



## THE RIGHTS OF CHILDREN WITH DISABILITIES TO UPBRINGING AND EDUCATION IN CROATIA – FROM THE CATEGORIZATION TO THE INCLUSION

### PRAVA DJECE S TEŠKOĆAMA U RAZVOJU NA ODGOJ I OBRAZOVANJE U REPUBLICI HRVATSKOJ – OD KATEGORIZACIJE DO UKLJUČIVANJA

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#### ABSTRACT

In Croatia, as well as elsewhere in the world, the treatment of individuals with disabilities has historically gone through a number of different phases, from direct discrimination to the final recognition and enactment of various legislative regulations in education systems. The earliest years of life are extremely important for the entire subsequent development of the individual. The environment in which a child lives is a significant factor in the quality and efficiency of its early development and subsequent progression. The increase in the number of children who are identified as children with special educational needs has caught attention of experts in many countries. This increase may be the result of an inadequate educational system, as well as increased and more pronounced differences between children in today's schools. Identification of children with special educational needs brings about the need to create a classification system, which is an issue that has been troubling experts for a long time.

The paper wants to highlight that children with disabilities in Croatia are still perceived from the standpoint of their disability, rather than their ability, and it is the experts who decide about their schooling, their employment and, thus, their entire life. Even though there are some good examples of successful inclusion of children with disabilities in the regular preschool and school system, it still remains to be an issue.

**Keywords:** children, special educational needs, classification system, disability, education system

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## SAŽETAK

U Hrvatskoj, kao i drugdje u svijetu, postupanje prema osobama sa invaliditetom kroz povijest je prošlo kroz niz različitih faza, od direktne diskriminacije do konačnog priznavanja i donošenja različitih zakonskih propisa u obrazovnim sistemima. Najranije godine života izuzetno su važne za cjelokupni kasniji razvoj pojedinca. Okruženje u kojem dijete živi je značajan faktor u kvaliteti i efikasnosti njegovog ranog razvoja i kasnijeg napredovanja. Povećanje broja djece koja se identificiraju kao djeca sa posebnim odgojno-obrazovnim potrebama privuklo je pažnju stručnjaka u mnogim zemljama. Ovo povećanje može biti rezultat neadekvatnog obrazovnog sistema, kao i povećanih i izraženijih razlika među djecom u današnjim školama. Identifikacija djece sa posebnim odgojno-obrazovnim potrebama dovodi do potrebe stvaranja sistema klasifikacije, što je pitanje koje muči stručnjake već duže vrijeme.

Ovim radom se želi naglasiti da se djeca sa teškoćama u razvoju u Hrvatskoj i dalje percipiraju sa stanovišta invaliditeta, a ne sposobnosti, te su stručnjaci ti koji odlučuju o njihovom školovanju, zapošljavanju, a time i cjelokupnom životu. Iako postoje dobri primjeri uspješnog uključivanja djece sa teškoćama u razvoju u redovni predškolski i školski sistem, to i dalje ostaje problem.

**Ključne riječi:** djeca, posebno odgojno-obrazovne potrebe, klasifikacijski sistem, obrazovni sistem.

## INTRODUCTION

### **Attitudes towards children and adolescents with disabilities**

In Croatia, as well as elsewhere in the world, the treatment of individuals with disabilities has historically gone through a number of different phases, from direct discrimination to the final recognition and enactment of various legislative regulations in education systems. Traditionally, the prevailing form of education of individuals with disabilities was schooling in special education institutions, whereby experts taught children with disabilities separately from other children. This approach reflected the mindset of the entire society as children with disabilities were considered to be “different” or “special.” The aforementioned “special” form of education could also include training for certain vocational jobs, but students hardly ever managed to finish the higher level of education or find a job. The educational segregation continued up until the early 1970s, when the individuals with disabilities living in developed countries gradually achieved treatment equal to that of other citizens.

The Convention on Rights of the Child (State Institute for the Protection of Family, Motherhood and Youth, 2001) is the basic international document that regulates the rights of children. That document points out that the obligation of the state is to develop a system of care and education which promotes the equal development of all children and which is available to all children. Children are born with the fundamental freedoms and rights that belong to all human beings. However, due to the physical and mental immaturity, it imposes the need of emphasizing special children's rights on the protection.

