



Special Children's Trust

Special Children's Trust: Advocacy Curriculum

Facilitator Guide

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Introduction/Scope and Sequence

The Special Children's Trust (SCT) is a charity organization in Kampala, Uganda. The goal of the organization is to meet the needs of families in Uganda who have children with special needs. The purpose of this program is not only to provide help for children and their families but also to advocate local people to have a more accurate understanding and more inclusive perspectives of disability. In a word, this advocacy curriculum aims to spread awareness of rights and disabilities concerning special needs children in Uganda.

The advocacy curriculum features eight lesson plans: human rights education, children's rights and rights of persons with disabilities, general knowledge on disability, disability stigma in Uganda, challenges and obstacles for children with disabilities, community engagement, two-way communication, moving forward and resources. The advocacy curriculum is divided into two main sections: the general knowledge/background on human rights and its corresponding documents, and real life application/advocacy. The first part of our curriculum aims to provide general information/knowledge to our participants and help them build a foundation for future advocacy work. The second part of the curriculum focuses on learning about ways to advocate for children with disabilities from a local/personal level. The curriculum aims to foster an environment that promotes critical thinking and community involvement for Ugandans who share the passion to advocate for children with special needs.

Overview of Lesson Plans

Lesson Plan	Overview	Essential Questions	Learning Outcomes (Participants will be able to....)
<p>Week 1: Human Rights Education</p>	<p>This lesson will introduce the UDHR and the African Charter to develop basic knowledge on human rights and human rights in the African context. This lesson is building a foundation for next week's topic (Children's rights and rights of persons with disabilities).</p>	<p>What are human rights?</p> <p>What are the UDHR and the African Charter?</p> <p>Why do you think it was important to develop the UDHR?</p> <p>How does human rights affect or apply to your life?</p>	<p>Define and explain human rights</p> <p>Appreciate the relationship between rights and responsibilities</p> <p>Analyze who is responsible for upholding human rights</p> <p>Appreciate the meaning and significance of the Universal Declaration of Human Rights</p> <p>Apply the concepts of human rights to their own lives</p>
<p>Week 2: Children's Rights and Rights of Persons with Disabilities</p>	<p>Based on Week 1's content, this lesson is going to explore children's rights and rights of persons with disabilities. The facilitator and participants are also going to look at how those rights relate to the UDHR and the African Charter.</p>	<p>What are Children's rights? What are the Rights of Persons with Disabilities?</p> <p>Are these rights universally accessible for children and people with disabilities?</p> <p>Are these rights being exercised effectively in your community?</p>	<p>Gain a general knowledge of Children's rights and disability rights</p> <p>Become familiar with how these rights apply to the African Context</p> <p>Think critically about the actual implementation of these rights in their daily lives</p>
<p>Week 3: General Knowledge of Disability</p>	<p>This lesson is going to explore what having a "disability" means and the different categories of disabilities. Through small group activity,</p>	<p>What is the definition of "disability"?</p> <p>What are the different kinds of disabilities and their characteristics</p>	<p>Define "disability"</p> <p>Gain a good understanding of the different categories of disabilities and their characteristics</p> <p>Think critically about the</p>

	participants will research the characteristics of their assigned “disability” to gain a deeper understanding of this week’s content.	Do you think people with disabilities are being accommodated appropriately in your daily life? (in the classroom, in society, etc.)	obstacles and challenges people with disabilities face in the community
Week 4: Facilitation on Disability Stigma in Uganda	Allow for an open discussion that will illustrate views on disabilities while debunking myths and false stereotypes/stigma. Discuss common stereotypes and stigma surrounding disabilities. Decipher and debunk disability stereotypes.	What are common perceptions about persons with disabilities? Why is it important to address stereotypes and stigma about disabilities?	Utilize previous knowledge on human rights to discuss dangers of stereotypes Identify the difference between facts and perceptions
Week 5: Challenges and Obstacles for Persons with Disabilities	Participants will build upon previous weeks to address the challenges and obstacles that persons with disabilities face. By learning about different areas of challenge, they will be able to identify how these challenges impact human rights.	How can Uganda become more inclusive for disabled people? What challenges do persons with disabilities face? How do these challenges and obstacles impact human rights?	Apply a human rights lens to challenges faced by persons with disabilities Provide examples in Ugandan society of challenges Brainstorm ways to promote inclusivity and accessibility
Week 6: Community Engagement- How to be an Advocate	The main purpose of this class is to help participants develop a framework for awareness about advocacy. Participants will begin this lesson by becoming aware of civic roles in	What is advocacy? (Especially advocacy for people with disabilities) Why is it important to have an advocate within the community?	Define and explain advocacy Identify some of the key strategies to promote the development of disability rights and individual awareness in the local community

	<p>communities and existing advocacies for special needs participants. Participants then watch videos and analyze data in Uganda, then they will have an opportunity to practice community engagement strategies through simulating role playing/group work.</p>	<p>What are the main challenges to disability rights and community engagement in Uganda?</p>	<p>Argue for a possible solution to a problem they have identified in the local community</p>
<p>Week 7: Two-Way Conversation</p>	<p>In this lesson, learners will analyze and compare local advocacy and foreign cases, then use the form of informal debate to reinforce the learning content with community engagement and personal awareness development. The primary purpose of this lesson is to give learners the opportunity to engage in a dialogue with advocates in Uganda and then strengthen their bond through questions and discussion. This is an open-discussion based lesson.</p>	<p>What are the main challenges to disability rights and community engagement in Uganda?</p> <p>What are effective strategies for disability advocacy? What characteristics should a good advocate have?</p>	<p>Understand how to be personally and effectively engaged in advocacy roles and responsibilities</p> <p>Explore and advocate for policy and legislative reforms for the protection and promotion of human rights, children’s rights, and disability rights</p>
<p>Week 8: Resources and Moving Forward</p>	<p>The final lesson of this curriculum will focus on summarizing the previous seven weeks. Learners will</p>	<p>What did you learn from Week 1 to Week 7?</p>	<p>Demonstrate understanding of the UDHR, the African Charter, Children’s rights</p>

	<p>be able to take their new knowledge and apply it by making a disability advocacy poster. The facilitator will provide resources for learners to continue their work as advocates for children's and disability rights.</p>	<p>What is your role as an advocate?</p> <p>How can you apply what you've learned from the lessons to your daily life?</p>	<p>and the rights of persons with disabilities.</p> <p>Understand their role as an advocate for participants with special needs</p> <p>Develop self-awareness and partnership with like-minded individual and local advocates</p> <p>Promote inclusion and awareness for Human rights in Uganda</p>
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Lesson Plans

<p>Week 1: Human Rights Education (UDHR and the African Charter)</p>	<p>Time: 1 hour</p>
<p>Overview</p>	

