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**FINAL DRAFT**

**The Annotated Resource Directory on**

**Strengthening the Participation of**

**Children and Adolescents with Disabilities**

Gender, Rights and Civic Engagement Section (GRACE),

Policy and Practice Group  
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# ABBREVIATIONS

|  |  |
| --- | --- |
| AIDS | Acquired Immune Deficiency Syndrome |
| AIFO | Italian Association Amici di Raoul Follereau |
| AWE | A World Enabled |
| CACL | Canadian Association for Community Living |
| CEE/CIS | Regional Office for Central and Eastern Europe, Commonwealth |
| of Independent States and the Baltic’s |
| CRC | Convention of the Rights of the Child |
| CRIN | Child Rights Information Network |
| CRPD | Convention of the Rights of the Person with Disabilities |
| CYPwD | Children and Young People with Disabilities |
| DCDD | Dutch Coalition on Disability and Development |
| DPO | Disability People's Organisation |
| EDF | European Disability Forum |
| EFA - FTI | Education For All - Fast Track Initiative |
| EU | European Union |
| GC | General Comments |
| HIV | Human Immunodeficiency Virus |
| IFA | Inclusion For All |
| IRC | International Rescue Committee |
| MENA | Middle East and North Africa |
| MICS II | Multiple Indicator Cluster Survey 1999-2001 |
| MICS III | Multiple Indicator Cluster Survey 2005-2008 |
| MIEP | Mpika Inclusive Education Project |
| MTSP | Medium Term Strategic Plan |
| NGO | Non-Government Organization |
| OHCHR | United Nations Office of the High Commissioner for the Human Rights |
| OP | Optional Protocol |
| UN | United Nations |
| UNDESA | United Nations Department of Economic and Social Affairs |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children’s Fund |
| WHO | World Health Organization |

# ABOUT THE RESOURCE BOOK

This resource guide is divided into seven sections. Each section is alphabetically ordered and compiled for the benefit of UNICEF, but also for many UN agencies, civil society organisations, disabled people’s organisations and academia who work on strengthening the participation of children and young people with disabilities worldwide.

**The guide consists of the following sections.**

* **Introduction**  is a quick reminder of significant development in human rights discourse that brings out the importance of strengthening participation of children and adolescent with disabilities.
* **The first sectioncontains child and adolescent friendly versions of the CRC and the CRPD**. These versions provide the legal framework in a language and format children can understand.
* **The second sectionpresents documents that are explicitly on strengthening the participation of children and adolescents with disabilities**. The documents in this section contribute significantly to this focus.
* **The third sectioncontains documents that make partial references** to strengthening the participation of children and adolescentswith disabilities.
* **The fourth section contains resources which strengthen the rights** of children and adolescents with disabilities.
* **The fifth sectioncontains documents on communicating with** children and adolescentswith disabilities.
* **The sixth sectioncontains videos clips** on participation of children and adolescentswith disabilities.
* **The seventh sectioncontains web portals** that include information and resources on participation of children and adolescentswith disabilities.

**The documents will be uploaded at UNICEF’s online resource guide on child and youth participation andcan be found at:** [**www.unicef.org/adolescence/cypguide/resourceguide.html**](http://www.unicef.org/adolescence/cypguide/resourceguide.html)**.**

The resource guide is accompanied with a CD-Rom containing most of the documents provided in this guide. When the document is not available online information is provided.

# INTRODUCTION

# PARTICIPATION OF CHILDREN AND ADOLESCENTSWITH DISABILITIES AND HUMAN RIGHTS INSTRUMENTS

The following section lists significant developments in human rights discourse that brings out the importance of strengthening the participation of children and adolescents with disabilities.

Children and young people with disabilities are rights holders and not objects of pity or charity. They therefore have the right tobe active citizens and provided the opportunity for full and meaningful participation in society on an equal basis with all children. The CRPD aims to bring a paradigm shift. It will lead to improvements in the condition of children with disabilities. It will enhance their position as rights holders in societies with meaningful participation.Awareness is being raised for the inclusion of children and young people with disabilities among peers, parents, caregivers, teachers, school managers, health practitioners, social workers, government officials, donors, politicians, architects, businesses, etc. It is important to create inclusive processes with children and young people with disabilities in their homes, communities, schools, workplaces, internet, etc. This will not only benefit them and their families but also contribute to social justice.

All the core international human rights treaties protect the human rights of persons with disabilities.

It is the Convention on the Rights of Persons with Disabilities (CRPD), however, that defines with greater clarity and detail how human rights apply to persons with disabilities and chartsout the obligations of States to promote their enjoyment of human rights. The Convention is complemented by an Optional Protocol that establishes procedures which strengthen the implementation and monitoring of the Convention, namely the individual communication and the inquiry procedure. The Convention represents a shift in approach to persons with disabilities at the international policylevel. Rather than perceiving persons with disabilities as objects of charity, medical treatment andsocial protection, it recognizes them as “holders” of rights, able to claim these rights and live theirlives in dignity and autonomy as active members of society. National efforts to promote their inclusion, empowerment and enablement in every sphere of life, in consultation with persons with disabilities and their representative organizations are needed and such processes must include children and adolescents.

## Convention on the Rights of the Child[[1]](#footnote-1)

*General Assembly resolution 44/25 of 20 November 1989*

**Article 2**

* *States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property,* ***disability****, birth or other status.*
* ***States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination*** *or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.*

**Article 12**

* ***States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.***
* *For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.*

**Article 23**

* ***States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the CHILD'S ACTIVE PARTICIPATIONIN THE COMMUNITY.***
* *States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parent****s*** *or others caring for the child.*

The adoption of CRC General Comments No. 9 and 12 further strengthen the participation of children with disabilities.

## General Comment No.9: Convention on the Rights of the Child (2006) – The rights of children with disabilities[[2]](#footnote-2)*Committee on the Rights of the Child, 43rd session, 11-29 September 2006.*

* *11.* ***Paragraph 1*** *of* ***article23*** *should be considered as the leading principle for the implementation of the Convention with respect to children with disabilities: the enjoyment of a full and decent life in conditions that ensure dignity, promote self-reliance and* ***facilitate active participation in the community****. The measures taken by States parties regarding the realization of the rights of children with disabilities should be directed towards this goal. The core message of this paragraph is that children with disabilities should be included in the society. Measures taken for the implementation of the rights contained in the Convention regarding children with disabilities, for example in the areas of education and health, should explicitly aim at the maximum inclusion of those children in society.*

## General Comment No.12: Convention on the Rights of the Child (2009) – The right of the child to be heard[[3]](#footnote-3)*Committee on the Rights of the Child,*

* *75. The right to non-discrimination is an inherent right guaranteed by all human rights instruments including the Convention on the Rights of the Child. According to article 2 of the Convention, every child has the right not to be discriminated against in the exercise of his or her rights including those provided under article 12. The Committee stresses that States parties shall take adequate measures to assure to every child the right to freely express his or her views and to have those views duly taken into account without discrimination on grounds of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property,* ***disability****, birth or other status.* ***States parties shall address discrimination, including against vulnerable or marginalized groups of children, to ensure that children are assured their right to be heard and are enabled to participate in all matters affecting them on an equal basis with all other children.***

A mile stone marker for people with disabilities was the acceptance of the CRPD in 2006. The Convention reiterates the specific rights of persons with disabilities

## Omnibus Resolution on Child Rights*[[4]](#footnote-4)*

*General Assembly resolution A/RES/64/146 (2009)*

* ***33 (t) To adopt measures, including providing or promoting the use of accessible means, modes and formats of communication, to facilitate the enjoyment of the right to be heard by children with disabilities;***

## 

## Convention of the Right of Persons with Disabilities[[5]](#footnote-5)

*General Assembly resolution A/RES/61/106 of 13 December 2006.*

**Article 7 - Children with disabilities**

*1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.*

*2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.*

*3. States Parties shall ensure that children with disabilities have* ***the right to express their views freely on all matters affecting them****, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.*

The recent adoption of the Omnibus resolution in 2009 also highlighted “The right of the child to express his or her views freely in all matters affecting him or her”.

## Charter of Fundamental Rights of the European Union[[6]](#footnote-6)

*(2010/C 83/02)*

**Article 26**

**Integration of persons with disabilities**

The Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration **and participation in the life of the community.**

The European Union has been very active in developing strategies to promote equal rights for people with disabilities. For this reason they have developed since 2003 each year the EU Disability Action Plan[[7]](#footnote-7) and in October 2010 they have adopted the new EU Disability Strategy 2010–2020.[[8]](#footnote-8) One of the three main problems identified in the strategy is:

* Less opportunities of persons with disabilities **to participate** fully in education carry a significant disadvantage for personal development.

The emphasis of participation for children and adolescents with disabilities has primarily been on the inclusion in the educational system. The EU’s equivalent for the UN CRC speaks more explicitly on the full civic engagement of children by having their voices heard and allows them to participate in the decision making processes on issues pertaining to them. However this right is not specifically reiterated for children with disabilities.

## The European Union’s action plan on children’s rights in external action[[9]](#footnote-9)

*(52008SC0136,* 05/02/2008*)*

**Guiding principle 2: respect for the views of the child:**

Children are seldom given an opportunity to make their voices heard and to have their views taken into account, even on those matters that affect them directly. As already stated in the 2006 Communication “Towards an EU Strategy on the Rights of the Child”, **EU policies and programmes should contribute to giving children the possibility to express their views and getting these views heard by the relevant authorities.**

Implementing this principle means that the EU should:

* Promote opportunities for children to acquire sufficient and adequate competencies and to strengthen their leadership and negotiation skills, including through communication for empowerment, particularly by developing child communication and media strategies aimed at empowering children to proactively defend their rights[iv];
* Support networking between existing children’s organisations, including between organisations in the North and the South. In this context, the EU could consider utilisingstrengthen the links between the EU development programmes and other relevant EU initiatives - such as the Youth in Action 2007 – 2013 programme;
* **Enhancing the capacity of authorities and planners to set up structures allowing for effective children’s participation**.

## AFRICAN CHARTER ON THE RIGHTS AND WELFARE OF THE CHILD[[10]](#footnote-10)

*OAU Doc. CAB/LEG/24.9/49 (1990), entered into force Nov. 29, 1999.*

**Article 13: Handicapped Children**

1. Every child who is mentally or physically disabled shall have the right to special measures of protection in keeping with his physical and moral needs and under conditions which ensure his dignity, promote his self-reliance **and active participation in the community**.

2. States Parties to the present Charter shall ensure, subject to available resources, to a disabled child and to those responsible for his care, of assistance for which application is made and which is appropriate to the child's condition and in particular shall ensure that the disabled child has effective access to training, preparation for employment and recreation opportunities in a manner conducive to the child achieving the fullest possible social integration, individual development and his cultural and moral development.

3. The States Parties to the present Charter shall use their available resources with a view to achieving progressively the full convenience of the mentally and physically disabled person to movement and access to public highway buildings and other places to which the disabled may legitimately want to have access to.

The UN enable website state that “the decade 2000-2009 has been proclaimed the *Africa Decade of Disabled People*. It is an initiative of the non-governmental community in Africa. The goals of the Decade are to promote awareness and commitment to full participation, equality and empowerment of persons with disabilities in Africa.”[[11]](#footnote-11)

## Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa[[12]](#footnote-12)

*AHG/Res.240 (XXXI), 1995*

**Article 23: Special Protection of Women with Disabilities**

The States Parties undertake to:

* Ensure the protection of women with disabilities and take specific measures commensurate with their physical, economic and social needs to facilitate their access to employment, professional and vocational training as well as their **participation in decision-making**;
* Ensure the right of women with disabilities to freedom from violence, including sexual abuse, discrimination based on disability and the right to be treated with dignity.

## General recommendations made by the Committee on the Elimination of Discrimination against Women[[13]](#footnote-13)

**General Recommendation No. 18 (tenth session, 1991)**

Recommends that States parties provide information on disabled women in their periodic reports, and on measures taken to deal with their particular situation, including special measures to ensure that they have equal access to education and employment, health services and social security, and to **ensure that they can participate in all areas of social and cultural life**.

## Declaration on the Decade of the Americas for the Rights and Dignity of Persons with Disabilities (2006-2016)[[14]](#footnote-14)

*AG/DEC. 50 (XXXVI-O/06), adopted at the fourth plenary session, held on June 6, 2006*

TAKING INTO ACCOUNT that it is especially important for the states to undertake jointefforts to promote the effective exercise of the rights of persons with disabilities and their integrationinto the countries’ economic, social, cultural, civil, and political activities, **and to promote their activeparticipation in social development**, so as to comply with international commitments, including theUnited Nations Millennium Development Goals; and

Declares:

3. The decade from 2006 to 2016 to be the Decade of the Americas for the Rights and Dignity of Persons with Disabilities, with the theme: “Equality, Dignity, and **Participation**,” the objectives of which are the recognition and full exercise of the rights and dignity of persons with disabilities and **their right to participate fully in economic, social, cultural, and political life and in the development of their societies, without discrimination and on an equal basis with others**.

## The Salamanca Statement and Framework for Action on Special Needs Education

*Adopted by the World Conference on Special Needs Education: Access And Quality, Salamanca, Spain, 7- 10 June 1994.*

6. The trend in social policy during the past two decades has been to **promote integration and participation** and to combat exclusion. **Inclusion and participation are essential to human dignity** and to the enjoyment and exercise of human rights… While **inclusive schools provide a favorable setting for achieving equal opportunity and full participation**, their success requires a concerted effort, not only by teachers and school staff, but also by peers, parents, families and volunteers. The reform of social institutions is not only a technical task; it depends above all, upon the conviction, commitment and good will of the individuals who constitute society.