It is a basic starting point for the Convention on Rights of the Child. Croatia, as a party of the Convention, has become one of those advanced countries that have taken on the obligation to ensure and to protect human rights and fundamental freedoms. Respect, protection and promotion of human rights is a task that arises from the Croatian Constitution, and the safety and welfare of the population, as well as future generations, depend on its realization. Survival, protection, the right to learn and the achievement of full potential of each and every child is the basis of their entire quality of life and the assumption of quality of society and humanity in general. From the standpoint of an individual, the period of early childhood is especially important. A child's progress in school and the entire development of their personality depends on their accomplishments in early childhood. In the period of early childhood, the parents are the main educators of their children. Article 18 of the Convention on the Rights of the Child emphasizes the principle that both parents are responsible for the upbringing and development of the child. This article obliges the signatory countries to appropriate support to parents in fulfilling their parental responsibilities. Regarding the changes in the modern family, it is expected from the society to provide support to parents so that they may perform their parental functions as optimally as possible. For this purpose, the society needs to develop a network of institutions and educational programs meant for children of preschool age.

## **EARLY CHILD'S CARE AND PRESCHOOL EDUCATION IN CROATIA**

The earliest years of life are extremely important for the entire subsequent development of the individual. In the first years of life, care for the child and encouraging their early development are interrelated and equally important from the standpoint of the overall development. A child cannot enjoy good care if it is not in an environment that encourages their development and provides opportunities for learning. Early care and encouragement of early development in integrity of influence, represent a holistic approach to the child, which includes a wide array of services for children from birth to entering primary school. Historically, the primary goal of the preschool education was preparing children for school; however, the contemporary preschool programs are now oriented on the development of child's abilities and its entire personality. Early childhood is a period of the most intensive physical and mental development – it is the time when the child learns more quickly and easily. In that period of life, the groundwork for further development of an individual is laid down, and the neglect of any part of the development can leave permanent consequences. During those early years, a child needs support in its development and this support should come from their parents and the community. The environment in which a child lives is a significant factor in the quality and efficiency of its early development and subsequent progression. In that period of life, the most important influence is that of parents as the primary educators of the child. It is the family that largely determines the conditions of a child's development. However, we should not forget that the family is a part of the society and they share the fate of the community in which they are. It is getting harder for families to cope with their educational role and they need greater support from the community.

This does not imply that family should be replaced as a primary educator, but that there should be more ways in which the society can support families so that they may fulfill their roles as primary educators of children in the best possible manner. The early development of the child should be accepted as an integral part of basic education, as it is, in fact, the first and the most crucial step on the way of the overall development of the individual. Every child has the right to achieve their full potential. The community is expected to react whenever this right is compromised, or when the family is unable to provide the conditions for such development. The society is responsible for creating a network of preschool programs which will ensure the realization of the children's rights and thus ensure the high quality of the early development. Croatia is one of the countries in which the early and preschool education is part of the entire educational system and it includes programs of education, health care, nutrition and social welfare.

Early and preschool education in Croatia was accepted as the first level of the educational system and implemented for children from the age of six months to school age. Early and preschool education is determined by the Preschool Education Act (2019) and the National Pedagogical Standard (2008). Early and preschool age is a particularly important stage in a child's development. The general goal of early and preschool education is to provide the child with personal development and the development of social skills required for the establishment of good relations with others (Milanović et al., 2000).

## **THE CLASSIFICATION OF CHILDREN WITH DISABILITIES IN THE EDUCATIONAL SYSTEM**

The increase in the number of children who are identified as children with special educational needs (hereafter referred to as SEN) has caught attention of experts in many countries. This increase may be the result of an inadequate educational system, as well as increased and more pronounced differences between children in today's schools. The more children exhibit their needs for special education, the higher is the risk that they will be transferred to a special education school, away from opportunities to co-learn and co-develop with their peers. Identification of children with SEN brings about the need to create a classification system, which is an issue that has been troubling experts for a long time.

According to McLaughlin and Florian (2008) the categories can be implemented on various levels of educational system:

- 1.) microlevel – as interaction between a teacher and a child / parent(s)
- 2.) mesolevel – the school, professional organizations, organized interactions between experts
- 3.) macrolevel – systems who organize the interactions.

If the classification system is used solely on the microlevel then its efficiency will be minimal. If the classification system is being applied to a group of experts, the categories are then integrated into their practice, which helps them organize their work and communication.