<p>This lesson will introduce the UDHR and the African Charter to develop basic knowledge on human rights and human rights in the African context. This lesson is building a foundation for next week's topic (Children's rights and rights of persons with disabilities).</p>
<p>Student Ages or Grade Level</p>
<p>Adults of all ages</p>
<p>Essential questions the lesson will address:</p>
<ul style="list-style-type: none"> ● What are human rights? ● What are the UDHR and the African Charter? ● Why do you think it was important to develop the UDHR? ● How do human rights affect or apply to your life? ● What role do I play in upholding human rights?
<p>Learning outcomes</p>
<p><i>Participants will be able to...</i></p> <ul style="list-style-type: none"> ● Define and explain human rights ● Understand the relationship between rights and responsibilities ● Analyze who is responsible for upholding human rights ● Appreciate the meaning and significance of the Universal Declaration of Human Rights ● Apply the concepts of human rights to their own lives
<p>Curriculum Glossary and Concepts</p>
<ul style="list-style-type: none"> ● Human rights: Rights that come from being human. They ensure people can live freely and that they are able to flourish, reach their potential, and participate in society. They ensure that people are treated fairly and with dignity and respect. You have human rights simply because you are human and they cannot be taken away. ● UDHR: The key United Nations document establishing the standards of basic human rights for everyone. The Universal Declaration of Human Rights was adopted by the United Nations General Assembly on December 10, 1948 ● African Charter: The African Charter on Human and Peoples' Rights (also known as the Banjul Charter) is an international human rights instrument that is intended to promote and protect human rights and basic freedoms in the African continent. ● Rights and Responsibility: Entitlements and obligations that are associated with living in any country with a democratic justice system. Rights and responsibilities are a cornerstone of modern democracies. While all people in Australia enjoy certain rights (for example, freedom of speech), there are also responsibilities (for example, paying taxes, jury service). Citizens also have the right to vote and the responsibility of voting at elections
<p>Formative assessment strategies (What will you be looking for in their work, and how?)</p>
<ul style="list-style-type: none"> ● Think-Pair-Share (TPS): Pair-up activity to help participants develop individual thinking ability and exchange opinions with partners ● Small group presentations: Think individually and share back to the small group ● Class-wide discussion ● Informal assessment: Use the post-quiz (see Appendix 1.1) as an informal assessment

Materials for Facilitator	Materials for Participants
<ul style="list-style-type: none"> ● Copies of UDHR document and the African Charter (See Appendix A & B) ● Blackboard and chalk 	<ul style="list-style-type: none"> ● Copies of UDHR document (See Appendix A) ● Copies of African Charter (See Appendix B) ● notebook ● pen
Lesson Plan <i>(Include specific steps with estimated time – total time should add up to 1 hour)</i>	
Beginning (10 mins)	<ul style="list-style-type: none"> ● Small group discussion: What is HR? Can you give us some examples of HR? (The rights to education/ freedom of speech/ the rights to vote, etc.) ● Ask students what they think the underlying values of human rights are, allowing them to brainstorm ideas in groups. (For example: equality, respect, freedom, dignity and justice) ● “Human rights are rights we have simply because we exist as human beings - they are not granted by any state. These universal rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, color, religion, language, or any other status. They range from the most fundamental - the right to life - to those that make life worth living, such as the rights to food, education, work, health, and liberty.” (Office for the High Commissioner of Human Rights)

<p>Activity 1 (20 mins)</p>	<p>History of the UDHR</p> <ul style="list-style-type: none"> ● Provide background information on the history and creation of the UDHR by using timeline (see Appendix 1.2.) (Teacher’s note: Following the devastation of World War II, the governments of the world came together in 1945 to form an international organisation called the United Nations (UN), dedicated to upholding peace and security. One of the first actions of the newly-founded UN was to draft a document outlining the basic human rights shared by all people, everywhere. This resulted in the creation of the Universal Declaration of Human Rights, which was adopted by the UN General Assembly in 1948. The Universal Declaration of Human Rights recognises the dignity of all people, and asserts that human rights should apply equally to everyone, no matter who they are or where they live. It consists of thirty articles that are the basis for human rights protection and promotion around the world. It includes civil and political rights, like the right to life, liberty, free speech and privacy. It also includes economic, social and cultural rights, like the right to social security, health and education) ● Distribute the UDHR document (in simplified version) UDHR simplified (see Appendix A) ● Ask students if they think these rights are being implemented effectively in the Uganda context
<p>Activity 2 (20 mins)</p>	<ul style="list-style-type: none"> ● Introduce the African Charter <ul style="list-style-type: none"> ○ African Charter (See Appendix B.) ● Split class in half, one looks at the UDHR and the other looks at the African Charter ● Pair up with one person from the group and compare these two documents ● Present the similarities and differences between the documents
<p>End (10 mins)</p>	<ul style="list-style-type: none"> ● Post-quiz(see Appendix 1.1) (Lesson 1, An Introduction to Human Rights and Responsibilities, n.d.) ● Open-ended discussion. Ask participants: <ul style="list-style-type: none"> ○ Why do you think it was important to develop the UDHR and the African Charter? ○ How does human rights affect or apply to your life?
<p>Homework (Optional)</p>	

- Discuss human rights with your family members or friends
- Think about how children’s rights and disability rights fit into human rights
- Ask participants to identify a group/s of children that might not be able to enjoy their rights as easily as others. (For example, children with disabilities, children in developing countries, refugee and asylum seeker children, or even girls compared to boys) and conduct research into the issues that affect the rights of these children? (e.g. access to education and healthcare, experience of poverty, or bullying and harassment.

Notes for facilitator- *(Could include additional references and resources where facilitators could find additional information; suggestions for how the lesson might be adapted/localized; less resource-intensive options in terms of materials)*

- See appendices for the UDHR, African Charter and post-quiz documents

Week 2: Children’s rights and Rights of Persons with Disabilities	Time: 1 hour
Overview	
Based on last week’s content, this lesson is going to explore children’s rights and rights of persons with disabilities. Participants will have an opportunity to have a look at how those rights relate to the UDHR and the African Charter	
Student Ages or Grade Level	
Adults of all ages	
Essential questions the lesson will address:	
<ul style="list-style-type: none"> ● What are Children’s rights? What are the Rights of Persons with Disabilities? ● Are these rights universally accessible for children and people with disabilities? ● Are these rights being exercised effectively in your community? 	
Learning outcomes	

Participants will be able to...

- participants will be able to apply rights to the African context
- Think critically about the actual implementation of these rights in their daily lives (e.g. in schools, in healthcare systems, at home, ect.)