13. It is particularly important to recognize that women have often been doubly disadvantaged bias based on gender compounding the difficulties caused by their disabilities. Women and men should have equal influence on the design of educational programmes and the same opportunities to benefit from them.**Special efforts should be made to encourage the participation of girls and women with disabilities in educational programmes.**

# SECTION ONE:

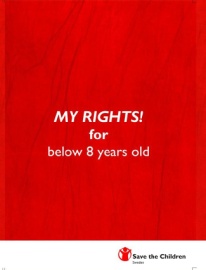
# CHILD AND ADOLESCENT FRIENDLY VERSIONS OF THE CRC AND CRPD

The following section provides child and young people friendly versions of the CRC and the CRPD. These versions provide the legal framework in a language and format children can understand.

## CRC: My Rights! Child Friendly Convention in Braille and Big Ink Print

|  |  |
| --- | --- |
| Author: | Bandana Shrestha |
| Organisation: | Save the Children, Regional Office for South and Central Asia |
| Published: | 2007 |
| Download from: | <http://sca.savethechildren.se/PageFiles/3400/My_Rights_16-18.pdf>  <http://sca.savethechildren.se/PageFiles/3400/My_Rights_Below_8.pdf>  <http://sca.savethechildren.se/PageFiles/3400/My_Rights_9-15.pdf> |

Save the Children Sweden has developed three child friendly version of the UNCRC in Braille and big print called “My Rights!” Each of these three booklets is age group specific: below 8 years, 9-15 years of age, and 16- 18 years of age. The goal these child friendly versions areto give every child the opportunity to learn about their rights, including the visually impaired children. The booklets are divided into two sections; the first section is in Braille; and the second section is in big print.



### My Rights for Under 8 Years Old

The first book uses the most basic terms and emphasizes that it is the right of a child to play.

### My Rights for 9-15 years old.JPGMy Rights for 9-15 Years Old

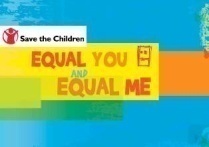
The second book outlines the rights of children more specifically, but in a language that they can understand it.

### My Rights for 16-18 years old.JPGMy Rights for 16-18 Years Old

The third book uses words an adolescent can understand and discusses all the articles of the CRC in concordance with their maturity level. This version is the most detailed and engages adolescents in a way that they are empowered to actively use the CRC in their daily lives.

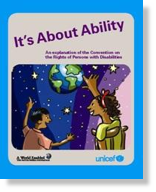
## Equal You, Equal Me

|  |  |
| --- | --- |
| Authors: | Alana Kapell, Lena Karlsson and Ravi Karkara |
| Organisation: | Save the Children Sweden |
| Published: | Stockholm, 2008 |
| Download from: | <http://sca.savethechildren.se/PageFiles/1228/Equal_You_Equal_Me_FINAL.pdf> |

This child friendly booklet from Save the Children focuses on a world free from discrimination and violence. It provides information on discrimination; why it happens and how it affects children. It traces the causes and impact of discrimination of children. It also provides information on what children from all over the world are doing to stop discrimination. It is the hope of Save the Children that this book will support and encourage children to take action when someone is being treated unfairly. The first chapter of this book is written specifically on children with disabilities.

## It’s about Ability – an Explanation of the Convention on the Rights of Persons with Disabilities

|  |  |
| --- | --- |
| Author: | Victor Santiago Pineda |
| Organisation: | UNICEF and Victor Pineda Foundation |
| Published: | New York, 2008 |
| Download from: | <http://www.unicef.org/publications/index_43893.html> |



This child friendly version of the CRPD explains to children and young people their rights in a language they are able to comprehend. It is intended to assist in spreading the word for children with disabilities to have equal chancesin achieving their goals. It encourages the reader to take action and share its content with parents, teachers, friends and anyone else who might be interested.

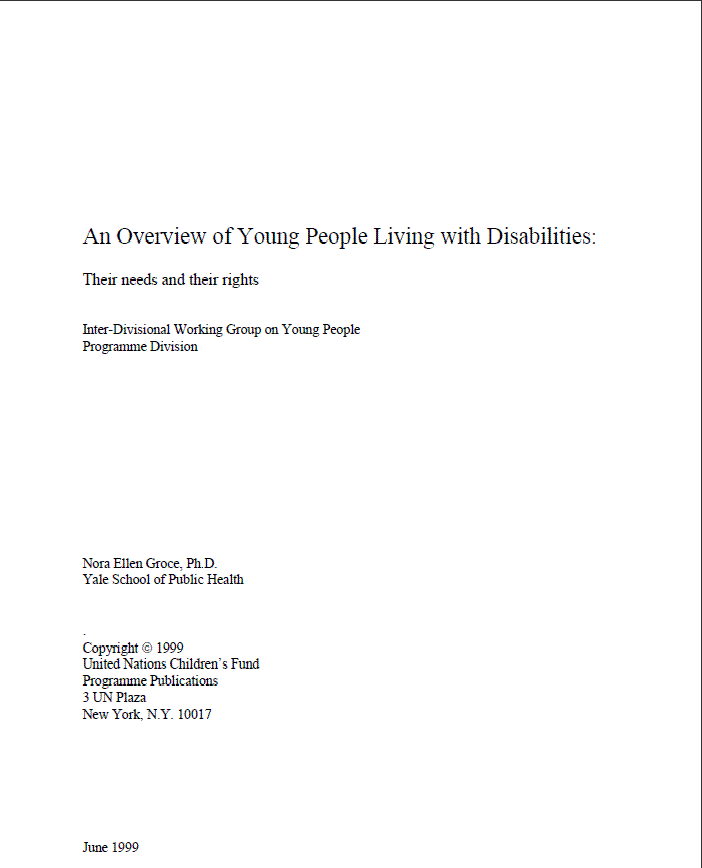
# SECTION TWO:

# DOCUMENTS ON STRENGTHENING PARTICIPATION OF CHILDREN AND ADOLESCENT WITH DISABILITIES

This section presents documents that are explicitly on strengthening participation of children and young people with disabilities. The documents in this section contribute most significantly to this focus.

## An Overview of Young People Living with Disabilities

|  |  |
| --- | --- |
| Author: | Nora EllenGroce |
| Organisation: | UNICEF Programme Division, Inter-Divisional Working Group on Young People |
| Published: | New York, 1999 |
| Download from: | <http://www.childinfo.org/files/childdisability_young_people_w_disabilies1999.pdf> |

This resource advocates for young peopleand youth with disabilities to become active actors in their communities as they are often overlooked in many parts of the world. They are faced with social isolation, poverty and discrimination despite the rights guaranteed to them by the United Nations Convention on the Rights of the Child and other documents.

Children and young people with disabilities lack basic health care in many places and are not allowed to attend school or to find work. Because of this isolation they are at increased risk of physical and psychological abuse and sexual exploitation. In many countries, they are routinely institutionalized and are often the recipients of unnecessary and unwanted medical and surgical procedures, including forced sterilization. **Young women** with disabilities and young people with disabilities from **ethnic** and **minority** communities continuously face **doublediscrimination** based on both their disability and their gender or heritage.

Even though this resource is over a decade old similar situations can still be found in many places around the world today. The conclusion of this paper is therefore still as relevant as it was when it was written, that **inclusion of young people with disabilities in all social, educational and health programmes benefit all members of a society**. It is further argued that addressing the needs of this large and underserved population will be seen as a problem only so long as it is not seen as an opportunity. This paper therefore encourages the reader to stimulate a process of social transformation.

## ARC Resource Pack - Study Material Foundation Module 4 - Participation and Inclusion

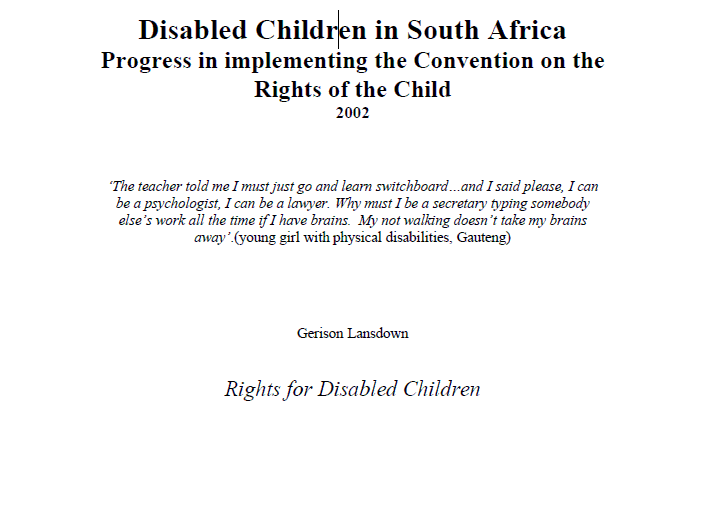
|  |  |
| --- | --- |
| Authors: | Clare Feinstein, Claire O’Kane |
| Organisation: | Save the Children, European Commission Humanitarian Aid Department, the Swedish International Development Cooperation Agency, Terre des Hommes, and UNICEF |
| Published: | 2009 |
| Download from: | <http://www.savethechildren.net/arc/foundation/participationinclusion.html> |

This module provides practical information, guidelines, inspiring case studies, and participatory tools to support organizations and key adult actors to engage with children as rights holders and social actors, supporting their participation in decision-making processes, which affect them and their communities. Guidance is provided to support the development of meaningful, ethical, sustainable, and inclusive participation of children of different ages and backgrounds in project, programme and policy responses and service delivery during different phases of an emergency, from preparedness, early, intermediate, and post emergency responses to longer-term development.

Building genuine partnerships between adults and children (and among children themselves) is a particular focus of this module as a means of transforming power relationships and creating the space for all children to interact and intervene in different levels of decision-making structures, systems and processes that are accessible and responsive to them.

## Disabled Children in South Africa: Progress in Implementing the Convention on the Rights of the Child

|  |  |
| --- | --- |
| Author: | GerrisonLansdown |
| Organisation: | Rights for Disabled Children |
| Published: | London, 2002 |
| Download from: | <http://www.daa.org.uk/uploads/pdf/SA%20Childrens%20report%20.pdf> |

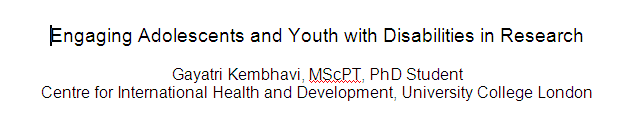


As in every country in the world, the lives of disabled children in South Africa are characterized by discrimination. The evidence presented in this report provides powerful testimony to the fact that, whilst all children experience discrimination in the exercise of many rights, there is a double jeopardy facing disabled children, a jeopardy compounded still further for non-white disabled children. Disabled children are more likely to be poor, to be denied access to education, to experience violence, and to be denied the right to life. Most fundamentally, it is hard for them to be seen and recognized as people.

Many governments have begun to recognize that disabled children experience abuse of their rights. However, all too often, the concerns articulated by politicians are not accompanied by the concrete action necessary to create real change. Without it, these expressions of concern remain little more than hand-wringing - pious aspirations which achieve nothing on the ground. The South African Government is not guilty of hand-wringing. The very deep suffering that its people experienced through the years of apartheid has sharpened understanding of the need to give explicit priority to promoting, protecting and fulfilling human rights. And this is reflected in the vigour of the actions taken by the Government in the disability field. The work done to date has offered disabled children hope for a better future. It is incumbent on all those in positions of power and influence, within and outside the government, to ensure that they do not now betray the promises made to South Africa’s children with disabilities.

## Engaging Adolescents and Youth with Disabilities in Research, UN Convention on the Rights of Persons with Disabilities: A Call for Action on Poverty, Lack of Access and Discrimination

|  |  |
| --- | --- |
| Author: | GayatriKembhavi |
| Organisation: |  |
| Published: | Addis Ababa, Ethiopia 2008 |
| Download from: | <http://www.lcint.org/?lid=4910> |

Adolescents and youth need to be involved in designing and implementing research protocols, collecting data, contributing in some way to the data analysis, and putting the findings into practice. It is only then that programs and services can be aimed directly at meeting their specific needs and allow them to fulfil their potential as they make the transition to adulthood. Successful inclusion and participation in adolescence leads to further success when they are required to assume adult roles and responsibilities.

This report reflects on a case study done in Bangalore, India where young people were given cameras to make pictures of important places in their lives. In this research process the participation of the young people was very high. The final resultssurpassed the expectations of many people/partners. The project resulted in an avenue for the children and young peopleto express themselves their way and share with their community the difficulties they face on a daily basis.

## First National Assembly on Rights of Children

|  |  |
| --- | --- |
| Author: | Young Voices |
| Organisation: | UNICEF; Shanta Memorial Rehabilitation Centre Bhubaneswar India; Government of Orissa Women and Child Development Dept.; IMFA; Indian Oil Corporation; HDFC Home Loan and Mahindra Tractors |
| Published: | 2010 |
| Download from: | To be announced |



This report describes the conclusions of the National Assembly on Rights of Children in India and is filled with the voices of children and young people with disabilities. During the two day programme they raised their voices against discrimination, inaccessible services and against the perception that they count as unproductive human resources. They proclaimed that the government should make clear laws to stop discriminatory attitudes against children and young people with disabilities in families, institutions, public places, etc.