If the categories are used to manage the organization of the work of expert groups, then they, the categories, can become a powerful tool which can be used to procure needed funding (McLaughlin and Florian, 2008).

In Croatia, according to Croatian National Education Standard (2005), the term children with SEN is preferred over terms such as children with developmental difficulties or children with disabilities, as the latter two are seen as more narrow, stigmatizing and less appropriate in the context of the education and upbringing. Term “Special Educational Needs” is also relevant for experts-practitioners so they would be able to observe children for a humanistic point of view, focusing more on the child’s potential and capabilities, rather than on how its development deviates from that of its peers. On the other hand, the term “children with developmental disabilities” includes only children who have permanent special needs, while temporary (e.g., difficult adaptation to kindergarten) or potential difficulties (e.g., risk factors during birth, living conditions, i.e., the difficulties which can result in future deviations in development or lead to a remission of past deviations) are not taken into account during the process of diagnosis or treatment. However, the term “Special Educational Needs” has proven to be quite useful for prevention in twofold way: firstly, it allows for each child to be observed from a standpoint of their potential and abilities and secondly, it allows for all the factors important for the prevention of serious developmental difficulties to be taken into account (this includes children with permanent, temporary, and potential developmental difficulties).

### **The Process of Classification for Children with Developmental Difficulties**

The process of classification is conducted by a committee of Social Welfare Center. A first-instance committee for preschool children consists of a doctor of medicine specializing in pediatrics, i.e., a pediatrician, a social worker and a psychologist. A first-instance committee for school-aged children and adolescents consists of doctor of school medicine, a social worker and a psychologist.

A doctor of medicine specializing in a certain field of medicine (e.g. ophthalmology, otorhinolaryngology, physiatry, orthopedics, neurology, psychiatry, dermatology), a psychologist and an educator-rehabilitator of certain specialty are appointed on the list of experts for the first-instance committees (Ministry of social policy and youth, 2014).

The willingness and psychological readiness of parents is a decisive factor in the matter whether their child will undergo the classification procedure or not. It is their responsibility and thus their decision to get in touch with the Social Welfare Centre, the preschool / school educator-rehabilitator only recommends it. Stigmatization and financial matters seem to be the main hindrances. Moreover, discrimination in the community and unwillingness of parents to admit that their child has a difficulty only add to the problem.

### **INCLUSIVE PRESCHOOL MODEL**

Urie Bronferbrenner’s ecological system theory emphasizes the importance of the environment for the child’s development and successful psycho-social adaptation.

During the entire life, but especially in the early childhood, the development of an individual occurs through a reciprocal interaction between an active, developing bio-psycho-social organism and a person, objects and symbols in the individual's immediate environment (Bronferbrenner, 1999).

According to Bronferbrenner (1999), the child is at the center of the system, while the layers of the environment spread around it in concentric circles, and more or less influence his/her development. The field of early childhood education has diverse needs and goals. Community, society, and culture have diverse needs and goals. Each of these components relate to the inclusion of all children within early childhood environments through recognizing the diverse needs of children, families, professionals, and classroom communities, as well as the dynamic influences of society and culture manifested through politics, economics, expectations, and standards for the education of children (Darragh, 2007).

Like other children, children with disabilities have the same rights to cheerful and carefree childhood in the company of their peers, and involvement in appropriate programs of early education. In contemporary educational practice, based on a humanistic-developmental theory, the notion of inclusion of children with disabilities is affirmed in the development of a regular system of early care and education. It assumes a higher level of respect for children with disabilities, as equal participants in the system, regardless of their allocation to specific requirements and the provision of special assistance to any child whenever it needs it. Inclusive preschool programs enable observation, imitation and contact with other children. Children also have the opportunity to grow and learn in the most appropriate way, through their common activities and play with other children which gives them the opportunity to develop social and communication skills to become independent, to learn to accept themselves and their disabilities, along with the experience of acceptance of the other, which is necessary to develop self-esteem and confidence. Inclusion also contributes to other children involved in that program. It is well known that the development of children is the most effective in peer groups, where they feel safe and protected. Children with disabilities experience the stigma from birth and they are more prone to exclusion, concealment, abandonment, institutionalization and abuse. Inclusive model affects on prevention of marginalization and segregation of children with disabilities through getting high quality of education and socializing with peers. Inclusion in early and preschool education represents a serious venture which is a basic requirement of awareness of all participants in the educational process, in terms of the importance of inclusion of children with disabilities into regular preschool groups. The positive effects of inclusion are consciousness of the diversity and the possibility that children with disabilities develop with more incentives, to obtain the right on education and inclusion among peers in accordance with their specific development opportunities and to develop a sense of belonging to the group and the wider social community. For other children, the inclusion of children with disabilities in group presents them an opportunity to learn new social skills, build self-esteem by providing help for others, to become more sensitive to the needs of others and to understand the differences.