Curriculum Glossary and Concepts

- Children’s rights: children’s rights are special rights that belong to all children under the age of 18. Children have the same human rights as everyone else but they also have extra rights that place a responsibility on adults to make sure that children receive the special care and protection they need to grow up healthy and happy.
- Rights of Persons with Disabilities: The CRPD establishes in Article 1 that 'persons with disabilities' includes 'those **who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others**

Formative assessment strategies

The facilitator can make note of...

- In class participation
- Recap Game (see Appendix 2.1)

Materials for Facilitator

- Computer (if accessible)
- pen
- paper
- marker and black/white board

Materials for Participants

- pen
- paper
- computer (if accessible)

Lesson Plan *(Include specific steps with estimated time – total time should add up to 1 hour)*

Beginning
(10 mins)

- The lesson will start with a quick recap quiz(See Appendix 2.1.) (UNAI Quiz: Human Rights, n.d.)
- teachers can ask students to fill it out individually, in small groups or as a whole class
- After the quiz, answer any questions that students may have
- transition into talking about Children’s rights and disability rights more specifically
- Ask the participants what comes to their minds when the facilitator talk about these two categories

<p>Children’s rights (20 mins)</p>	<ul style="list-style-type: none"> ● Introduce the 4 pillars of Children’s rights (According to the CRC) :the right to survival, the right to protection, the right to development and the right to participation ● Go into detail with each of the pillars. Ask participants to put the lists of rights into the 4 pillars (See Appendix 2.2.): the right to survival, the right to protection, the right to development and the right to participation ● look at Children’s rights in the African context: Pan-African Child Rights Forum (PACRiF) (See Appendix 2.3.). Discuss the 4 main themes : <ul style="list-style-type: none"> ○ Demography, economic growth, inequality and Child rights: ○ Globalization, Technologies and Child Rights ○ Conflicts, climate change, forced displacements and Child Rights ○ Governance Institutions, Voice and Child rights ● Brainstorm ideas about ways to combat inequalities ○ Legislative: Invest in ratification, removal of reservations and reporting of the ACRWC including follow up on concluding observations, formation of national child laws, national context-specific studies ○ Programmatic: Data and evidence; sharing good practices; coordination of efforts; child led organizations and NHRIs ○ Policy: Work on national action plans and child policies. Use concluding observations as basis of action but also integrate child rights in sectoral plans
<p>Rights of Persons with Disabilities (20 mins)</p>	<ul style="list-style-type: none"> ● Introduce CRPD and all the articles (See Appendix C) ● Introduce African disability protocol (See Appendix 2.4.) ● Ask participants to compare and contrast these two documents and summarize the similarities and differences (10 mins) ● Discuss the strengths and limitations of the current protocol ● Brainstorm ways to combat inequalities
<p>Closing activity</p>	<p>Open discussion about the following questions:</p> <ul style="list-style-type: none"> ● What did you learn? What surprises you? ● What are the limitations of these rights? ● Are these rights universally accessible?
<p>Homework (optional)</p>	
<ul style="list-style-type: none"> ● Reflect on today’s topic and think about ways to provide more equal access to practice these rights (from local-governmental level) ● Look at the different categories of disabilities 	

Notes for facilitator- *(Could include additional references and resources where facilitators could find additional information; suggestions for how the lesson might be adapted/localized; less resource-intensive options in terms of materials)*

- facilitators can just write down the recap quiz questions (see Appendix 2.1.) on the board or print/write out the questions on a piece of paper and hand them to the participants
- If the overall score for the recap quiz is low, facilitators can choose to spend more time reviewing last week’s content

Week 3: General knowledge on disability	Time: 1 hour
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Overview

This week, the lesson is going to explore what having a “disability” means and the different categories of disabilities. Through small group activity, participants will research the characteristics of their assigned “disability” to gain a deeper understanding of this week’s content.

Student Ages or Grade Level

Adults of all ages

Essential questions the lesson will address:

- How do we define disability?
- What are the different kinds of disabilities and their characteristics
- Do you think people with disabilities are being accommodated appropriately in your daily life (in the classroom, in society, etc.)

Learning outcomes

- Participants will be able to define “disability”
- Understand the different categories of disabilities and their characteristics
- think critically about the obstacles and challenges people with disabilities face in the community

Curriculum Glossary and Concepts

- **Disability** (SCT definition)
- **Different categories of disability** : specific learning disability (SLD), other health impairment, autism spectrum disorder (ASD), emotional disturbance, speech or language impairments, visual impairment, deafness, hearing impairment, deaf-blindness,

orthopedic impairment, intellectual disability, traumatic brain injury, and multiple disabilities (IDEA, 1997)	
Formative assessment strategies	
The facilitator can make note of... <ul style="list-style-type: none"> ● In class participation: Actively participate in class activities ● Small group presentation: Individual work and group corporation ● Informal verbal questioning: whether or not they accurately explain the characteristics of each category 	
Materials for Facilitator	Materials for Participants
<ul style="list-style-type: none"> ● Computer (if accessible) ● handouts about different disabilities ● paper ● pen ● black/white board ● markers 	<ul style="list-style-type: none"> ● Computer (if accessible) ● paper ● pen ● marker
Lesson Plan	
Beginning (5 mins)	<ul style="list-style-type: none"> ● This lesson will start with a quick recap of children’s rights and disability rights by playing a quick recap game (See appendix 3.1.) (Fraser, n.d.) ● Introduce this week’s topic----different kinds of disabilities ● Ask the participants if they are familiar with any disabilities, if so can they name some common ones (such as autism, ADHD, blindness, deafness, etc)
Activity 1 (15 mins)	<ul style="list-style-type: none"> ● Ask participants to discuss with their peers about: what does “disable” mean and what it means to have a disability ● After each group shares their definition, have a short discussion and lecture on this topic ● Present the lists of disabilities and their characteristics (print as hand-outs, see appendix D.)