They also advocated strongly for accessibility of school and places they often go to. Very often a simple ramp can solve many of the problems, but it goes further with the location of the library and classes. Another important area that they gave specific attention was the play grounds. They said that these needed to be adapted for children with disabilities, because they have the same right to play like every other child. Children and young people with disabilities provided the audience of the First National Assembly with an argument that had ‘equity’ at its core.

## Inclusion in Education: The Participation of Disabled Learners – Thematic Studies

|  |  |
| --- | --- |
| Author: | James Lynch |
| Organisation: | UNESCO |
| Published: | 2001 |
| Download from: | [*http://unesdoc.unesco.org/images/0012/001234/123486e.pdf*](http://unesdoc.unesco.org/images/0012/001234/123486e.pdf) |



This study reviews the developments in the theory, policy and practice of inclusive education since the World Conference on Education for All. (Jomtien, Thailand, 1990)It incorporates commissioned and collected material as well as dedicated texts produced for the World Education Forum (Dakar, 2000). It locates the review firmly within a human rights context. It has a dual focus. First, it examines progress in the development of an inclusive concept of education and movement towards that concept in a number of systems of education. Secondly, within this broad perspective, this study illustrates the efforts made by learners with impairments to overcome barriers of access to full participation in education at all levels throughout the entire primary school cycle.

## It’s About Ability: Learning Guide on the Convention on the Rights of Persons with Disabilities

|  |  |
| --- | --- |
| Author: | Valerie Karr |
| Organisation: | UNICEF and Victor Pineda Foundation |
| Published: | New York, 2009 |
| Download from: | <http://www.unicef.org/publications/index_50687.html> |

The purpose of this human rights activities guide is to empower children and young people with and without disabilities to speak out on the Convention on the Rights of Persons with Disabilities (CRPD); to advocate for their rights; and to make their communities more inclusive.

The activities in this guide are developed for young leaders, peer educators, teachers and other educators at the community level to facilitate learning among 12- to 18-year olds about the Convention and how it applies to children. The main trust of this guide is that all children and young people are equal: with appropriate attitudes, support and confidence every person can lead fruitful and self-determined life in her or his community with dignity.

## Learning Together in the MPIKA Inclusive Education Project

|  |  |
| --- | --- |
| Author: | Patrick Kangwa and GrazynaBonati |
| Organisation: | Child-to-Child Trust |
| Published: | 2003 |
| Download from: | <http://www.child-to-child.org/publications/mpika/MIEPFinalReport.pdf> |

During the years 1999 to 2002, children with disabilities have studied in the regular classrooms of 17 local primary schools in the Mpika district of Northern Province, Zambia, as part of the Mpika Inclusive Education Project (MIEP). Before MIEP started, a few local teachers had successfully used Child-to-Child methods to promote health education and action. This experience, which led to MIEP,had demonstrated that all children benefitted from a participatory approach and learning that was relevant to their lives. Children who previously had had difficulties improved and latent talents were revealed. This report is about the process of the project, and has been written to share the skills, knowledge and experience acquired during MIEP with others attempting similar projects.

## **Listening to the Children, Testimonies from the World’s Blind and Partially Sighted Teenagers**

|  |  |
| --- | --- |
| Authors: | Children and young people with disabilities |
| Organisation: | The Wold Blind Union and the Spanish National Organisation of the Blind |
| Published: | 2008 |
| Contact: | [www.worldblindunion.org](http://www.worldblindunion.org) |

In June 2008, the Spanish National Organisation of the Blind, in co-operation with the Children’s Committee of the World Blind Union and the International Council for Education of People with Visual Impairment, hosted an international congress in one of its educational resource centres. The aim of the congress was to facilitate a gathering of blind and partially sighted teenagers from different regions of the world and enable them to reflect on their lives and to put forward their recommendations and needs.

Through the offices of the World Blind Union Secretariat, they were delighted to receive more than 100 pieces of work from countries as diverse as Namibia, Ghana, New Zealand and Russia —to name but four. The essays are the direct source of inspiration for this book.

## Missing Voices: Children with Disabilities in Africa

|  |  |
| --- | --- |
| Author: | Bob Ransom |
| Organisation: | The African Child Policy Forum |
| Published: | Addis Ababa, Ethiopia, 2008 |
| Download from: | <http://www.africanchildforum.org/site/index.php?option=com_content&view=article&id=71:missing-voices--children-with-disabilities-in-africa-&catid=47:governance-and-child-wellbeing> |

This paper intends to make children with disabilities, and their voices, more visible, so that parents, community leaders, policy makers, as well as child rights activists and their organizations, can commit themselves to better protecting and promoting the rights of African children, including children with disabilities.

Everyone benefits from better schools, access to health care, safer neighbourhoods and streets, and more community participation. Reaching out to parents, friends and neighbours creates the solidarity needed to build a better community and society of social justice and human dignity. Children with disabilities in Africa have the same rights as other children. Like other children their rights are often not respected. Yet unlike other African children, disabled children are often excluded from and invisible to family life, peers, their neighbourhood, school and the larger community. However when the communities become more inclusive and accessible for children with disabilities life improves for everyone.

## Play Inclusion Action Research, Supporting Play Inclusion in Schools

|  |  |
| --- | --- |
| Author: | Theresa Casey |
| Organisation: | Play Inclusive and The Yard |
| Published: | 2004 |
| Request From: | www.theyardscotland.org.uk/pinc.html |



Play Inclusive concluded that the most effective support that could be given to promote play was by creating a framework in which practice and policy are aligned. A shift in values and attitudes is required for policy development to take place which reflects the value of play and the aspiration of inclusive play in schools. By doing so, different members of the school community have much to gain, children with and without disabilities, adults who can spend time with children in a different mode, and the whole school inthe development of an essentially child-centred ethos of inclusion.

Children will play – and need to play - anywhere they spend their time: school, home, childcare, hospital, outdoors and indoors. If children are really to experience inclusive play then they will have friends and connections with the community. This requires a range of accessible, local opportunities for play that allows children to build up networks of friends. The lessons of Play Inclusive are transferable to a wide range of settings which aspire to high quality experiences for children. The right to play is closely connected to the right to participate.

## Play Inclusive Handbook – A Practical Guide to Supporting Inclusive Play for children of Primary School Age

|  |  |
| --- | --- |
| Authors: | Theresa Casey, Ivan Harper and Susan McIntyre |
| Organisation: | Play Inclusive and The Yard |
| Published: | 2004 |
| Request From: | www.theyardscotland.org.uk/pinc.html |

The Play Inclusive Handbook is a practical guide to supporting inclusive play for children of primary school age. It will be valuable to teams in schools including teachers, classroom and playground support staff, specialist practitioners and also to staff in out-of-school settings. It provides guidance on attitudes and skills along with practical ideas for stimulating play opportunities that have been shown to be useful in supporting inclusive play both in class time and playtime. The Inspiring Inclusive Play Pack has been produced as a result of the Play Inclusive Action Research Project. Throughout the Play Inclusive Pack you will find quotes from children, parents, school staff and practitioners who originated in the Action Research Project and activities that took place.

## Promoting the Rights of Children with Disabilities

|  |  |
| --- | --- |
| Author: | UNICEF |
| Organisation: | UNICEF |
| Published: | Florence, 2007 |
| Download from: | <http://www.unicef-irc.org/publications/pdf/digest13-disability.pdf> |

This Innocenti Digest on 'Promoting the Rights of Children with Disabilities' examines the situation of the some 200 million children with disabilities around the world and identifies ways to support the realization of their rights. Children with disabilities constantly face barriers to the enjoyment of their rights and inclusion in society. But the tide is changing, as many countries have begun to reform their laws and structures in the past two decades to promote the participation of children with disabilities as full members of society. This Digest promotes such participation, and discusses all aspects of their development, including access to education, health services and rehabilitation, social and legal assistance, play and cultural activities, vocational and life-skills training. It focuses on the Convention on the Rights of Persons with Disabilities which, building on the provisions of the Convention on the Rights of the Child, opens a new era in securing the rights of children with disabilities.

## *“*Our Voice” – A Project by Children & Young People with Additional Needs, A Children’s Participation Case Study from Lebanon”

|  |  |
| --- | --- |
| Author: | YaraShamji |
| Organisation: | Pushing the Boundaries |
| Published: | 2007 |
| Article from: | ***Pushing the Boundaries: Critical International Perspectives on Child and Youth Participation***; Children, Youth and EnvironmentsVol 17, No.3 (2007) Special Edition. |

This field report outlines an innovative social video project that took place in Beirut, Lebanon. The project titled *Our Voice* was based on the concept of inclusion and using the creative potential of media advocacy to promote inclusion. *Our Voice* involved children and youth people with and without disabilities who collaborated in making an advocacy film, which socially commented on the ever-ignored situation of people with disabilities in Lebanon and provided a solution whereby inclusion was adopted. The project was a nine-month experience taking a very close look at the meaning of communication, expression and participation in an environment that celebrates diversity and abstains from stereotyping the capacities of others. As a result, *Our Voice*lead participants on a capacity building journey that encouraged equality, action, choice and independence.

## “See Me, Hear Me”, aGuide to Using the UN Convention on the Rights of Persons with Disabilities to Promote the Rights of Children

|  |  |
| --- | --- |
| Author: | GerisonLansdown |
| Organisation: | Save the Children UK |
| Published: | London, 2009 |
| Download from: | http://www.crin.org/resources/infodetail.asp?id=19928 |

The purpose for writing this guide was that the CRPD will only be effective for children with disabilities if they themselves, their caregivers, local communities, civil society organizations, and children’s and disability rights advocates know that it exists and how to use it. Save the Children has responded to this need for information by developing this guide to assist children with disabilities and their advocates to use the new Convention by claiming their rights and begin to build inclusive societies that are equally respectful of all children. Throughout this document an emphasis is placed on child participation and case studies are given to substantiate the guide.

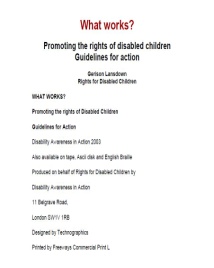
## The Importance of Teaching Children to Celebrate and Value Diversity

|  |  |
| --- | --- |
| Author: | Barbara Kolucki |
| Organisation: | Independent Expert |
| Published: | 2001 |
| Download from: | <http://www.disabilityworld.org/01-02_01/children/diversity.htm> |

The Importance of Teaching Children to Celebrate and Value Diversity.JPGIn this article Barbara Kolucki makes a compelling argument to teach children in their early upbringing to value diversity. It is her hope that this will lead to a generation who wants to be themselves instead of following a perfect set model and to allow others to do the same.

## What works? Promoting the Rights of Disabled Children, Guidelines for Action

|  |  |
| --- | --- |
| Author: | GerisonLansdown |
| Organisation: | Rights for Disabled Children |
| Published: | London, 2003 |
| Download from: | <http://unipd-centrodirittiumani.it/public/docs/31688_rights.pdf> |



This report is based on a series of studies of the situation of disabled children in four very different countries, in different regions of the world, during 2001-2003. Through listening to their stories, and talking to politicians, officials, human rights institutions, parents, teachers, NGOs and disabled adults, it has been possible to develop a broad understanding of the range of experiences disabled children live with on a daily basis. It has also provided an opportunity to assess what is working best to overcome the discrimination and social exclusion. The report seeks to bring those findings together and present both what children say about their lives and the changes that are needed - in government, in civil society and in law, policy and practice - if the rights of disabled children are to be realised.

## Young Voices - Young People's View on Inclusive Education

|  |  |
| --- | --- |
| Author: | Ingrid Lewis |
| Organisation: | The Atlas Alliance, Norwegian Association of Disabled, Norwegian Association for Persons with Developmental Disabilities and OperasjonDagsverk. |
| Published: | Gronland, 2008 |
| Download from: | <http://www.atlas-alliansen.no/novus/upload/file/Organisasjonenes%20publikasjoner/Young%20Voices-hefte.pdf> |

This booklet aims to showcase the views and photography of Young Voices in an inclusive education environment. It is the hope of the authors to encourage adults and young people to think about what makes their schools inclusive, to carry out similar projects, and to work together to solve any problems, so that their schools become more inclusive for everyone.

Since 2003, the Atlas Alliance has worked on inclusion projects for young people in Malawi, Uganda, mainland Tanzania and Zanzibar. This project asked the question: “What makes them feel included in, or excluded from, education?”

# SECTION THREE:

# DOCUMENTS WITH PARTIAL REFERENCE TO STRENGTHEN PARTICIPATION OF CHILDREN AND ADOLESCENTSWITH DISABILITIES

This section contains documents that make partial reference to strengthening participation of children and young people with disabilities. The main focus of these documents may differ, but there are clear highlights in these documents which strengthening participation of children and young people with disabilities.

## ARC Resource Pack Study - Material Critical Issue Module 3 - Children with Disabilities

|  |  |
| --- | --- |
| Authors: | Bandana Shrestha, Gerison Lansdown and Jay Wisecarver, |
| Organisation: | Save the Children, OHCHR, WHO, Handicap International and IRC |
| Published: | 2009 |
| Download from: | <http://www.savethechildren.net/arc/criticalissue/childrendisabilities.html> |

Despite international attention and condemnation of discrimination against people with disabilities, including the adoption of the UN Convention on the Rights of Persons with Disabilities, discrimination against children with disabilities continues across the world. The underlying attitude of the community towards disability is exacerbated during an emergency. An emergency can often directly or indirectly increase the number of children with disabilities or exacerbate their problems.

This module does not attempt to address all areas that affect children with disabilities in depth but aims to support the development of skills and knowledge in relation to emergency aspects, and to provide information and links for facilitators and trainers who require more detailed resources and guidance.