Preschool teachers in inclusion programs are focused on the professional development and learning new skills. They are placed in front of challenges to overcome new situations in their practice and to develop their capacities for individual work. For parents of children with disabilities, inclusion represents an opportunity for them to feel better and happier because their child belongs to a group of peers, it is not isolated at home and gets an opportunity to learn the skills necessary to function within the community. Support for parents of children without disabilities is especially important in an inclusive program. Negative attitudes of parents toward children with disabilities are easily transmitted to their children, because preschool period is marked by an intense identification of children with their parents. Successful inclusion of children with disabilities in regular educational institutions depends on many factors, which are also obstacles to the realization of inclusive programs. Psychological factors (stereotypes, prejudices and negative attitudes towards children with disabilities) pose serious obstacles to begin with inclusive education (Booth and Ainscow, 2002).

Preschool providers should recognize and address the particular benefits and risks associated with inclusion as perceived by both parents and providers. Providers should be sensitive to the concerns about inclusion raised by parents of children with and without disabilities, and should work with parents to address these concerns. Rafferty and Griffin, (2005) state in their study that the differential levels of support found for children with specific disabilities, and those with severe disabilities, suggest that practitioners must be provided with training strategies to enhance their knowledge and skills, attitudes, and their ability to work effectively with all children.

Children do not have a political voice of their own, so the adults caring for them are responsible to vouch for their best interests and to ensure that their rights, among which is the right to education, are respected. An excellent pedagogical work aside from teaching and supporting a child, ensuring the encouraging environment, also includes understanding and promoting the human rights of children as a precursor to the betterment of children's lives and the prosperity of society (Širanović, 2012).

Cross et al. (2004) conducted a study in which they conclude that the providers and parents who supported the decision to include the child with significant disabilities in community settings all had optimistic, clearly identifiable attitudes toward inclusion. This research study focused on educational and therapeutic practices that facilitate the successful inclusion of young children with significant disabilities who are served in community childcare or preschool programs.

Inclusion in education consists of:

1. An increase of participation of children in cultural activities, and local community preschool institutions and a decrease in their exclusion from them.
2. A change in culture, policy and practice in preschool institutions, so they can respond to the diversity of children.
3. An active implementation of inclusive values.
4. Equal respect for all children, parents / guardians and preschool personnel.
5. Looking at differences between children, as well as on the resources to support the entertainment and learning, rather than on the problems that must be addressed.

6. Recognition of the right of the child on quality education and child care in the local community.
7. Reduction of barriers to play, learning and participation for all children.
8. Fostering relationships of mutual support between preschool institutions and communities.
9. Acceptance of inclusion in preschool institutions as well as one form of social inclusion.

For inclusion of any child, we need to keep in mind its entire personality which can be neglected if the inclusion focuses only on one aspect of the child (Booth and Ainscow, 2002). When parents want to involve their child in the preschool institution, institutions and local departments of education are obligated by law to do everything in their power to remove barriers for admission and participation of children with disabilities. Preschool institutions can collaborate with other institutions and communities to improve educational opportunities and social conditions in their local community (Booth and Ainscow, 2002).