<p>Activity 2 (30 mins) <i>(Understanding Disabilities, Learning For Justice, n.d.)</i></p>	<ul style="list-style-type: none"> ● Break participants into groups of 2-4 (depending on the total number of participants) and assign each group with a different kind of common disability: ADHD, Autism, Dyslexia, selective mutism, speech and language impairment, blindness, deafness, cerebral palsy, downs syndrome, epilepsy ● Give each group 10 minutes to do research (the facilitator will provide a handout for each group, see Appendix E) on their assigned disability. Use this form (see appendix 3.2.) (Learning For Justice, n.d.) to better help them with their research. ● Ask each group to prepare to share with the class some general characteristic of the disability they are assigned to, and the accommodations needed for this kind of disability
<p>Small group presentation (10 mins)</p>	<ul style="list-style-type: none"> ● Each group will now present their own research on their assigned disability ● Allow participants to discuss and ask questions about each other’s project
<p>Homework (optional)</p>	
<ul style="list-style-type: none"> ● Think about the the stigma and stereotypes against people with disabilities ● Think about the challenges this population face in the Ugandan education system 	
<p>Notes for facilitator- <i>(Could include additional references and resources where facilitators could find additional information; suggestions for how the lesson might be adapted/localized; less resource-intensive options in terms of materials)</i></p>	
<ul style="list-style-type: none"> ● For the recap game/quiz, facilitators can just write down the questions on the board or print/write out the questions on a piece of paper and hand them to the participants (See appendix 3.1.) Students can work individually, or in small groups, or whole class ● If the overall score for the recap game is low, facilitators can choose to spend more time reviewing last week’s content ● If participants do not have access to computers to do their research, facilitators have to prepare handouts (See Appendix D and E). List of disabilities include ADHD, Autism, Dyslexia, selective mutism, speech and language impairment, blindness, deafness, cerebral palsy. 	

<p>Week 4: Facilitation on Disability Stigma in Uganda</p>	<p>Time: 1 hour</p>
<p>Overview</p>	

<p>Allow for an open discussion that will illustrate views on disabilities while debunking myths and false stereotypes/stigma. Discuss common stereotypes and stigma surrounding disabilities. Decipher and debunk disability stereotypes.</p>	
<p>Student Ages or Grade Level</p>	
<p>Adults of all ages</p>	
<p>Essential questions the lesson will address:</p>	
<ul style="list-style-type: none"> ● What are common perceptions about persons with disabilities? ● Why is it important to address stereotypes and stigma about disabilities? 	
<p>Learning outcomes</p>	
<p><i>Participants will be able to...</i></p> <ul style="list-style-type: none"> ▪ Utilize previous knowledge on human rights to discuss dangers of stereotypes ▪ Identify the difference between facts and perceptions 	
<p>Curriculum Glossary and Concepts</p>	
<p>Merriam-Webster definitions:</p> <ul style="list-style-type: none"> ● Stigma: a set of negative and often unfair beliefs that a society or group of people have about something ● Stereotype: to believe unfairly that all people or things with a particular characteristic are the same ● Intellectual Disability: mild to severe impairment in intellectual ability equivalent to an IQ of 70 to 75 or below that is accompanied by significant limitations in social, practical, and conceptual skills (as in interpersonal communication, reasoning, or self-care) necessary for independent daily functioning and that has an onset before age 18 ● Developmental Disability: any of various conditions (such as autism spectrum disorder, cerebral palsy, intellectual disability, blindness, or fragile X syndrome) that usually become apparent during infancy or childhood and are marked by delayed development or functional limitations especially in learning, language, communication, cognition, behavior, socialization, or mobility ● Visual or Hearing Impairment: the limitation of actions and functions of the visual and/or auditory system ● Physical Disability: a physical condition that affects a person's mobility, physical capacity, stamina, or dexterity 	
<p>Formative assessment strategies (What will you be looking for in their work, and how?)</p>	
<p>The facilitator can make note of...</p> <ul style="list-style-type: none"> ● How perceptions about disability change after class discussion. 	
<p>Materials for Facilitator</p>	<p>Materials for Participants</p>

<ul style="list-style-type: none"> ▪ fact sheets <ul style="list-style-type: none"> ○ (included in appendix D & E) 	<ul style="list-style-type: none"> ▪ fact sheets on disability (appendix D & E) ▪ chalk/chalkboard OR ▪ markers/paper
<p>Lesson Plan <i>(Include specific steps with estimated time – total time should add up to 1 hour)</i></p>	
<p>Beginning (10 min)</p>	<ul style="list-style-type: none"> ● Ask participants to remind the class of the definition of physical and intellectual disabilities. After a brief discussion about disabilities and the various types, ask the class to define stereotypes/stigma.
<p>Middle (40 min)</p>	<ul style="list-style-type: none"> ● Create sections on the chalkboard or list on individual pieces of paper different disability headings, Intellectual Disability, Developmental Disability, Visual or Hearing Impairment, Physical Disability, etc. Under each heading, create two sections, “Perceptions” and “facts”. Ask participants to go around and write their perceptions under each category. ● Next, divide participants into groups and assign each group a category to research (either online or provide printed fact sheets). <ul style="list-style-type: none"> ○ see appendix D & E for fact sheet/information on disabilities ● Then ask the participants to write their findings on the board/paper of their category. Once everyone is finished, have each group present their findings to the class. ● Conclude the activity by asking the following discussion questions to facilitate class dialogue. <ul style="list-style-type: none"> ○ How do student perceptions of disabilities differ from the facts? ○ What are the differences in your perception when you use “a disabled person” versus “a person with a disability.” Why is that important? ○ What is the impact that inaccurate perceptions have, and ways participants might work to overcome them? ○ Identify misconceptions they hear in society and how they could overcome them.
<p>End (10 min)</p>	<ul style="list-style-type: none"> ● Personal Reflection: On a blank sheet of paper ask participants to write a diary entry on their experience by answering these questions: 1. Did any part of the conversation make you feel uncomfortable? Why? 2. Did you learn something new? ● If time allows, ask participants to discuss their responses with a partner or a small group.
<p>Homework</p>	
<ul style="list-style-type: none"> ● Have a discussion with family or friends about their perceptions about disabilities and present them with facts 	
<p>Notes for facilitator</p>	

- Discussion on stigma and stereotypes surrounding disabilities may raise sensitive or offensive issues. It is important to navigate the lesson maturely and respectfully.

Week 5: Challenges and Obstacles for persons with disabilities	Time: 50 minutes
Overview (<i>3-4 sentences</i>)	
Participants will build upon previous weeks to address the challenges and obstacles that persons with disabilities face. By learning about different areas of challenge, they will be able to identify how these challenges impact human rights.	
Student Ages or Grade Level (<i>Check all that apply</i>)	
Adults of all ages	
Essential questions the lesson will address:	
<ul style="list-style-type: none"> ● How can Uganda become more inclusive for people with disabilities? ● What challenges do persons with disabilities face? ● How do these challenges and obstacles impact human rights? 	
Learning outcomes	
<i>Participants will be able to....</i> <ul style="list-style-type: none"> ● Apply a human rights lens to challenges faced by persons with disabilities ● Provide examples of challenges in Ugandan society ● Brainstorm ways to promote inclusivity and accessibility 	
Curriculum Glossary and Concepts	
<ul style="list-style-type: none"> ● Attitudinal <ul style="list-style-type: none"> ○ stereotypes, stigma ● Communication <ul style="list-style-type: none"> ○ small print, videos with no captioning, lack of sign language interpreters, etc. ● Physical 	

- lack of ramps, lack of medical equipment
- **Policy**
 - deny individuals with disabilities access to programs, social services, etc.
- **Programmatic**
 - medical setting; inconvenient scheduling, lack of accessible equipment, provider’s attitude
- **Social**
 - employment opportunities, increased likelihood of childhood violence, low income
- **Transportation**
 - lack of access to transport, inaccessible public transport

Formative assessment strategies (What will you be looking for in their work, and how?)

