods as a vendor and small business owner in order to survive. People have shown hesitancy toward him and have shown a desire not to purchase his goods. In addition, the bank turned down his request for a loan because of his eyesight. The financiers were worried about how someone who was blind might make a living and pay back the loan.

The fact that the pathways in Imphal were improperly built presents another challenge. Sometimes he used to stamp over the vegetable because street sellers utilise the sidewalk to sell their produce as well as other products. Rather than helping him, they gave him a harsh reprimand.

He had challenges when he went to government offices as well. Because the personnel did not know about disabilities, they sent him from room to room without offering any assistance. His experiences in Imphal and Delhi are very different. Due to the lack of public transportation, accessible transportation is challenging. It also becomes more difficult to find work. In addition to the limited number of positions, the dishonest official asks payment for the position. He is able to receive a disability pension plan from the government each month for 1500 rupees, however that amount is not sufficient and relative with the current economic situation where the price of goods and service has already hiked while the amount of the scheme remains the same.

The first three girls were facing similar problems like sexual harassment, unavailability of educational institute in their area, feeling of insecurity to send them to cities, injustice, lack of information and



counselling etc. whereas the two male are educated but they couldn't find a job so they have to become self-employed and face the judging society for their survival. Thus, none of them has a chance to alleviate poverty and deprivation. They are being discriminated against in society.

### Findings

Person with disabilities are being disregarded when making decisions or having discussions. The caregivers solely consider their allowance. The majority of person with disabilities are aware of unemployment benefits, but they are not aware of job recruitment or the accommodations made for them. Due to the extremely low number of seats available relative to the population, they have less chance of finding employment or continuing their study. Inaccessible roads and transportation cause communication breakdowns and the loss of several chances for employment, leisure, and education. There is less knowledge because of the low level of education brought about by the development gap. Lower skill levels result in difficulty for job opportunities. There is no educational institute in the rural areas where disabled students can access and attend the class.

Further women with disabilities are at more risk from different angles. Feelings of insecurity, seduction by taking advantage of her disabilities, unable to step out of the house for work and education like her male counterpart leads them to marginalisation in the community.

### Recommendations

A few recommendations for the betterment and improvement in supporting and empowering person with disabilities are as follows:

- Policy makers can formulate a policy based on rural and urban areas.
- Every district or block should have a minimum of one disabled school and counselling centre so that person with disabilities can seek help and education.
- At least once a year, a rigorous and methodical social audit needs to be carried out.
- The bureaucrats and the officials working for the person with disabilities should be appointed to only those who have the knowledge of disability.
- A centralised government institute or research centre for person with disabilities can be set up in the North East as well.

### Conclusion

Hence, the development narratives from the community of persons with disabilities have been critically analysed. It has been found that though MDGs missed out to address persons with disabilities, in the SDGs special protection and upliftment for the rights of persons with disabilities is mentioned by adopting the United Nation Convention on the Rights of Persons with Disabilities (UNCRPD), 2006.

The Sustainable Development Goals (SDGs) aims at inclusivity of all and not to leave anyone behind. However, the struggle for survival, achieving quality education, proper funding and inclusivity in the community remains difficult for persons with disabilities. The public needs more awareness about the disability and especially the officers and other staff in both the private and government sector must possess a knowledge of disability and their capability otherwise the person with disabilities community will remain marginalised and weak as ever.

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