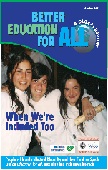
## “As if We Weren’t Human”Discrimination and Violence against Women with Disabilitiesin Northern Uganda

|  |  |
| --- | --- |
| Authors: | Shanta Rau Barriga, Soo-Ryon Kwon |
| Organisation: | Human Rights Watch |
| Published: | 2010 |
| Download from: | <http://www.savethechildren.net/arc/criticalissue/childrendisabilities.html> |

This 73-page report describes frequent abuse and discrimination by strangers, neighbors, and even family members against women and girls with disabilities in the north. Women interviewed for the report said they were not able to get basic provisions such as food, clothing, and shelter in camps for displaced persons or in their own communities. The research was conducted in six districts of northern Uganda – a region recently emerging from over two decades of brutal conflict between the rebel Lord’s Resistance Army and the government.

## Better Education for All: When We’re Included Too - A Global Report People with an Intellectual Disability and their Families Speak out on Education for All, Disability and Inclusive Education

|  |  |
| --- | --- |
| Project Director: | Connie Laurin-Bowie |
| Organisation: | Inclusion International |
| Published: | 2009 |
| Language: | English and Spanish |
| Download from: | *http://ii.gmalik.com/pdfs/Better\_Education\_for\_All\_Global\_Report\_October\_2009.pdf* |



This report is designed to tell the story of inclusive educationfrom the perspective of a parent, family and self-advocate.Itreflects the impact schoolingand the educational system had on the lives of childrenwith intellectual disabilities and their families.

This report consists of three parts: Part I sets the global context for the study and also charts out a global agenda for education; Part II examines critically the Education for All programme as a global agenda and asks ‘What difference does it make for people with intellectual disabilities and their families?’; and Part III examines how to close the gap in EFA and how to create an inclusive global agenda for education. The paper concludes with a summary of the main understandings it has arrived at throughout this study, and makes aclarion call for action. This report marks progress to date (2009) and sets out a clear direction for the road ahead.

## Children and Disability in Transition in CEE/CIS and Baltic States

|  |  |
| --- | --- |
| Author: | UNICEF |
| Organisation: | UNICEF |
| Published: | Florence, 2004 |
| Download from: | <http://www.unicef.org/ceecis/Disability-eng.pdf> |

This Innocenti Insight looks at how children with disabilities and their families fare in the rapidly changing environment of this wide region, since transition in the early 1980’s. It builds upon the significant body of research and policy reflections done at the UNICEF Innocenti Research Centre with the support of national statistical offices in the 27 countries of the region. UNICEF has tracked the impact and explored the economic and social changes that have taken place in the region since the transition began for children with disabilities and their families. This report draws upon three new pieces of research that include data, a qualitative survey and first-person interviews. The results highlight the legacies of the past, the momentum for change and areas where action is further needed. Institutionalisation, segregation and discrimination are still prominent features of the environment in which children with disabilities live across the region.

## Demystifying Non-Discrimination and Gender for Effective Child Rights Programming

|  |  |
| --- | --- |
| Authors: | Ravi Karkara and Lena Karlsson |
| Organisation: | Save the Children Sweden |
| Published: | First edition 2003, Second edition 2005 |
| Download from: | <http://www.crin.org/docs/resources/publications/hrbap/SC_Asia_non-discrimination_workshop.pdf> |



This report covers a two-day workshop on “Demystifying Non-Discrimination and Gender for Effective Child Rights Programming”; held in Dhaka from 20–21 April 2003, for Save the Children Sweden - Denmark’s partner organisations. The report does not merely present the workshop proceedings, but is also intended to serve as a guide and reference book, enabling participants to refer back to the workshops content.

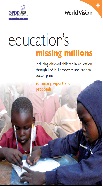
## Disability In and Around Urban Areas of Sierra Leone

|  |  |
| --- | --- |
| Authors: | Jean-Francois Trani with Osman Bah, Nicki Bailey, Joyce Browne,  Nora Groce and Maria Kett |
| Organisation: | Leonard Cheshire Disability |
| Published: | 2010 |
| Download from: | <http://www.lcint.org/?lid=5136> |

Leonard Cheshire Disability has published one of the first comprehensive studies on disability in and around urban areas of Sierra Leone. The country is now rebuilding its infrastructure after ten years of civil war, and the report’s findings will be very useful in planning development policies and programmes that include the needs of disabled people from their inception. It is also timely, as the country recently ratified the CRPD and has recently drafted a national disability act. The report will also be useful to organisations, individuals and students interested in disability and development.

## Education's Missing Millions – Including Disabled Children in Education through EFA FTI Processes and National Sector Plans

|  |  |
| --- | --- |
| Author: | World Vision UK |
| Organisation: | World Vision UK, The Global Partnership for Disability and Development |
| Published: | 2007 |
| Download from: | *http://www.worldvision.org.uk/server.php?show=nav.1780* |

In 2007, World Vision and the Global Partnership for Disability and Development launched a report titled ‘Education’s Missing Millions’, urging the Education For All Fast Track Initiative (FTI) partners to make aid to national education plans more responsive to the challenge of providing a quality education for the 25 million primary school aged and disabled children still out of school in developing countries.The FTI is a global partnership between donor and developing countries to ensure accelerated progress towards the Millennium Development Goal of universal primary education by 2015.

## Hidden Shame, Violence against Children with Disabilities in East Africa

|  |  |
| --- | --- |
| Author: | Lucien Stöpler |
| Organisation: | Stichting Terre des Hommes Nederland |
| Published: | The Hague, 2007 |
| Download from: | <http://www.terredeshommes.nl/upload/dossier/download/Hidden_Shame.pdf> |

This report focuses on criminal violence in Kenya, Tanzania and Uganda and makes mention of the participation of children and young people in community advisory councils. The most prevalent form of violence is criminal neglect and abandonment. In this situation, children with disabilities are severely malnourished, never cleaned, permanently locked up or simply abandoned in an isolated place and left, literally, to die.

Kenya, Tanzania and Uganda use the name ‘inclusive’ in their policies, but in a theoretical way. In practice children with disabilities are never reached by protection policy. Disability is not a priority for support, and few resources are allocated to protection or care, even when a policy for children in need exists. This confirms that, in spite of improvements, the situation of children with disabilities can still worsen - that is, when they are ‘weeded out’ of improvements. This report makes recommendations for sustainable change in these countries.

## IFA project - Children and adolescents with disability participation

|  |  |
| --- | --- |
| Authors: | Unkown |
| Organisation: | World Vision Ethiopia |
| Published: | - |
| Download from: | Request document through www.worldvision.org |

In an effort to raise the awareness of the community on the participation of children and adults with disability; an awareness raising training on disability and HIV and AIDS for different parts of the community was held. The workshop promoted the rights of children and young people with disabilities and how the community could interact with them. In addition different HIV and AIDS information materials were prepared. These packages were prepared in different local languages and in different forms of communication as to make it accessible to all. This report gives an overview of the project and the impact it has made.

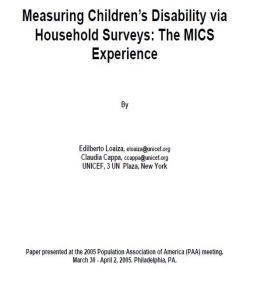
## Making It Happen, Examples of good practice in Special Needs Education & Community-Based Programmes

|  |  |
| --- | --- |
| Authors: | UNESCO and Partners |
| Organisation: | UNESCO |
| Published: | 2005 |
| Download from: | <http://unesdoc.unesco.org/images/0009/000968/096884ev.pdf> |

In line with its work to promote new strategies to reach children and young people with special educational needs within regular education and community-based programmes, UNESCO invited a number of practitioners to share successful experiences, projects, etc. in this domain. The stories reflect initiatives of different groups of practitioners – teachers, parents, specialists and community people with a clear commitment to making a difference in the education of children and young people with special needs – people who are determined to make things happen. UNESCO's programme on Special Needs Education has put together these stories, hoping that they will be a source of inspiration, and a channel for exchange and networking with all those who want to promote education for all including those with special educational needs.

## Measuring Children’s disability via Household Surveys: The MICS Experience

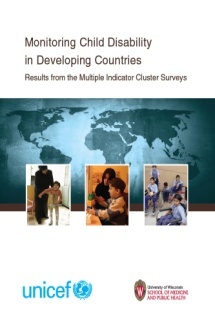
|  |  |
| --- | --- |
| Authors: | EdilbertoLoaiza and Claudia Cappa |
| Organisation: | UNICEF |
| Published: | New York, 2005 |
| Download from: | http://www.childinfo.org/files/childdisability\_PAAPaperLoaizaCappa.pdf |



This rapport was written on the basis of the MICSII from the period 1999-2001 and focused on the Ten Questions which specifically discussed children with disabilities. Out of the 65 countries 7 provided the research team with all of the information necessary for an analysis. The purpose of this paper is to use the data under the MICS exercise to produce estimates on children with disability, describe their characteristics and look at the relationship between disability and child development.

## Monitoring Child Disability in Developing Countries, Results from the Multiple Indicator Cluster Survey.

|  |  |
| --- | --- |
| Authors: | UNICEF and University of Wisconsin School of Medicine and Public Health |
| Organisation: | UNICEF and University of Wisconsin School of Medicine and Public Health |
| Published: | New York, 2008 |
| Download from: | <http://www.childinfo.org/files/Monitoring_Child_Disability_in_Developing_Countries.pdf> |

With recent improvements on child survival in many countries, and the adoption and entering into force of the Convention on the Rights of Persons with Disabilities, disability is moving up on the international agenda. The development and inclusion of children with disabilities is a UNICEF priority. The World Fit for Children presents, among others, UNICEF’s goal to “Ensure the full and equal enjoyment of all human rights and fundamental freedoms, including equal access to health, education and recreational services, by children with disabilities and children with special needs, ensure the recognition of their dignity, promote their self-reliance, and facilitate their active participation in the community.”

Despite the global interest in children with disabilities, relatively little is known about their situation, particularly in developing countries. As a first step toward addressing this paucity of information, UNICEF recommended inclusion of a disability module, the Ten Questions screen for child disability, in its Multiple Indicator Cluster Survey (MICS). Twenty–six of the 50 countries that participated in the third round of MICS, administered in 2005–2008, included this optional Child Disability module. Results from 20 of these countries are reviewed in this report. MICS is one of the first surveys to use a single screen for disability across a wide range of countries. The results of this landmark survey have the potential to raise awareness about the number and situation of children with disabilities in developing countries.

## People with Disabilities in India – From Commitments to Outcomes

|  |  |
| --- | --- |
| Author: | Philip O’Keefe |
| Organisation: | Human Development Unit South Asia Region, The World Bank |
| Published: | Washington, 2009 |
| Download from: | <http://siteresources.worldbank.org/INDIAEXTN/Resources/295583-1171456325808/DISABILITYREPORTFINALNOV2007.pdf> |



This report, prepared at the request of Government of India, explores the social and economic situation of people with disabilities. It comes after a decade after of landmark legislation promoting the rights of persons with disabilities to full participation in Indian society, and finds that progress is evident in some areas. However, the policy commitments of governments in a number of areas remain in large parts unfulfilled. To some extent this was inevitable, given the ambitious commitments made, existing institutional capacity, and entrenched societal attitudes to disabled people in India. This report explores primarily where and how it makes most sense for public sector interventions to improve the standard of living for the disabled population.

## Policy Guidelines on Inclusion in Education

|  |  |
| --- | --- |
| Author: | UNESCO |
| Organisation: | UNESCO |
| Published: | 2009 |
| Download | <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf> |

Inclusive education is a process that involves the transformation of schools and other centres of learning to cater to all children – including those with disabilities. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability. Education takes place in many contexts, both formal and informal, and within families and the wider community. Consequentlyinclusive education is not a marginal issue but is central to the achievement of high quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning. This resource has been developed for policymakers, teachers and learners, community leaders and members of civil society in their efforts to promote more effective strategies for reaching the EFA goals.

## Review of Marginalisation of People with Disabilities in Lebanon, Syria and Jordan

|  |  |
| --- | --- |
| Author: | Susan J. Peters |
| Organisation: | ENESCO |
| Published: | September 2009 |
| Download from: | <http://unesdoc.unesco.org/images/0018/001866/186600e.pdf> |

Using a social exclusion conceptual framework, this paper identifies several causes of marginalization of people with disabilities in the context of the MENA region. Focusing on Lebanon, Syria and Jordan, the incidence, prevalence, causes and characteristics of people with disabilities are reported. The educational experiences of children and youth with disabilities from early childhood through secondary school are described. Findings from these experiences are used to recommend strategies to address exclusionary policies and practices in order to promote inclusion. Strategies focus on legislation and policies, as well as addressing cultural and structural barriers through specific interventions.

## Schools for All – Including Disabled Children in Education

|  |  |
| --- | --- |
| Authors: | Susie Miles, Shireen Miller, Ingrid Lewis and Marlies van der Kroft |
| Organisation: | Save the Children |
| Published: | London, 2002 |
| Download from: | http://www.savethechildren.org.uk/en/54\_5201.htm |

Experiences from Save the Children and global partner have demonstrated that improvements in the quality of education go hand-in-hand with inclusion and access. Flexible, quality, responsive learning environments will benefit all children and are fundamental to including marginalised groups like disabled children in education.