The facilitator can make note of...
 the interpretation of human rights documents and how they are applied to disability challenges and obstacles, and whether the participants have grasped the concept of human rights and are able to apply these ideas to examples.

Materials for Facilitator	Materials for Participants
CDC website information chalkboard/chalk	chalkboard/chalk UDHR (Appendix A) African Charter (Appendix B)

Lesson Plan

Beginning (15 min)	<ul style="list-style-type: none"> ● Brainstorm possible barriers people with disabilities face in real-life ● Explain to the class the basic barriers as described by the CDC, “Often there are multiple barriers that can make it extremely difficult or even impossible for people with disabilities to function. Here are the seven most common barriers. Often, more than one barrier occurs at a time. <ul style="list-style-type: none"> ○ Attitudinal ○ Communication ○ Physical ○ Policy ○ Programmatic ○ Social ○ Transportation” ● After explaining these barriers, break the class into small groups and ask them to think of examples of these barriers that they may have witnessed before, whether in their community, on TV, etc. Share back with the class and list the examples on the board under their appropriate categories.
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Middle (30-35 min)	<ul style="list-style-type: none"> ● Hand out copies of the UDHR articles and the African Charter to the class. Put everyone into different small groups. Assign each group either the UDHR or the African Charter. Ask them to take the previous examples identified in the introduction portion of class and state what articles are violated by these barriers. Also instruct the groups to make note of any rights not covered in their documents for disabled people. Ask if there should be more protections added for disabled people, and if so, what articles they would add. ● After they work in their groups, ask them to present their findings to the class. Facilitate a discussion on how these barriers impact human rights and the rights of disabled people, and whether or not these human rights documents are adequate for disabled people.
End (10 min)	<p>Have the class discuss these open-ended questions</p> <ol style="list-style-type: none"> 1. How can Uganda become more inclusive for disabled people? <ol style="list-style-type: none"> a. At school? b. At home? c. In society?
Homework	
Brainstorm ways to address challenges in your own community.	
Notes for facilitator- <i>(Could include additional references and resources where facilitators could find additional information; suggestions for how the lesson might be adapted/localized; less resource-intensive options in terms of materials)</i>	
Resource for additional information: https://www.who.int/news-room/fact-sheets/detail/disability-and-health	

Week 6: Community Engagement - How to be an advocate?	Time: 1 hour
Overview	
<p>The main purpose of this class is to help participants develop a framework for awareness about advocacy. Participants will begin this lesson by becoming aware of civic roles in communities and existing advocacies for special needs participants. Participants then watch videos and analyze data in Uganda, then they will have an opportunity to practice community engagement strategies through simulating role playing/group work.</p>	

Student Ages or Grade Level	
Adults of all ages	
Essential questions the lesson will address:	
<ul style="list-style-type: none"> ● What is advocacy? (Especially advocacy for people with disabilities) ● Why is it important to have an advocate within the community? ● What are the main challenges to disability rights and community engagement in Uganda? 	
Learning outcomes	
<p><i>Participants will be able to....</i></p> <ul style="list-style-type: none"> ● Define and explain advocacy ● Identify some of the key strategies to promote the development of disability rights and individual awareness in the local community ● Gain an understanding that each individual’s values and engagement about advocacy are closely related to the broader ideas within the CRPD and social justice ● Identify possible solution to a problem they have identified in the local community 	
Curriculum Glossary and Concepts	
<ul style="list-style-type: none"> ● Advocacy: any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others (Alliance for Justice, 2008) ● Advocate: to publicly support or suggest an idea, development, or way of doing something; or someone who publicly supports something (Cambridge Dictionary) ● Civic engagement: Civic engagement involves “working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Youth.Gov) ● Community-based Development (CBD): an idea that has gained popularity among governments, practitioners, and funders (Baldwin et al., 2016) 	
Formative assessment strategies (What will you be looking for in their work, and how?)	
<p>The facilitator can make note of...</p> <ul style="list-style-type: none"> ● Verbal questioning: Using continuity questions to help participants review and consolidate lesson contents. ● Small group work/presentations: In-class collaboration with peers ● Optional Homework: in which learners’ personal experiences or artwork about lessons among disability rights and community advocacy. 	
Materials for Facilitator	Materials for Participants
<ul style="list-style-type: none"> ● Blackboard and chalk ● Access to the Internet and a screen to show the image and video ● Advocacy glossary list (printed) 	<ul style="list-style-type: none"> ● Copies of UDHR and CRPD for each table (see Appendix A & C) ● Whiteboard or blank paper

Lesson Plan	
<p>Beginning</p> <p>Warm-up activity, Review, and Introduction</p> <p>(10 minutes)</p>	<p>Recap Activity (Week 2): Begin the lesson by reviewing the Committee on the Rights of Persons with Disabilities (CRPD). Then, introducing that the lesson will focus on community engagement and how to be an advocate for disability issues.</p> <p>First, participants will have 3 minutes to write down the CRPD article(s) they considered the most and least important, either for themselves or the local community (Note: facilitators should pay attention to the fact that not all participants are on the same page. Therefore, facilitators need to consider the ability level of different participants, and then provide printed materials of UDHR and CRPD for some participants so that they can have a chance to read and familiarize themselves with the articles. More strategies can be found in the Note Section). Then, after the participants have a basic review of previous contents, smoothly move to the guiding questions:</p> <ul style="list-style-type: none"> ● Why are these articles important to us? ● What do you see as the differences between the promulgation of these human rights regulations and their current implementation in local communities in Uganda? Or the practical challenges of implementation?
<p>Middle</p> <p>Lecture and Group Discussion</p> <p>(45 minutes)</p>	<p>Part One (20 minutes)</p> <p><i>(Option 1: Watch & Think)</i></p> <p>First, watch videos about advocacy: https://youtu.be/YPi01hBmuUc (Children advocacy) https://youtu.be/wOtdb9F1n3g (Self-advocates)</p> <p>After watching the video, ask the participants:</p> <ul style="list-style-type: none"> ● What are these people doing in the video? ● What is the purpose of their sound? Is it for oneself or for the development of the whole society? <p><i>(Option 2: Role Playing)</i></p> <p>Script example: “Suppose you are having dinner with your friends, and one of your friends brings up the topic of children with disabilities. She/he believes that the child must be disabled because the child's parents have sinned deeply and should have given the child away after birth rather than appearing in public with the child. Do you agree or disagree with this friend? In what way will you advocate to the friends present? Use what you've learned and be friendly.”</p> <p>Part Two (25 minutes)</p> <p>Short lecture: (1) Introduce Advocate & Advocacy (2) How to be an effective advocate for your community?</p>