Elements of preschool inclusion:

1. Inclusion is about belonging and participation in a diverse society:
  - Inclusion is not just a preschooler problem, it extends to the community where children and their families live.
  - Inclusion is not just a question of disability; all children and families have right to participate and to be supported in preschools and community.
2. Individuals define inclusion differently:
  - Definitions of inclusion are influenced by the different priorities, responsibilities and nature of the ecosystem
  - People within the same system (preschool institution) could have very different views of inclusion.
3. Beliefs about the effects of inclusion on its implementation:
  - Families' and experts' beliefs on education that affect the planning and implementation of inclusive practice.
  - Beliefs about human diversity, such as culture, race, language, class and ability, affect how inclusion is implemented in preschools and community.
4. Programs, but not children, must be ready for the inclusion:
  - Personnel of majority of successful inclusive program are the starting point for all children.
  - Inclusion may be appropriate for all children so that their work depends on planning, training and support.
5. Cooperation is the cornerstone to effective inclusive programs:
  - Cooperation among adults, professionals and parents, within and outside of the system, is essential for inclusive programs
  - Interdisciplinary cooperation is one of the greatest challenges of successful implementation of inclusive programs.
6. Specialized Guideline is an important component for inclusion:



- The individual needs of children with disabilities must be solved in an inclusive program.
  - Specialized instruction can be solved through a variety of effective strategies, many of which can be incorporated in the activities of the group.
7. Appropriate support is required to work in an inclusive environment:
- Support includes training, personnel, materials, planning and continuous consultation.
  - Support can be implemented in different ways, and each child in the inclusion may have unique needs.
8. Inclusion can help children with disabilities and without disabilities:
- The parents of children without disabilities whose children participate in inclusive programs, often report beneficial changes in their self-confidence, self-esteem and understanding of diversity.
  - The quality of preschool programs form the necessary structural basis for quality inclusive programs, so that all children can benefit from them (Wolery and Odom, 2000).

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (Underwood et al., 2012).

According to Skočić-Mihić (2011), the importance of the preschool inclusive context is in the readiness of an educator to implement the current inclusive practices as an expert. In Croatia, the educators' perception of their role in the inclusive practices and their readiness to take on these demanding roles, as well as their estimation of the support strategies they have in their work has not yet been studied, but it is dependent on the organizational policies of the local governing bodies. The results of a study which was conducted in Primorsko – goranska county in Croatia and included 476 educators working in kindergartens show that educators are unsure whether they are ready to work in inclusive groups or not. They exhibited positive attitudes towards preschool inclusion and estimated that they are not very skilled for working with children with disabilities. While teachers of higher grades are more resistant to inclusion, early childhood educators have been found to be philosophically more accepting of inclusion (Killoran et al., 2007).

Killoran et al., 2007 state that that many preschool settings are not inclusive and often do not welcome children with disabilities and their families. The results of this study demonstrate the dire need to focus on preschool settings and the inclusion of young children with disabilities.

Inclusive education enables children with disabilities to stay in their local community, raises the quality of education at a higher level and enables the fight against segregation and discrimination (Milić Babić and Dowling, 2015).

## THE CONCEPT OF DISABILITY THROUGH HISTORY

The right to education is a fundamental human right and education empowers children and adults to participate equally in the community (Spajić-Vrkaš et al., 2001). The international community proscribes all forms of discrimination in education and advocates for the commitment to gradually guarantee educational opportunity for all.

People with disabilities were gradually given the opportunity to be equally educated and trained as the other citizens, which in turn allowed them to fully develop their potential. The educational segregation in special education institutions was steadily being replaced by the inclusion policies. Disabilities have their own history which spans across different models that reflect how they were perceived at a given point in time. Models who left a strong influence on the term “disability” are: the Mercy Model (religious model), the Medicine Model, the Social Model and the Human Rights Model.

The Mercy Model perceives a person with a disability as a victim who depends on the help of others and should be placed in special institutions (Mihanović, 2010). The Medicine Model sees disabilities as a physical or mental damage which makes a person with disabilities deviate from the average population and thus inhibits their “normal” functioning. The person with a disability is seen as a patient, so the emphasis is put on their medicinal needs (Petek, 2010). The Social Model sees a person with a disability as a fighter for equality who has allies in their fight for a truly inclusive society. As opposed to the Medicine Model, the Social Model shifts the “fault” for the disability from the person to the “unjust and cruel society” (Mihanović, 2010). The Human Rights Model is focused on the development of potential of each person with disability with the aim of empowerment. The emphasis is, therefore, put on the citizen as a keeper of human rights and his activity, rather than the disability (Petek, 2010). Different inappropriate, segregating terms were used in the past, such as “handicap,” “social defect,” “mental retardation,” nowadays, the aim is to label the person as little as possible, contributing factors are technological advancement and awareness raising. The progress made can be seen in the fact that “mental retardation” is far less common and has been replaced by a less stigmatizing term “a person with intellectual difficulties.”