These guidelines are primarily aimed at education staff trying to develop inclusive education practices, focusing on including disabled children in schools. While this book focuses on disabled children, it will also be useful for developing general inclusive education practices. Community groups and non-governmental organisations, as well as people working in community-based rehabilitation and the wider disability context, could also use these guidelines to provide input into inclusive education work. While the guidelines focus primarily on schools, much of the information is still relevant to readers working in out-of-school situations.

## Thanks to Our Participation – Now We Have Achieved Our Goal - Findings from a Study on Child Participation in the Programmes of World Vision Nicaragua and Partner Organisations

|  |  |
| --- | --- |
| Author: | Jennifer Martino |
| Organisation: | WV Nicaragua and WV Canada |
| Published: | 2010 |
| Download from: | To be announced |

This report is intended to serve as a resource for creating or improving processes where children and adolescents act as leaders in their personal development and that of their communities. The research from which the report is drawn sought to identify World Vision Nicaragua’s (WVNIC) best practices for facilitating children’s right to participation. The report is based on the reflections and recommendations of Nicaraguan children and adolescents, WVNIC staff members and other local experts on child participation, relating to child and adolescent participation in community, local and national processes.

## The Evolving Capacities of the Child

|  |  |
| --- | --- |
| Author: | Gerison Lansdown |
| Organisation: | UNICEF and Save the Children Sweden |
| Published: | 2005 |
| Download from: | http://www.unicef-irc.org/publications/pdf/evolving-eng.pdf |

This study explores three themes in seeking to answer the question how the adult world meets its responsibilities towards the realisation of children’s rights in accordance with their evolving capacities; how to provide the social, economic, cultural and physical environment necessary for children’s optimal development; how to encourage children’s participation in decision-making and guarantee appropriate respect for their capacities; and how to protect children from an inappropriate burden of responsibility and harm as a consequence of their youth and ‘still evolving’ capacities. This study does this by looking in part at marginalized groups in society of which children and young people with disabilities are one.

## The Implications of the Convention on the Rights of Persons with Disabilities (CRPD) for Education for All

|  |  |
| --- | --- |
| Author: | Inclusion International |
| Organisation: | Inclusion International |
| Published: | 2009 |
| Download from: | http://ii.gmalik.com/pdfs/ImplicationsCRPD\_dr2\_X.pdf |



The CRPD provides both the framework and the obligations for completing what the Salamanca Statement and Framework for Action began.

This document outlines the implications of the various articles of the CRPD for Education for All. It can be used by families to hold their governments to account for their education planning and delivery.

## Travelling together – How to include disabled people on the main road of development

|  |  |
| --- | --- |
| Authors: | Sue Coe and Lorraine Wapling |
| Organisation: | World Vision UK |
| Published: | 2010 |
| Download from: | <http://admin.worldvision.boxuk.net/upload/pdf/Travelling_together.pdf> |

Using this book will bring about a process of transformation. It can be used to bring about positive changes for people with disabilities in communities and has been designed as a simple andinteractive tool to offer confidence and understanding to the programme staff as they seek to bring childrenwith disabilities on the main road of development.

This resource contains three principal sections: activities and hand-outs; stories from the road; and additional resources.

## UN Convention on the Rights of Persons with Disabilities: a call for action on poverty, discrimination and lack of access

|  |  |
| --- | --- |
| Authors: | Hassan M. Yousif and Diana Shaw |
| Organisation: | Leonard Cheshire Disability / UNECA Conference Report |
| Published: | 2008 |
| Download from: | <http://www.lcint.org/download.php?id=684> |

“A call for action on poverty, discrimination and lack of access” is a report of a joint conference by Leonard Cheshire Disability and the United Nations Economic Commission for Africa on the UN Convention on the Rights of Persons with Disabilities. This report, like the conference it covers, synthesises an extremely broad range of expertise, experience and opinions on how to bring the world’s newest Human Rights Convention to life. The contributions of over 50 speakers and 500 participants from 58 countries representing UN agencies, the World Bank, Governments, International and National NGOs, Disabled People’s Organisations and Service Providers were represented.

## Article: Child disability screening, nutrition, and early learning in 18 countries with low and middle incomes: data from the third round of UNICEFS Multiple Indicator Cluster Survey (2005-06)

|  |  |
| --- | --- |
| Authors: | Carissa A Gottlieb, Matthew J Maenner, Claudia Cappa, Maureen S Durkin |
| Organisation: | UNICEF and the University of Wisconsin School of Medicine and Public Health |
| Published: | Lancet 2009; 374: 1831–39 |
| Download from: | <http://www.childinfo.org/files/Disability_Screening_MICS_Lancet_2009.pdf> |

Child disability is an emerging global health priority. To address the need for internationally comparable information about the frequency and situation of children with disabilities, UNICEF has recommended that countries include the Ten Questions screen for disability in the Multiple Indicator Cluster Survey (MICS) programme. The authors examined child disability screening and its association with nutrition and early learning in countries with low and middle incomes.

## Article: The Role of NGO’s in the Process of Empowerment and Social Transformation of People with Disabilities

|  |  |
| --- | --- |
| Authors: | Raymond Lang |
| Organisation: | Italian Association Amici di Raoul Follereau |
| Published: | 2000 |
| Download from: | <http://www.aifo.it/english/resources/online/apdrj/selread100/full_document.pdf> |

To date, two general bi-polar models, or approaches to disability have been popularly advanced within the literature, namely, the medical and the social models of disability. Within each model, there is a significant degree of variation with respect to where emphasis has been placed. Both models provide pertinent insights into how disability has been conceptualized, but neither model provides an adequate, comprehensive explanation of the phenomenon, with each partially reflecting the “reality”.

This article provides an analysis and critique of the medical and social models of disability, and provides some tentative suggestions for the development of another model, which attempts to combine the positive elements of the two models. Secondly it considers the role that non-governmental organizations have and can potentially play in the participation, empowerment and social transformation of poor and marginalized groups, with particular reference to people with disabilities.

# SECTION FOUR:

# DOCUMENTS ON THE RIGHTS OF CHILDREN AND ADOLESCENTSWITH DISABILITIES

This fourth section contains resources which strengthen the rights of children and young people with disabilities. Documents in this section contribute to strengthening participation, but the focus lies on the rights of children and young people with disabilities.

## Forced Migration Review: “Disability and Displacement”

|  |  |
| --- | --- |
| Authors: | Marion Couldrey& Maurice Herson |
| Organisation: | University of Oxford and Refugee Studies Centre |
| Published: | Oxford, 2010 |
| Download from: | <http://www.fmreview.org/disability/FMR35.pdf> |



It is not common practice to include people with disabilities among those who are considered particularly vulnerable in disasters and displacement and who therefore require targeted response – yet statistics tell us that up to 10% of all displaced people will have a disability.

The 27 featured theme articles in this issue of Forced Migration Review shows why disabled people who are displaced need particular consideration and highlight some of the initiatives taken (locally and at the global level) to change thinking and practices so that their vulnerability is recognized, their voices heard – and responses made inclusive. The articles include children and their participation although the main focus is on displacement.

## From Exclusion to Equality, Realizing the rights of persons with disabilities, Handbook for Parliamentarians on the convention on the Rights of Persons with Disabilities and its Optional Protocol

|  |  |
| --- | --- |
| Authors: | Andrew Byrnes, Alex Conte, Jean-Pierre Gonnot, Linda Larsson, Thomas Schindlmayr, Nicola Shepherd, Simon Walker, and Adriana Zarraluqui |
| Organisation: | United Nations, United Nations Office of the High Commissioner for Human Rights, Inter-Parliamentary Union |
| Published: | Geneva, 2007 |
| Download from: | <http://www.un.org/disabilities/documents/toolaction/ipuhb.pdf> |

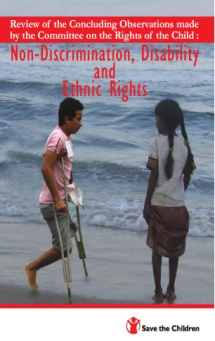


This Handbook is the outcome of cooperation between the United Nations Department of Economic and Social Affairs, the Office of the United Nations High Commissioner for Human Rights, and the Inter-Parliamentary Union. The preparation of the Handbook benefited from an editorial review board consisting of parliamentarians, academics and practitioners – many of whom are persons with disabilities.

Parliaments and parliamentarians have a key role to play in promoting and protecting human rights. This Handbook aims to assist parliamentarians and others in efforts to realize the CRPD so that persons with disabilities can achieve the transition from exclusion to equality. The Handbook seeks to raise awareness of the Convention and its provisions, promote an appreciation of disability concerns, and assist parliaments in understanding the mechanisms and frameworks needed to translate the Convention into practice. By providing examples and insights, it is hoped that the Handbook will serve as a useful tool for parliamentarians to promote and protect the rights of persons with disabilities all over the world.

## Review of the Concluding Observations made by the Committee on the Rights of the Child: Non-Discrimination, Disability and Ethnic Rights

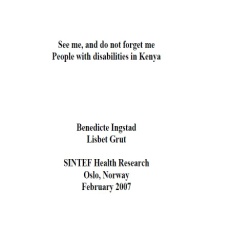
|  |  |
| --- | --- |
| Authors: | Bandana Shrestha and Sibghatullah Ahmed |
| Organisation: | Save the Children Sweden, Regional Office for South and Central Asia |
| Published: | Kathmandu, Nepal, 2008 |
| Download from: | <http://www.crin.org/docs/save_concobs.pdf> |

Despite measures taken at international and national levels to develop and implement policies and legislation, discrimination is widespread and affects children’s lives daily. Discrimination results from the unequal power dynamics and structures in society. Addressing discrimination requires a holistic strategic approach at multiple levels.

The paper focuses on three main areas: first to highlight the issues that need to be addressed when working with on non-discrimination; secondly to contribute towards developing a strategic framework on the principle of non-discrimination; and thirdly to contribute towards developing a concept note/proposal to request the CRC Committee to deliberate and initiate a general comment on non-discrimination.

## See Me, and Do Not Forget Me, People with Disabilities in Kenya

|  |  |
| --- | --- |
| Authors: | BenedicteIngstadand LisbetGrut |
| Organisation: | SINTEF Health Research and World Bank |
| Published: | Oslo, 2007 |
| Download from: | <http://siteresources.worldbank.org/DISABILITY/Resources/Regions/Africa/LCKenya2.pdf> |

This report describes the lives of people with disabilities in Kenya and is based on the results of two field-workshops each lasting two weeks. The first was in May/June of 2005 and the second was October of 2006. The work was done on behalf of the World Bank. The purpose of this resource is to be a useful contribution to actors in Kenya, whether governmental authorities or NGOs working for the benefit of people with disabilities, and the improvement living conditions for people with disabilities in Kenya.

## The right to education of persons with disabilities - Report of the Special Rapporteur on the right to education, Vernor Muñoz – A/HRC/4/29

|  |  |
| --- | --- |
| Author: | Vernor Munoz |
| Organisation: | United Nations – General Assembly |
| Published: | 2007 |
| Download from: | <http://www2.ohchr.org/english/issues/education/rapporteur/annual.htm> |

This report is submitted in accordance with the Human Rights Council decision 1/102 and considers one of the issues of special concern to the Special Rapporteur on the right to education: the right of persons with disabilities to inclusive education. The right to inclusive education implies that it is possible for all children and young people, regardless of their situations or differences, to learn together. The paradigm of inclusive education is a response to the limitations of traditional education, which has been described as patriarchal, utilitarian and segregational, as well as to the shortcomings of special education and policies to integrate learners with special needs into mainstream educational systems.

## Violence against Children with Disabilities

|  |  |
| --- | --- |
| Author: | Nora EllenGroce |
| Organisation: | UNICEF and the Yale School of Public Health |
| Published: | New York, 2005 |
| Download from: | <http://www.childinfo.org/files/childdisability_FinalReportViolenceagainstChildrenwithDisabilities.pdf> |

This report presents the findings of the Thematic Group on Violence against Disabled Children, convened by UNICEF at UN Headquarters in New York on July 28, 2005 and charged with the task of providing comments and recommendations on violence against disabled children to be made available for the UN Secretary General’s Report on Violence against Children. In this report, key issues on violence against children with disabilities will be reviewed. Some of the issues raised will be familiar to those who work on violence against children. Other issues will be disability-specific and even experts and advocates on violence against children may be unfamiliar with them or have not thought deeply about the implications that such practices have in relation to violence and abuse of children with disabilities.

It is important to note that the factors that place disabled children at increased risk for abuse are often related to social, cultural and economic issues, and not to the actual disability itself. As such, interventions that address violence and abuse against disabled children can and should be made effective if implemented with concern and resolve.

# SECTION FIVE:

# COMMUNICATING WITH CHILDREN AND ADOLESCENTSWITH DISABILITIES

The fifth section contains documents on communicating with children and young people with disabilities. This section provides useful information for educators, instructors and programmers who would like to receive more practical information on how to communicate with children and young people with disabilities

## Armenia – Towards a More Equitable Society: A Guide to Inclusive Education Practices

|  |  |
| --- | --- |
| Authors: | ArmenAlaverdyan andJean-Luc Simon |
| Organisation: | World Vision and Disabled Peoples’ International |
| Published: | Yerevan, 2009 |
| Download from: | Contact: World Vision Armenia |

This guide provides guidelines for trainers to train recipients to understand and enhance the process for the implementation of inclusive education in Armenian schools. The target audience includes parents, professors, schoolteachers, kindergarten educators, parents, politicians, disabled people, DPOs, and all inclusive education recipients.

The Guide and its suggested activities are designed for children both with and without disabilities and their parents and teachers to foster a deeper understanding of the disability and of the importance of treating each other as equals.