	<p>Show the image of key indicators from Uganda Functional Difficulties Survey 2017. Participants will have 2 minutes to discuss with a partner.</p> <ul style="list-style-type: none"> • What did you find from this image? <p>Now group 3 or 4 participants into a group and they will have 10 minutes to work on a whiteboard or blank paper by drawing and writing.</p> <p>In-class presentation</p>
<p>End Conclusion (5 minutes)</p>	<p>The lesson concludes with an open-ended discussion on:</p> <ul style="list-style-type: none"> • As local Advocates in Uganda, what new challenges do you see emerging in the context of the global pandemic? Are these challenges beneficial or detrimental to the development of disability rights?
<p>Homework (Optional)</p>	
<p>Covid-19 Background and current school issues about disability rights</p> <p><u>Option 1:</u> Making a poster to advocate the rights of people with disabilities. Be creative!</p> <p><u>Option 2:</u> If you are an advocate in your community, what will you do to help the local people build self-awareness and public-awareness about human rights, children’s rights, or disability rights? Write a short essay to explain your thoughts (200-250 words)</p>	
<p>Notes for facilitator- <i>(Could include additional references and resources where facilitators could find additional information; suggestions for how the lesson might be adapted/localized; less resource-intensive options in terms of materials)</i></p>	
<p>For Activity One, there are two options for the facilitator. If accessing the Internet and watching videos don’t work in a teaching environment, skip Option One.</p> <p>If the facilitator comes into contact with participants of different ability levels and backgrounds, the following strategies can be used to adjust the pace of the course. Teaching a Mixed Level Disparate Class</p>	

<p>Week 7: Two-Way Communication</p>	<p>Time: 1 hour</p>
<p>Overview</p>	

In this lesson, learners will analyze and compare local advocacy and foreign cases, then use the form of informal debate to reinforce the learning content with community engagement and personal awareness development. The primary purpose of this lesson is to give learners the opportunity to engage in a dialogue with advocates in Uganda and then strengthen their bond through questions and discussion. This is an open-discussion based lesson.

Student Ages or Grade Level

Adults of all ages

Essential questions the lesson will address:

- What are the main challenges to disability rights and community engagement in Uganda?
- What are effective strategies for disability advocacy?
- What characteristics should a good advocate have?

Learning outcomes

Participants will be able to...

- Gain understanding of how to be personally and effectively engaged in advocacy roles and responsibilities
- Explore and advocate for policy and legislative reforms for the protection and promotion of human rights, children’s rights, and disability rights

Curriculum Glossary and Concepts

- **Debate:** a process that involves formal discourse on a particular topic, often including a moderator and audience. In a debate, arguments are put forward for often opposing viewpoints

Formative assessment strategies (What will you be looking for in their work, and how?)

The facilitator can make note of...

- **Verbal questioning:** Use continuity questions to help students review, consolidate, and reflect course contents
- **Think-Pair-Share (TPS):** critically thinking on a given topic and collaborating with the assigned partner
- **Class-wide presentation (debate):** individual critical thinking and group-work ability
- **The Exit Ticket:** this tool can help facilitators assess how well participants understand the material they are learning in class

Materials for Facilitator

Materials for Participants

<ul style="list-style-type: none"> ● Blackboard and chalk ● Access to the Internet and a screen 		<ul style="list-style-type: none"> ● Copies of advocacy examples for each group of participants ● Whiteboard or blank paper for notetaking
<p>Lesson Plan <i>(Include specific steps with estimated time – total time should add up to 50 minutes)</i></p>		
<p>Warm-up and Introduction (10 mins)</p>	<p>(5 mins) Review Activity - Verbal Questioning</p> <ul style="list-style-type: none"> ● For this warm-up activity, participants will review Week 6’s lesson, especially about the basic introduction to community engagement, civic roles, and advocacy related strategies. Ask participants: <ul style="list-style-type: none"> ○ What is advocate and advocacy? ○ Why is it important to have an advocate in our community? <p>(5 mins) Think-Pair-Share Activity</p> <ul style="list-style-type: none"> ● Then, participants will have 1 minute to think individually about the following question: What strategies do you think are useful to the current advocacy for people with disabilities in Uganda? ● Now, discuss these strategies with a partner and summarize two detailed strategies. Be prepared to share with the class. ● Share back to the whole class. 	
<p>Part I: Informal Debate (20 mins)</p>	<p>Participants will have a chance to read two examples about disability advocacy, one is from Uganda, and another one is from Missouri, USA.</p> <p>Example 1: <u>Inclusion of People with Disabilities In Uganda</u> Example 2: <u>Missouri Community Advocacy Network</u></p> <p>Step 1: Review the handout individually Step 2: Small group discussion</p> <ul style="list-style-type: none"> ● What are your takeaways from the advocacy example? ● Is it a strong advocacy program? Why or why not. <p>Step 3: Prepare for in-class debate (facilitators will have a detailed instruction about the rules)</p> <ul style="list-style-type: none"> ● Group A ● Group B <p>Step 4: Now, it is time to debate!</p>	

<p>Part II: Discussion and Q & A with advocate(s) (20 mins)</p>	<p>For the second part of the main activity, it will focus on an open-ended discussion.</p> <ul style="list-style-type: none"> ● First of all, the panelists will comment on the previous part of the debate and supplement the content raised by the two panels. ● Then the advocate will have a back-and-forth discussion with the participants. The facilitator can lead the conversation with a Q&A to make sure that the content is relevant and that each student has the opportunity to ask questions directly. <p><i>Alternative option for this activity:</i></p> <ul style="list-style-type: none"> ● If participants in need are willing to participate in the discussion, the facilitator will focus the conversation on the needs of local participants with special needs. (Note: this discussion should ensure participants' privacy and voluntary)
<p>End (10 mins)</p>	<p>The Exit Ticket</p> <ul style="list-style-type: none"> ● By using the exit ticket, participants will answer different types of questions to test their learning over the past two weeks and to help them think about how to relate knowledge about human rights and become advocates. ● This follow-up activity can also help facilitators to quickly evaluate whether participants' mastery level matches the expected learning outcomes. ● Ask participants (example): <ul style="list-style-type: none"> ○ How well do you feel you understand today's lesson? ○ What is one change we could make to the way we learn? (Please feel free to provide feedback to the facilitator and course contents) <p>Conclusion and preview for Week 8</p> <ul style="list-style-type: none"> ● Next week, the lesson will focus on the discussion with members from the SCT program, and participants can have access to further resources and volunteer opportunities.
<p>Homework (Optional)</p>	
<p>Ask participants to think of questions for the panel next week</p>	
<p>Notes for facilitator- <i>(Could include additional references and resources where facilitators could find additional information; suggestions for how the lesson might be adapted/localized; less resource-intensive options in terms of materials)</i></p>	
<ul style="list-style-type: none"> ● Effective Student-Led Discussions ● Sample Exit Tickets - Brown University 	