### Creating an Inclusive School

In Croatia, the Law on Upbringing and Education in Primary and Secondary School (2020) considers students with special educational needs to be both gifted students and students with disabilities. The aforementioned Law also defines who students with disabilities are. Regulation on Elementary School Upbringing and Education of Students with Developmental Difficulties (2015) comes with an appendix called “Orientation list of types and degrees of developmental difficulties.” As the project of Croatian National Educational Standard (2005) strived to redefine certain terms, the way in which the Orientation list of types and degrees of developmental difficulties defines types of difficulties changed. The term “mental retardation” was redefined as “intellectual disability.” It can be said that the changes that the

Social Model included in the education system have greatly contributed to the modernization of approaches in teaching students with intellectual disabilities.

Croatian National Educational Standard (2005) has not only allowed for students to be less burdened with the volume of what they have to learn and know, but it also allowed for the adjustments of content and setting certain standards for educational content, evaluation and assessment of students' achievements, and professional development of teachers and other educators. Moreover, the Social Model also provides us with various ways in which we can help modernize today's education. Models of help and support are the following: occasional help, limited-time help, extensive help and comprehensive support. Occasional help is a help given over a short period of time, usually during certain changes in the living conditions of an individual. Extensive help refers to regular assistance in all situations and it is not limited in time. The last model of help and support is the comprehensive support. Comprehensive support is permanent, provided to a large extent and in all life situations (Not, 2003). Although support should and must be provided by both the wider and closer environment (community, school, family, friends, etc.), the fact is that children spend much of their time in the education system. In that sense, the support children receive in school is of great importance for every child. For example, an assistant provides help and support in various segments and aspects of the child's needs. An assistant is a person who, aside from a teacher, has an important role in the achievement of the full potential of a child. Moreover, there are also individualized educational syllabi which are focused on suiting the educational content to the child's interests, encouraging development of the child's strengths and meeting their individual needs. The concept of individualized education is considered to be one of the crucial concepts in regards to education of students with SEN (Guidelines for Planning and Developing Individualized Curricula for Students with Disabilities, no date). Educational inclusion represents a strategy that aims at the advancement of an inclusive society (Milić Babić et al., 2017 according to Cerić, 2008). Such a vision of society presupposes that all members of society have the right to education and participation in society, in accordance with its needs and abilities. This approach encourages the reduction of segregation, isolation and discrimination (Milić Babić et al., 2017 according to Cerić, 2008). Inclusive education encourages sensitization of students and teachers about the importance of inclusion, with the aim of accepting differences as incentives and not as barriers to learning (Vican and Karamatić-Brčić, 2013). The successful implementation of inclusion in the regular school system presupposes changes in the entire educational practice. The basic principle of inclusive education is to provide all children, regardless of their differences, with education in the regular school system (Thomazet, 2009). Inclusive education has many advantages, but there are many obstacles in terms of negative public attitudes, lack of political will, lack of financial resources and etc (Milić Babić and Dowling, 2015).

## CONCLUSION

The Medicine Model of disabilities is still prevalent in Croatia, not only in regards to the classification of children with disabilities but also in regards to the decisions about their

education and consequent employment. Children with disabilities are still perceived from the standpoint of their disability, rather than their ability, and it is the experts who decide about their schooling, their employment and, thus, their entire life.

Even though there are some good examples of successful inclusion of children with disabilities in the regular preschool and school system, it still remains to be an issue. The classification system is necessary for the political-administrative purposes so that an adequate funding and fulfillment of other rights can be ensured; however, the classification system should be focused on not only educational needs, but also on the individual needs, abilities and interests of each child with disabilities.

The development of the classification system can always be justified, but thinking globally, emphasis should be put on the development of a system that would impact the early development of children. That system ought to have the same impact on the development of children with permanent special needs and children with temporary and potential special needs.

A multidimensional classification system based on the educational needs of children should be enforced, what is more, it should offer teaching strategies and techniques which are beneficial and efficient for a certain category of children. In order to foster the development of such a system, we should strive to move from the Medicine Model to the Human Rights Model, which emphasizes the citizen as a keeper of human rights and his activity, rather than the disability.

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