## Communicating with Children: Principles and Practices to Nurture, Inspire, Excite, Educate and Heal

|  |  |
| --- | --- |
| Author: | Barbara Kolucki, and DafnaLemish |
| Organisation: | UNICEF |
| Published: | Forthcoming in 2011 |
| Download from: | To be announced |

This is a resource to help improve communication with children. These pages are intended to further nurture the belief that communication is one of the most empowering ways to improve the lives of children and their families. In turn it nurtures better communication between children and adults, family and community, government and development agencies, and advances the right to information, communication and participation. This resource looksto improve communication by discussing four principles and maps out the different developmental characteristics and needs of children at different ages, distinguishing generally between: early childhood (0 through 6 years), middle childhood (7 to 10 years), and early adolescence (11 to14 years).

## Disability, Equality, and Human Rights – A Training Manual for Development and Humanitarian Organisations

|  |  |
| --- | --- |
| Authors: | Alison Harris with Sue Enfield |
| Organization: | Oxfam  in association with Action on Disability and Development |
| Published: | 2003 |
| Download from: | <http://publications.oxfam.org.uk/display.asp?k=9780855984854&ds=%27&m=227&dc=2000> |

This book's basic premise is that disabled people themselves know best what their needs are and that they should be involved in the planning and delivery of relief and development initiatives. The most effective support that agencies can offer is to empower them to claim their basic human, civil and legal rights.

The text is based on the experiences of Oxfam staff working before, during and after the crisis in Kosovo; but its principles and practical training materials can be applied far more widely. Case studies from Africa and Asia, arising from the work of Action and Disability and Development, show how the values of equality, empowerment, and autonomy that are promoted by the social model of disability are universal in their relevance. It suggests practical materials particularly useful to trainers working in geographically isolated areas without access to sophisticated equipment. Most activities and exercises can be adapted for use in groups of people with a wide range of impairments and educational levels.

## Fiji – Media for Pacific Children

|  |  |
| --- | --- |
| Author: | UNICEF |
| Organisation: | UNICEF |
| Published: | 2010 |
| Facilitators | Barbara Kolucki, VikaWaradi and Tomas Jensen |
| Download from: | http://www.unicef.org/pacificislands/12599\_14238.html |

60 people are waving their hands in awe of what they just saw. They just witnessed the global premiere of a set of world class TV, radio and illustrated productions for and about children in the Pacific. The productions deal with important issues such as washing hands with soap, and HIV and AIDS. What is really special about these productions is that they have been produced by 60 people waving their hands and they are doing so as a gesture of inclusion to some of the participants who are deaf or have a hearing impairment. The wave is the “international sign” used instead of hand clapping in applause. This article describes the highlights of the workshop in Fiji.

## High Praise for Disability-Inclusive Early Childhood Campaign in Maldives

|  |  |
| --- | --- |
| Author: | Barbara Kolucki |
| Organisation: | **UNICEF** |
| Published: | 2005 |
| Download from: | <http://www.disabilityworld.org/12-02_05/children/maldives.shtml> |

The "First Steps" Early Childhood campaign stands out as remarkable. A few years back, in 2001-2002, the campaign made an impact on the lives of disabled children - and all children. For 52 weeks, every day, three times a day on radio and television, a message about infants and young children ran through the hearts and minds of every Maldivian. Each week there was a different message with local Maldivian children and families as "actors". Topics ranged from breastfeeding to learning through play to keep dangerous medicines out of reach of young children. This article describes some of the significant highlights of this Early Childhood Campaign in Maldives.

## Index for Inclusion – Developing Learning and Participation in Schools

|  |  |
| --- | --- |
| Authors: | Tony Booth and Mel Ainscow |
| Organisation: | Centre for Studies on Inclusive Education |
| Published: | 2002 |
| Languages: | Available in all official UN languages and other languages |
| Download from: | <http://www.eenet.org.uk/resources/docs/Index%20English.pdf>  <http://www.eenet.org.uk/resources/resource_search.php?theme=indx&date=0&author=0&publisher=0&type=0&country=0> |

The index is a resource to support the inclusive development of schools. It is a comprehensive document that can help everyone to find their own next steps in developing their setting. The materials are designed to build on the wealth of knowledge and experiences that people have about school, however ‘inclusive; it is thought to be current.

Inclusion is often associated with students who have impairments or students seen as ‘having special educational needs’. However, in the Index, inclusion is about the education of all children and young people. The index offers schools a supportive process of self-review and development, which draws on the views of staff, governors, students and parents/carers, as well as other members of the surrounding communities. It involves a detailed examination of how barriers to learning and participation can be reduced for any student.

## Lebanon: Involving Children with Disabilities in Peace Camps

|  |  |
| --- | --- |
| Author: | Barbara Kolucki |
| Organisation: | Independent Expert, UNICEF |
| Published: | 2001 |
| Download from: | <http://www.disabilityworld.org/05-06_01/children/lebanon.shtml> |

In 1999, the UNICEF-Beirut Office made a conscious effort to enhance the concept of child participation in a variety of ways. They developed several activities that were designed to empower children in all issues concerning them. One activity was a Summer Peace Education Camp. The priority was to make children aware of the Convention on the Rights of the Child and practice the principles of this convention during summer camp activities. This article gives some of the results of these peace camps.

## Lesotho Produces Innovative Communication Materials for Children’s Early Development

|  |  |
| --- | --- |
| Author: | UNICEF Lesotho |
| Organisations: | **UNICEF and the Ministry of Education and Training from Lesotho** |
| Published: | Maseru, Lesotho, 2010 |
| Special Facilitator | Barbara Kolucki |
| Download from: | <http://www.scoop.co.nz/stories/WO1007/S00037.htm> |

**UNICEF and the Ministry of Education and Training bring together creative minds from across the country to produce children’s multimedia material.** These materials include: a)Four books for children: the focus was on children with disabilities, children who are orphaned and about a caregiver who is disabled; b)Five posters: four for caregivers of children and one for children going to school with a child who is HIV positive; c) Two live action television spots: one on the positive role of fathers and the second about the psycho-social needs and care of children who are orphans; d) One animation spot about the skills and talents of a child who is disabled; e) Two radio spots for caregivers of children with special needs.

About 100 participants, [including artists, journalists, photographers, graphic designers, animation and music composers, NGOs of people with disabilities, young people and education specialists] from all over Lesotho teamed up for the first time to produce pioneering local communication material for children with a focus on specials needs ,HIV and AIDS children.

# SECTION SIX:

# FILMS ON STRENGTHENING THE PARTICIPATION OF CHILDREN AND ADOLESCENTSWITH DISABILITIES

The sixth section contains videos clips on participation of children and young people with disabilities. What has been written about in the above mentioned publications has been brought to life by young voices themselves in the videos in this section.

## AWE Middle East Series: It's About Ability – Yemen (4:39)

|  |  |
| --- | --- |
| Organisations: | Save the Children, Yemeni Ministry of Social Affairs and Labour, the Arab Human Rights Foundation, ‬the Yemeni Disability Fund for Care and Rehabilitation, ‬ The Victor Pineda Foundation, and local partners‬‬‬‬‬‬ |
| Produced: | 2007 |
| Download from: | <http://www.youtube.com/user/PinedaFoundation#p/u/16/IdLJ1nGFrnc> |

More than 70 ‬children and adults with and without disabilities, ‬national and regional civil society organizations, ‬and Yemeni governmental representatives took part and came up with recommendations for implementation of the CRPD. This video shows how consultation with young people took place in Yemen.‬‬‬‬‬‬‬‬‬‬‬‬

## Changing Perceptions (Guyana) Leonard Cheshire Disability (3:47)

|  |  |
| --- | --- |
| Organisation: | Leonard Cheshire Disability |
| Produced: | 2009 |
| Download from: | <http://www.youtube.com/youngvoiceslcd> |

Stacy Johnson, a member of Leonard Cheshire Disability,has an interview about participation at the Commonwealth Youth Forum 7 held in Trinidad &Tobago.

## Children with Disabilities Speak Up at UN (2:41)

|  |  |
| --- | --- |
| Organisation: | UNICEF |
| Produced: | 2007 |
| Download from: | <http://videos.howstuffworks.com/unicef/2094-children-with-disabilities-speak-up-at-un-video.htm> |

This UNICEF video is about disabled children around the world on HowStuffWorks. Children with disabilities from around the world address the UN about issues affecting similarl children in their own countries. They lobbied with world leaders to continue education and awareness for the need of equal status.

## Disability Discrimination (3:15)

|  |  |
| --- | --- |
| Organisation: | Australian Government |
| Produced: | 2008 |
| Download from: | <http://www.youtube.com/watch?v=sN8EbBpxy10> |

This video from the Australian government shows how children with disabilities are being discriminated at schools and other community organizations. A girl has switched schools and her new school prohibits her from participating in sports activities. The video encourages its audience to think outside of the box and through practical, non-expensive solutions create an inclusive school environment.

## Media for Children, Fiji– 10 Films

|  |  |
| --- | --- |
| Organisation: | UNICEF Pacific |
| Produced: | 2010, Fiji |
| Download from: | http://www.unicef.org/pacificislands/12599\_14238.html |

60 people are waving their hands in awe of what they just saw. They just witnessed the global premiere of a set of world class TV, radio and illustrated productions for and about children in the Pacific. The productions deal with important issues such as washing hands with soap, and HIV and AIDS. What is really special about these productions is that they have been produced by the same 60 people waving their hands and they are doing so as a gesture of inclusion to some of the participants who are deaf or have a hearing impairment. The wave is the “international sign” used instead of clapping of the hands in applause.

**Titles:**

**Antismoking (3:05)**

In this radio spot adolescents are talking about why they do NOT smoke. It includes actual quotes from teens who did not succumb to peer pressure, who prefer to be healthy and athletic and who encourage the audience to do the same – be cool and do not smoke. Even though it is a radio spot, it includes comments from youth who are deaf (spoken through the interpreter).

**Break the Silence (1:50)**

This TV spot encourages children and parents or trusted grown-ups to talk to each other about HIV. It uses humour to show how the young boy is hesitant and nervous at first and how his mum, who is deaf, is nurturing and open-minded.

**Come Play with Me (1:45)**

This booklet describes how a young girl is excluded from playing and worries about dying, because she has HIV. Her life changes when the nurse comes to town and explains to everybody that you cannot contract HIV by playing with someone or eating from the same plate. And with the right medicine she can become a strong and healthy girl and grow old.

**Every Child Has A Dream (5:00)**

A radio spot about a young girl (with a physical disability) who, with family support (especially from her loving grandfather), and her own resiliency, grows her own garden – the biggest cassava in the world!

**Hand Washing With Gutsy (1:37)**

This TV spot is about a young boy (using sign language) who loves to play with his toy dragon. He is called in to eat (by his father in a gender progressive message) and remembers on his own to wash his (and his dragon’s) hands before eating. It includes a catchy repetitive song and a catchy invitation to viewers to now “wash their hands.”

**My Little Golden Treasure Box (3:59)**

This photo-based book describes the experiences of one of the young adults from the workshop who is deaf. It is the story of his “treasure box” (piggy bank) and how he, as someone who is deaf, uses his sight and vibrations to understand his world – and his sense of humour with his family! The book was adapted to include both a girl who is deaf and a boy with a physical disability.

**Protecting Our Children (1:33)**

This TV spot is on the topic of corporal punishment and uses interviews with various adults to discern why corporal punishment hurts a child’s body and soul. The adults answer these questions by sharing their personal feelings about corporal punishment and experiences from their own lives. It also includes sensitive inserts of children asking questions to the audience. The spot includes comments in several languages from people from various Pacific Countries and also in sign language. The spot is sub-titled as well for access to hearing impaired and deaf audiences.

**Save Sex (3:05)**

It is a booklet developed for youth to promote safe sex. It is the intend of the authors that youth will read this comic book and benefit from it by making wise decisions when it comes to having sex.

**Talk It Out (0:38)**

This poster series is designed to make 7-14 year old aware that child abuse in any form, is wrong and unacceptable. The illustrations show positive images of children talking with others about what happened. By talking about their abuse they are a step closer to getting help to stop the abuse.

## Nothing about us, without us – Yemen (6:48)

|  |  |
| --- | --- |
| Organisations: | Save the Children, Yemeni Ministry of Social Affairs and Labour, the Arab Human Rights Foundation, ‬the Yemeni Disability Fund for Care and Rehabilitation, ‬ The Victor Pineda Foundation, and local partners‬‬‬‬‬‬ |
| Produced: | 2007 |
| Download from: | <http://www.youtube.com/watch?v=R4u6MCMsTT8&feature=player_embedded> |

Save the Children, ‬the Yemeni Ministry of Social Affairs and Labour, ‬the Arab Human Rights Foundation, ‬the Yemeni Disability Fund for Care and Rehabilitation, ‬and local partners led a 3-day Consultation Meeting in Sana'a, ‬Yemen, ‬discussing the best way to use the new UN Convention of the Rights of Persons with Disability to promote and strengthen the rights of children with disabilities. ‬  
  
More than 70 ‬children and adults with and without disabilities, ‬national and regional civil society organizations, ‬and Yemeni governmental representatives took part and came up with recommendations for the implementation of the CRPD.‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬This video is about voices of children who participated at the Consultation Meeting.‬‬‬‬

## Participation (Uganda) - Leonard Cheshire Disability Young Voices (3:45)

|  |  |
| --- | --- |
| Organisation: | Leonard Cheshire Disability |
| Produced: | 2008 |
| Download from: | <http://www.youtube.com/watch?v=gerEmj43drw> |

In this video of Leonard Cheshire Disability Uganda deaf young voices take over and show dance and sing in school. Their goals are to create awareness and inclusion in their schools and society.