Week 8: Moving Forward and Resources		Time: 1 hour
Overview		
<ul style="list-style-type: none"> ● Summarize week 1-7 ● Open panel with Florence and other members from SCT ● Make a poster for SCT ● Opportunities to get involved with SCT 		
Student Ages or Grade Level		
Adults of all ages		
Essential questions the lesson will address:		
<ul style="list-style-type: none"> ● What did you learn from Week 1 to Week 7? ● What is your role as an advocate? ● How can you apply what you've learned from the lessons to your daily life? 		
Learning outcomes		
<i>Participants will be able to...</i>		
<ul style="list-style-type: none"> ● Demonstrate understanding of the UDHR, the African Charter, Children's rights and the rights of persons with disabilities. ● Understand their role as an advocate for participants with special needs ● Develop self-awareness and partnership with like-minded individual and local advocates ● Promote inclusion and awareness for Human rights in Uganda 		
Formative assessment strategies (What will you be looking for in their work, and how?)		
The facilitator can make note of...		
<ul style="list-style-type: none"> ● Small group discussion: Think and share ideas with other participants ● Creative Artwork: Making a poster to reflect on lesson contents <ul style="list-style-type: none"> ○ example appendix 8.1 ● Class-wide presentation: Small group presentation 		
Materials for Facilitator		Materials for Participants
<ul style="list-style-type: none"> ● Handouts (a summary of week 1-7) ● Flyers from SCT 		<ul style="list-style-type: none"> ● Markers ● Paper
Lesson Plan		
Beginning (10 mins)	<ul style="list-style-type: none"> ● Quick summary of week 1-7 (UDHR, the African Charter, Children's rights, Rights of Persons with Disabilities, Disabilities and their characteristics, ways to advocate) <ul style="list-style-type: none"> ○ write out topic of each week on the board ○ Call on students and ask them to identify key words and ideas from each week, write underneath on board ● Introduce SCT and their missions 	

	<ul style="list-style-type: none"> ● Introduce the panelists
Panel (20 mins)	<ul style="list-style-type: none"> ● Invite Florence and other members of SCT to talk about their organization and their missions ● Open discussion with the Panelists <ul style="list-style-type: none"> ○ ask participants to ask questions and the panelists to ask each other questions- have it be conversational ○ Sample questions: How is your experience with people, especially young children, with special needs? How do you define your role in the local community? ● Share opportunities to get involved with SCT
Creative Art Activity (20 mins)	<ul style="list-style-type: none"> ● Create informative posters that explain SCT's mission and its relation to class themes (UDHR, disability rights, children's rights, etc.) <ul style="list-style-type: none"> ○ Small groups or individual
End (10 min)	<ul style="list-style-type: none"> ● In-class presentation: present posters to the class and how they relate to the themes previously discussed.
<p>Notes for facilitator- <i>(Could include additional references and resources where facilitators could find additional information; suggestions for how the lesson might be adapted/localized; less resource-intensive options in terms of materials)</i></p>	
<ul style="list-style-type: none"> ● Provide opportunities, events, and resources for involvement with SCT ● Hang posters up around SCT 	

Curriculum Rationale

The advocacy curriculum features eight lesson plans: human rights education, children's rights and rights of persons with disabilities, general knowledge on disability, disability stigma in

Uganda, challenges and obstacles for children with disabilities, community engagement, two-way communication, moving forward and resources. The human rights education curriculum falls into Tibbitts' (2017) typology model of Activism-Transformation. The advocacy curriculum is divided into two main sections: the general knowledge/background on human rights and its corresponding documents, and real life application/advocacy. The first part of our curriculum aims to provide general information/knowledge to our participants and help them build a foundation for future advocacy work. The second part of the curriculum focuses on learning about ways to advocate for children with disabilities from a local/personal level. Our curriculum was informed by Tibbitts' (2017) Activism-Transformation model because of its emphasis on social change and activism. The curriculum aims to foster an environment that promotes critical thinking and community involvement for Ugandans who share the passion to advocate for children with special needs.

Throughout our 8-week curriculum, various methods have been adopted to bring different perspectives into conversation with each other: open dialogue/conversation, community engagement, interactive classroom activities, etc. The voluntary and community-centered format of our curriculum encourages participants to apply their knowledge to their personal lives as well as in public fields, which echoes the main purposes of the Activism-Transformation model (Tibbitts, 2017). In addition, the voluntary nature of the workshop furthers participants' likelihood of engaging with advocacy and social change.

The target audience of our curriculum is Ugandan adults willing to learn about and advocate on behalf of children with disabilities. This could include parents, teachers, government employees, or any community members interested in advocacy and disability rights. This curriculum is designed for a non-formal and voluntary education setting. Since we are unaware

of how informed our participants will be on this subject, we have to assume that not all participants have the same knowledge background. Therefore, in the first half of the course, we might assume that a large number of these learners have no relevant knowledge of human rights. We split up the human rights, children's rights, and disability rights into separate sessions to ensure that learners will have enough time to sort out the differences and overlaps in the content. Second, since the audience is adults, each session includes a relatively large number of open-ended discussions to ensure that participants have the opportunity to engage in more thought-provoking activities and then build their critical thinking and responsible citizenship through a series of guided questions.

Overall, when we are designing this curriculum, we choose to create an environment that fosters open dialogue and critical thinking skills. Therefore, when determining the overall objectives, we emphasize not only on gaining basic knowledge on children's rights and rights of persons with disabilities, but also critical thinking about the implementation and accessibility of these rights in the Uganda context and their daily lives.

We want the participants to reflect this content into their daily lives and think about the obstacles and challenges people with disabilities might face in the Ugandan society and education system. We also want to focus on the perception of people with disabilities on a local/cultural level. By doing so, we believe the participants will gain a deeper and more personal understanding of the struggles of people with disabilities. Walker (2020) suggests that creating an open dialogue between participants and facilitators in the classroom allows participants to have vulnerable and honest conversations with each other, and it also promotes deeper understanding and empathy (Walker, 2020). Therefore, when designing this curriculum, we aim to open the floor and conversation to everyone in the classroom, and to encourage

participants to think critically and challenge the effectiveness of the policies that are currently in place for persons with special needs.