## The Children’s Agenda (Tanzania) (9:48)

|  |  |
| --- | --- |
| Organisation: | AjendaYaWatoto, Ministry of Community, Development, Gender and Children, Baraza La Watoto, UNICEF, Save the Children, World Vision, Plan International, Kiwohede, The Caucus for Children’s Rights, AJAAT, PASADA, PACT Tanzania, TENMET, Children’s Dignity Forum, DogodogoCenter, Glabal Networks of Religions for Children, Right to Play, TECDEN, Human Development Trust, WatotoSalama, TADEPA, Amani ECD, TWCWC, ANPPCAN, CCBRT, SOS Children’s Villiage, VSO, and UN Tanzania |
| Produced: | 2010 |
| Download from: | *http://www.youtube.com/watch?v=5rqilmBBiaQ* |

This short film outlines the history of Tanzania's successful Children's Agenda. Local and international organizations have worked with the Tanzanian Government to establish and support the Agenda which calls on the Tanzanian people to invest in leaders who intend to invest in Children by protecting their rights.

## Views from AWE - Infinite Potential, Global Views (1:41)

|  |  |
| --- | --- |
| Organisation: | The Victor Pineda Foundation |
| Produced: | 2008 |
| Download from: | <http://www.youtube.com/user/PinedaFoundation#p/u/43/zhHvKVcTZnI> |

This video speaks of the potential each person holds. It is a short and modern montage that highlights the physical and social conditions that too often prevent persons with disabilities from reaching their full potential.

## Young Voices - young people's view on inclusive education (13:22)

|  |  |
| --- | --- |
| Organisation: | Norwegian Association of Disabled |
| Produced: | 2008 |
| Download from: | Part 1: <http://www.youtube.com/watch?v=BGw3pdlCRUw>  Part 2: <http://www.youtube.com/watch?v=0AfK67RPEu8> |

In a unique 14 minute long documentary on what young people themselves think about inclusion and exclusion in school. Here represented by young disabled and non-disabled people in from three schools in Uganda and Tanzania practicing inclusion. Through drawing and photography the students told their stories. They were equipped with simple digital cameras and asked to take photographs or draw pictures of places in school that make them feel happy and those that make them feel unhappy. It shows that inclusion is much more than just making schools physically accessible, it is as much about attitudes, how classrooms are organized, how teachers teach and encourage their students, the standards of hygiene and the things we all care about in school! The film is accompanied by a photo booklet and a facilitators guide with the whole transcript of the film - which can be accessed on [www.eenet.co.org.uk](http://www.eenet.co.org.uk)

## Young Voices video collection - Leonard Cheshire Disability (21 clips)

|  |  |
| --- | --- |
| Organisation: | Leonard Cheshire Disability |
| Produced: | 2010 |
| Download from: | <http://youngvoices.lcdisability.org/stories> |

Young Voices from 19 different nations worldwide speak out on their daily challenges in their respective countries. The videos are made by Young Voices and are intended as advocacy tools to promote an equal role and place in society.

# SECTION SEVEN:

# KEY WEBSITES ON PARTICIPATION OF CHILDREN AND ADOLESCENTSWITH DISABILITIES

The seventh section contains web portals that include information and resources on participation of children and young people with disabilities. These web portals offer a starting point for further web based research to strong organisations which further strengthen the meaningful participation of children and young people with disabilities.

## WEB PORTALS TO CIVIL SOCIETY ORGANIZATIONS WITH FOCUS ON DISABILITIES

**Canadian Association for Community Living**

[www.cacl.ca](http://www.cacl.ca)

The Canadian Association for Community Living strives for the full inclusion of people with intellectual disabilities. On its website you can find information on projects, events, government and legal affairs concerning disabilities, and CACL 10 year agenda. The CACL is a national federation of 40,000 members, 400 local associations, and 13 Provincial/Territorial Associations for Community Living. CACL is a national member of Inclusion International, the international federation of associations working to advance the inclusion and human rights of people with intellectual disabilities and their families.

**Child-to-Child Trust**

[www.child-to-child.org](http://www.child-to-child.org)

Since 1979 Child-to-Child has existed as an international network promoting children’s participation in health and development. They focus on enabling and empowering children and young people worldwide to reach their full potential and achieve their rights by promoting the holistic health, well-being and development of themselves, their families and their communities.

**Dutch Coalition on Disability and Development**

[www.dcdd.nl/](http://www.dcdd.nl/)

DCDD is a coalition of persons (individual members) and organisations (institutional members) working or interested in the field of disability and development co-operation. DCDD has an extended structure of volunteers, existing of several work and advisory groups on themes as education, CBR, and HIV and AIDS. This website contains useful resources such as publications, articles and a documentary. It also provides information on upcoming events and has a specific member section.

**Disabled People Organisation Denmark**

[www.disability.dk](http://www.disability.dk)

The Disabled People Organisation Denmark is a Danish umbrella organisation with 32 member organisations, representing 320.000 people in Denmark. Their principal objective is to take care of the common interests of the member organisations. The common task are negotiations with the national government about issues like pensions and social benefits, medicine, health care, technical aids and other general issues of importance to all disability groups - such as education, labour market questions and insurance. This website provides information on the workings of The Disabled People Organisation Denmark.

**Disability Rights International**

[www.disabilityrightsintl.org](http://www.disabilityrightsintl.org)

Disability Rights International is an international human rights organization dedicated to protecting the rights of people with mental disabilities. Disability Rights International documents abuse against children and adults with disabilities, trains activists, and collaborates with advocacy groups who are working to bring about sustainable reforms in their own countries. This website provides information on award winning projects, advocates for international policies and contains relevant resources.

**Disability World**

[www.disabilityworld.org](http://www.disabilityworld.org)

Disability World is a unique international online magazine (e-zine), dedicated to advancing an exchanges of information and expertise about the international independent living movement of people with disabilities. Published by the World Institute on Disability since 2000 and available only online; Disability World features a wide variety of news reports, international studies and research, new projects, interviews, book and film reviews.

**Inclusion International**

[www.inclusion-international.org/](http://www.inclusion-international.org/)

Inclusion International is a global federation of family-based organizations advocating for the human rights of people with intellectual disabilities worldwide. It represents over 200 member federations in 115 countries throughout five regions including the Middle East and North Africa, Europe, Africa and the Indian Ocean, the Americas, and Asia Pacific. This website offers resources to educate oneself in becoming an advocate for people with intellectual disabilities; provides publications on studies conducted by Inclusion International; gives access to a global network of partners; and shares information on projects and upcoming events.

**IWA-Sport**

[www.iwasport.com](http://www.iwasport.com)

IWA - Sport website provides information and news on sport for athletes with physical disabilities. They intend todevelop and promote sport and recreational opportunities for people with a physical disability and to give them the choice at which level they want to participate in sport.

**Leonard Cheshire Disability**

[www.lcdisability.org/international](http://www.lcdisability.org/international)

Leonard Cheshire Disability is a non-governmental organisation promoting positive attitude towards disability and empowering people with disabilities. Leonard Cheshire Disability works with disabled people's organisations, international organisations, national governments and local communities to change attitudes to disability and provide services to people around the world. On this website one can find publications, video clips from young voices, information on upcoming events, and a clarion call to work with Leonard Cheshire Disability to help them achieve their mission.

**National Dissemination Center for Children with Disabilities**

[www.riglobal.org](http://www.riglobal.org)

RI is a global network with all important stakeholders, promoting the rights and inclusion of persons with disabilities and/or health problems, through means including advocacy, habilitation, and rehabilitation to achieve an inclusive world where all people can enjoy active participation and full human rights

**National Children's Bureau – Council for Disabled Children**

[www.ncb.org.uk/cdc](http://www.ncb.org.uk/cdc)

The Council for Disabled Children is the umbrella body for the disabled children’s sector in England, with links to the other UK nations. Theywork to influence national policy that impacts upon disabled children and children with special educational needs and their families. Their specific aim is to promote the active participation of disabled children and young people, making sure their voices and success stories are heard.

**Rehabilitation International**

[www.nichcy.org](http://www.nichcy.org)

If you're looking for information about disabilities in infants, toddlers, children, and youth with disabilities, you've come to the right place! NICHCY offers information and connections to the full spectrum of disabilities in children, including developmental delays and rare disorders. NICHCY focuses on the USA, but its resources may also be used for different areas in the world.

**Special Olympics**

[www.specialolympics.org](http://www.specialolympics.org)

Special Olympics is a global non-profit organization targeting the nearly 200 million people round the world who have intellectual disabilities. They have a presence in nearly 200 countries worldwide and have [seven regional offices](http://www.specialolympics.org/region_contacts.aspx). Special Olympics is made up of passionate, committed individuals from every walk of life, who recognize the value and unique gifts of people with intellectual disabilities, and who together share the common belief in dignity, equality and opportunity for ALL people. On this website you can find information on events; how to get involved; practical resources; and an overview of their projects.

**Victor Pineda Foundation**

[www.pinedafoundation.org](http://www.pinedafoundation.org)

The Victor Pineda Foundation is an educational non-profit organization that promotes the rights and dignities of young people with disabilities. Their fieldwork and research initiatives further an inclusive human and civil rights approach to disability programs and policies. They work to build inclusive societies where young people with disabilities can develop their talents, skills and abilities and thereby reach their full potential.

**World Blind Union**

[www.worldblindunion.org](http://www.worldblindunion.org)

The World Blind Union is a non-political, non-religious, non-governmental and non-profit-making organisation, representing over 160 million blind and partially sighted persons in 177 member countries. It is the internationally recognized organisation speaking on behalf of blind and partially sighted persons at the international level. The website provides information on how to get connected to the WBU and access to resources.

## WEB PORTALS CIVIC SOCIETY ORGANIZATIONS

**Italian Association Amici di Raoul Follereau**

[www.aifo.it/english](http://www.aifo.it/english)

AIFO's activities can be divided into two main groups - activities in the developing countries and activities in Italy. Activities in developing countries are mainly related to leprosy, community and primary health care, disability and rehabilitation, and vulnerable children. Activities in Italy are related mainly to development education. The website provides important information on projects done by the AIFO and offers a wide range of resources.

**Equal in Rights**

[www.equalinrights.org](http://www.equalinrights.org)

Equalin Rights aims to advance understanding and use of human-rights based strategies in the global struggle against poverty, marginalization and exclusion.They work with development and human rights practitioners worldwide to exchange, create and promote strategies, methodologies and tools attuned to specific contexts. Their website provides resources to facilitate this process.

**International Play Association**

[www.ipaworld.org](http://www.ipaworld.org)

The International Play Association is an international non-governmental organization founded in 1961. It provides a forum for exchange and action across disciplines and sectors. The purpose of IPA is to protect, preserve and promote the child’s right to play as a fundamental human right in concordance with Article 31 of the United Nations Convention on the Rights of the Child. This website provides background information on their projects.

**Plan International**

[www.plan-international.org](http://www.plan-international.org)

Plan International is a child-centred community development organization which works with children, their families, and communities, organizations and local governments to bring about positive change. The work it does is directly linked to the United Nations Convention on the Rights of the Child, which spells out the human rights of all children.

Listening to what children have to say about their rights, needs and concerns is crucial to this organisation and therefore they encourage and assist children to take an active role in finding solutions to their problems and in so doing support themrealize their full potential. This website provides an overview of the work Plan does and gives access to resources developed by Plan-International.

**Save the Children**

[www.savethechildren.net](http://www.savethechildren.net)

Save the Children are 29 national organisations working together to deliver programmes in 120 countries around the world. The national organisations work together to campaign for better practices and policies, build partnerships with communities, civil society, governments and the private sector, and to deliver programmes at scale to support children.

Save the Children also has four Advocacy Offices working for policy change to benefit children, targeting the United Nations, European Union and the African Union. The Save the Children Secretariat office, based in London, coordinates our work and supports Save the Children's national organisations to ensure we achieve the greatest possible impact for children.

The following are National Websites with its own website and resource centres which include extensive information on children with disabilities: Save the Children Denmark (http://www.redbarnet.dk), Save the Children Norway ([http://www.reddbarna.no](http://www.reddbarna.no/)), Save the Children Sweden ([www.rb.se](http://www.rb.se)) and Save the Children UK (<http://www.savethechildren.org.uk/>).

**War Child Holland**

[www.warchildholland.org](http://www.warchildholland.org)

War Child works towards a world in which children are never involved in armed conflict. It believes that all children and young people should be protected from armed conflict and should be enabled to meaningfully participate in issues concerning them. Ultimately, children should be supported to enjoy their right to healthy psychosocial development and live a dignified life. The website offers links to other websites and gives an overview of their projects. War Child Holland works with children with disabilities from the perspective of psychosocial development.

**World Vision International**

[www.wvi.org](http://www.wvi.org)

World Vision is a Christian humanitarian organization dedicated to working with children, and their familiesand communities worldwide to reach their full potential by tackling the causes of poverty and injustice. At a local level World Vision is also involved in projects related to strengthening the participation of children and young people with disabilities. This website provides information on the projects conducted by World Vision and how to get involved by sponsoring a child.

## WEB PORTALS TO HUMAN RIGHTS NETWORKS AND PLATFORMS ON DISABILITIES

**Child Rights Information Network**

[www.crin.org](http://www.crin.org)

CRIN is building a global network for children's rights that presses for the rights, not charity, of the child. It also advocates for a genuine systemic shift in how governments and societies view children. At the core of CRIN’s work is the CRC, which is used to bring children's rights to the top of the international agenda. CRIN launches advocacy campaigns, leads international children's rights coalitions, and strives to make existing human rights enforcement mechanisms accessible for all. This website contains important resources which strengthen the rights of all children including those with disabilities.

**Enabling Education Network**

[www.eenet.org.uk](http://www.eenet.org.uk)

EENET is an inclusive education and information-sharing network, that is open to everyone. They strive to help a wide range of people to access information and encourage critical thinking, innovation and conversation on issues of inclusion, equity and rights in education. The main feature of the website is the extensive [resource](http://www.eenet.org.uk/resources/index.php) database, containing over 400 short articles, longer documents, posters, training manuals, videos and much more from around the world. You will also find information about [regional networks](http://www.eenet.org.uk/networking/index.php) on inclusive education and upcoming [events](http://www.eenet.org.uk/events.php).

**Human Rights Education Association**

[www.hrea.org](http://www.hrea.org)

Human Rights Education Associates is an international non-governmental organisation that supports human rights learning; the training of activists and professionals; the development of educational materials and programming; and community-building through on-line technologies. HREA is dedicated to quality education and training to promote understanding, attitudes and actions to protect human rights, and to foster the development of peaceable, free and just communities. This website offers access to their resource centres and networks.

**Inter-Agency Network for Education in Emergencies**

[www.ineesite.org](http://www.ineesite.org)

The Inter-Agency Network for Education in Emergenciesis an open global network of representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations working together to ensure all persons the right to quality and safe education in emergency and post-crisis recovery. This website offers a large amount of resources about different facets of education under different circumstances. It also has a special section on inclusive education and their disability task team.

**International Disability Alliance**

[www.internationaldisabilityalliance.org](http://www.internationaldisabilityalliance.org)

Established in 1999, the International Disability Alliance is the network of global and regional organizations of persons with disabilities (DPOs) promoting the effective implementation of the UN Convention on the Rights of Persons with Disabilities.  The International Disability Alliance currently comprises of nine global and four regional DPOs, with two other regional DPOs having observer status.

**Oxfam International**

[www.oxfam.org/](http://www.oxfam.org/)

Oxfam is an international confederation of 14 organizations working together in 99 countries with partners and allies around the world to find lasting solutions to poverty and injustice. They seek to work directly with communities and influence powerful people to ensure that poor people can improve their lives and livelihoods and have a say in decisions that affect them. This website offers access to their networks by country and region and provides information on their current campaigns.

**Participation Works Partnership**

[www.participationworks.org.uk](http://www.participationworks.org.uk)

Participation Works is a partnership of six national children and young people's agencies that enables organizations to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives. This website is a hub for information, resources, news and networking on the involvement of young people in dialogue, decision making and influence across a wide range of settings.

**Participation of Girls and Boys – E-Group**

<http://groups.yahoo.com/group/ParticpationofGirlsandBoys/>

This group brings together children, young people and adults who are actively working towards promoting and realizing children’s rights by enabling the participation of girls and boys and helping them in asserting their rights.

It is an attempt to connect children with their peers, and adults with children (girls and boys) by creating a space for intergenerational dialogue. It is here to connect these children with working children, street children, rural children, urban children, school children, differently abled children, etc. It connects children’s organisations, child led organisations, children’s clubs, children’s ‘panchayats’ (local government bodies), young people’s forums, children’s parliaments. It stimulates individuals and organisations to apply child rights programming by actively working with children and young people in all stages of programme cycle and organisation development.

**Source International Information Support Centre**

www.asksource.info

Source is a collaborative venture of the Centre for International Health and Development (formerly CICH), a department within an academic institution; Healthlink Worldwide, a non-governmental organisation (NGO) working to strengthen information and communication on health and disability; Handicap International, a disability and development NGO; and Exchange, a networking and learning programme on health communications for development. Source has been formed from a merger of CICH's and HealthlinkWorldwide's resource centres.

The combined information support centre is designed to meet the information needs of individuals and organisations working in health, disability and development worldwide. These include health workers, researchers and students, nongovernmental and governmental organisations, and disabled people's organisations.

Source has a unique collection of around 25,000 health and disability information resources. These include books, journals, manuals, reports, posters, CD-ROMs, websites and organisations. Many materials are from developing countries and include both published and unpublished literature not readily available elsewhere in the UK.

**The Children’s Society – Disability Toolkit**

<http://sites.childrenssociety.org.uk/disabilitytoolkit/>

The Children’s Society has created the Disability Toolkit so that you can share your experiences of working with young people and your knowledge of resources with others working in the same field. Also the Disability Advocacy Project brings you a practical, professional guide to participation.

## WEB PORTALS TO UNITED NATIONS WEBSITES

**Child Info – UNICEF**

<http://www.childinfo.org/disability.html>

UNICEF is committed to changing the world for children. It strives to protect their rights, improve their health, and nurture their development through sound planning and monitoring of policy results. On this website UNICEF presents statistical information on the situation of children and women. The website also has a special section on children with disabilities. The data presented is on the basis of the Multiple Indicator Cluster Survey and includes information on methodologies used in data collection on disability, statistical tables on Multiple Indicator Cluster Surveys data and links to relevant publications and other resources.

**United Nations Educational, Scientific and Cultural Organization (UNESCO) – Inclusive Education**

<http://www.unesco.org/en/inclusive-education/>

UNESCO’s theme on inclusive education is based on the rights of all learners to have a quality education that meets their basic learning needs and enriches their lives. Focusing particularly on vulnerable and marginalized groups, it seeks to develop the full potential of every individual. The ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion. This website provides information, resources and a window to a broader network of organizations focusing on inclusive education.

**UN Enable**

[www.un.org/disabilities/](http://www.un.org/disabilities/)

This website is maintained by the Division of Social Policy and Development which is part of the UN Department of Economic and Social Affairs (UNDESA) and provides information on upcoming events; resources from different UN agencies; a background to the CRPD; and acknowledges countries that rectified the CRPD and the Optional Protocol (OP).

**UNICEF**

[www.unicef.org/adolescence/cypguide/resourceguide.html](http://www.unicef.org/adolescence/cypguide/resourceguide.html)

UNICEF is the driving force behind all efforts that help build a world where the rights of every child are realized. This section of the website offers access to the Child and Youth Participation Resource Guide. Through the search engine on the website you can make focused searches on the work on disabilities by country offices and UNICEF as a whole. The website also offers press releases and shares important information and resources on the focus areas of UNICEF.

**UNIFEM**

<http://endvawnow.org>

The Global Virtual Knowledge Centre to End Violence against Women and Girlsis an online resource in English, French and Spanish, designed to serve the needs of policymakers, programme implementers and other practitioners dedicated to addressing violence against women and girls. The Centre is an initiative of the United Nations Development Fund for Women (UNIFEM), bringing together the valuable contributions of expert organizations and individuals, governments, United Nations sister agencies, and a wide range of relevant actors. Part of the overall effort is encouraging shared ownership of the site and on-going partnership-building for its continuous development and sustainability.

**UN Office of the High Commissioner for the Human Rights (OHCHR)**

<http://www2.ohchr.org/english/issues/disability/index.htm>

The OHCHR website provides information on the rectification of the CRPD and the OP, events and contains important resources. It also posts the General Comments (GC) from the CRC Committee. The two GC’s that are of particular importance for children with disabilities are GC.Nr. 9 on ‘The Rights of Children with Disabilities’ and GC. Nr. 12 on ‘The Right of the Child to be Heard’.

**UN Programme on Youth**

www.un.org/youth

The UN Programme on Youth is the focal point on youth within the United Nations. It aims to build an awareness of the global situation of young people, as well as promote their rights and aspirations. The Programme also works towards greater participation of young people in decision-making as a means of achieving peace and development.  They are a part of the Social Integration Branch, which falls within the [Division for Social Policy and Development](http://www.un.org/esa/socdev) of the [Department of Economic and Social Affairs](http://www.un.org/esa/) in the United Nations Secretariat.

**Voices of Youth – UNICEF**

<http://www.unicef.org/voy/>

Voices of Youth is a UNICEF platform for young people to connect. The website offers young people a platform to discuss topics that matter to them. They are also informed on topics such as Millennium Development Goals, Education, HIV/AIDS, Gender Equality, Disabilities and Children, and many more topics of relevance to Young People.

**World Bank**

www.worldbank.org/disability

The World Bank not only finances development projects involving disability components - such as in education, health care, infrastructure, employment, de-institutionalization, children and youth - but also works in a wide variety of disability-related fields, such as data collection and statistics, research and analysis, technical assistance and knowledge sharing. This website provides information on their activities and offers access to many of their resources.

**World Health Organization Disability and Rehabilitation team**

<http://www.who.int/disabilities/en/>

WHO's role is to enhance the quality of life, and promote and protect the rights and dignity of people with disabilities through local, national and global efforts. WHO guides and supports countries to increase awareness about disability issues, improve disability data, scale up public health programmes and community-based initiatives that promote health and rehabilitation and make assistive devices available to persons with disabilities. This website contains useful resources and focuses on community-based rehabilitation.

## WEB PORTALS TO THE REGIONAL INTEGRATION ORGANISATIONSAND STATE PARTY WEBSITES ON DISABILITIES

**EuropeanUnion**

http://ec.europa.eu/social/main.jsp?catId=429&langId=en

The EU promotes the active inclusion and full participation of disabled people in society, in line with the EU human rights approach to disability issues. Disability is a rights issue and not a matter of discretion. This approach is also at the core of the UN Convention on the Rights of People with Disabilities, to which the European Community is a signatory.

**The European Disability Forum**

[www.edf-feph.org](http://www.edf-feph.org)

The European Disability Forum (EDF) is an independent European non-governmental organisation that represents the interests of 80 million disabled people in the European Union and stands for their rights. EDF is the only European platform of disabled people, which is run by disabled people or the families of disabled people unable to represent themselves. EDF’s mission is to promote equal opportunities for disabled people and to protect their Human Rights, making sure that no decisions concerning disabled people are taken without disabled people.

**Australian Human Rights Commission**

<http://www.hreoc.gov.au/disability_rights/>

The Australian Human Rights Commission leads the implementation of the Disability Discrimination Act 1992. This Act makes disability discrimination unlawful and aims to promote equal opportunity and access for people with disabilities. The Commission also performs a wide range of functions to assist individuals and organisations to understand their rights and meet their legal responsibilities.

**Human Resources and Skills Development Canada**

<http://www.hrsdc.gc.ca/eng/disability_issues/index.shtml>

The Office for Disability Issues (ODI) is a focal point within the Government of Canada for key partners working to promote the full inclusion and participation of Canadians with disabilities in all aspects of society and community life. ODI strives to provide leadership and foster excellence for the Government of Canada in this area of shared responsibilities.

**United Kingdom Department for Children, Schools and Families**

[www.dcsf.gov.uk/everychildmatters/earlyyears/sendisability/sendisability/](http://www.dcsf.gov.uk/everychildmatters/earlyyears/sendisability/sendisability/)

Sure Start is the Government’s programme to deliver the best start in life for every child by bringing together early education, childcare, health and family support. Sure Start works with parents and children to promote the physical, intellectual and social development of pre-school children to ensure they are ready to learn on entry to school. Sure Start providers help identify children at risk of developing learning disabilities and provide or arrange to provide appropriate early intervention and support.

Back-page

**Article 2 *UN Convention on the Rights of the Child***

***States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.***

***States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.***

**Article 23.1 *UN Convention on the Rights of the Child***

***“States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community”***

**Article 7 *UN Convention on the Rights of Persons with Disabilities (CRPD***

***“Governments agree to take every possible action so that children with disabilities can enjoy all human rights and freedoms equally with other children. They also agree to make sure that children with disabilities can express their views freely on all things that affect them. What is best for each child should always be considered first.”***

1. <http://www2.ohchr.org/english/law/crc.htm> [↑](#footnote-ref-1)
2. <http://www2.ohchr.org/english/bodies/crc/comments.htm> [↑](#footnote-ref-2)
3. <http://www2.ohchr.org/english/bodies/crc/comments.htm> [↑](#footnote-ref-3)
4. <http://www.un.org/en/ga/64/resolutions.shtml>find A/RES/64/146 [↑](#footnote-ref-4)
5. <http://www.un.org/disabilities/convention/conventionfull.shtml> [↑](#footnote-ref-5)
6. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:083:0389:0403:EN:PDF> [↑](#footnote-ref-6)
7. <http://ec.europa.eu/social/main.jsp?catId=430&langId=en> [↑](#footnote-ref-7)
8. <http://ec.europa.eu/governance/impact/planned_ia/docs/139_2_empl_disability_strategy_en.pdf> [↑](#footnote-ref-8)
9. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52008SC0136:EN:NOT> [↑](#footnote-ref-9)
10. <http://www.africa-union.org/official_documents/Treaties_%20Conventions_%20Protocols/a.%20C.%20ON%20THE%20RIGHT%20AND%20WELF%20OF%20CHILD.pdf> [↑](#footnote-ref-10)
11. <http://www.un.org/esa/socdev/enable/comp303.htm> [↑](#footnote-ref-11)
12. <http://www.achpr.org/english/_info/women_en.html> [↑](#footnote-ref-12)
13. <http://www.un.org/womenwatch/daw/cedaw/recommendations/recomm.htm#recom18> [↑](#footnote-ref-13)
14. <http://www.oas.org/dil/AG-DEC_50_XXXVI-O-06_eng.pdf> [↑](#footnote-ref-14)