When designing this curriculum, we constantly think about the limitations of the actual implementation of this curriculum. Technical difficulties are our first concern, therefore we have created modifications that only require basic classroom materials (paper, pen, black/white board, etc.). The second challenge of the implementation is the COVID-19 pandemic. Even though we would like to host this workshop in person and invite guest speakers into the classroom, the likelihood of it heavily depends on the local restrictions and mandates due to the pandemic. Typically, this would lead to a virtual presentation format, but that reinforces the issue of technological access for Special Children's Trust. Therefore, we could ask the guest speakers to create and send in a physical poster or document to share with the class.

Another potential challenge is the social perceptions of disabilities in Uganda. In Uganda, most communities still view disability as “a bad omen, bad luck, punishment, or a curse for the sins the parents must have committed, which leaves people see disability as witchcraft or a contagious condition that should be avoided, which leaves families who have children with disabilities alone and isolated” (SCT Uganda). Therefore, we might find it difficult to facilitate conversations about negative stereotypes. Bajaj (2011) suggests the differentiated ideological orientations of HRE, and one of the models is HRE for coexistence, which considers HRE as healing and reconciliation. Based on this, HRE and advocacy on the rights of children with disabilities are about spreading awareness and helping local communities learn how to include and heal each other's existence through cooperation and communications between different roles.

In order for this curriculum to be fully effective, facilitators' qualification plays an important role. Aside from having professional knowledge on the UDHR and the African

Charter, preferably they are also familiar with how these rights and responsibilities are exercised in the Uganda context. Uçus, & Dedeoglu, H. (2016) suggest that in order for the curriculum to be effective, facilitators should participate in CRC training and/or certificate programs (Uçus, & Dedeoglu, H. 2016). Ideally, facilitators should be knowledgeable on all the topics that will be covered, and they are familiar with the local implementation of these rights and the present limitations/challenges. However, if recruiting enough qualified facilitators is not feasible, we will provide necessary resources and materials on these topics to help them familiarize with the contents.

As someone who is not familiar with the Uganda context, we try to give the facilitators and participants as much autonomy as possible during the course of this curriculum. We can provide information on the general topic and facilitate open conversations, however, we also know that our experience does not equate that of the participants'. Therefore, we also position ourselves as learners throughout the course and learn from our participants and facilitators. We acknowledge that the field of human rights and the available resources/literature stem from an Eurocentric point of view. Therefore, we only utilized the listed resources as a way to guide the lesson plan, rather than informing the lesson plan. We also recognize that we come from a Western and privileged institution where our education/living experience is different from our participants. The nature of this course and our institution create unintentional biases in regards to human rights. We give our facilitators the ability to adjust and edit this curriculum as they deem fit for their context.

In conclusion, we designed our curriculum by drawing upon multiple human rights frameworks and documents. As mentioned in the Haki Zetu books on Human Rights Education, it is crucial to engage with the community as an NGO (2016). By creating an advocacy

curriculum for Special Children's Trust, we can aid them in connecting the community and those without disabilities to their mission and work.

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Appendices

Lesson 1:

1.1. Post-quiz

you may choose to have the students complete the quiz independently, in small groups, or as an entire class

1. Human rights first became internationally recognised after World War II.

True. The ideas behind human rights have been present throughout history in many different societies and religions.

However, the idea that there are basic rights that belong to all people was internationally recognised after World War II, with the creation of the Universal Declaration of Human Rights.

2. People have the right to say whatever they want.

False. While the Universal Declaration of Human Rights states that everyone has the right to express their ideas and opinions, this doesn't mean you have a right to say whatever you want. Your right to express an opinion should not come at the cost of someone else's right to be treated with respect.

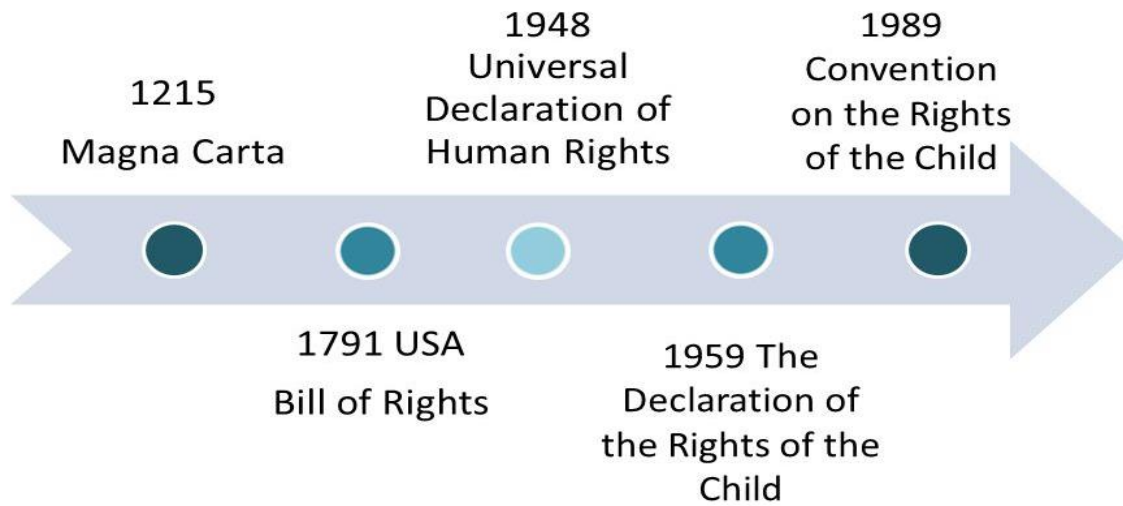
3. All people have equal rights.

True. The Universal Declaration of Human Rights recognises that everyone is born free and equal in dignity and rights. We should all be treated in the same way.

4. Do children have their own special rights, as well as other human rights?

True. As well as the rights set out in the Universal Declaration of Human Rights, children have extra rights that place a responsibility on adults to make sure children receive the special care and protection they need to grow up healthy and happy. These rights are written down in the United Nations Convention on the Rights of the Child.

1.2. Timeline



Lesson 2

2.1. Recap quiz

1. What can be defined as human rights?

- a) Those benefits granted to any adult person.
- b) Those entitlements for those lawfully residing in a given country.
- c) Those rights inherent to all human beings.

2. What makes the Universal Declaration of Human Rights so unique?

- a) It was drafted by people from all over the world.
- b) Sets common standards on human rights protection.
- c) Both previous answers.

3. Is Human Rights Education relevant?

- a) It is only relevant for those working in the legal profession.
- b) It is only relevant for those presenting complaints on human rights violations.

c) It is relevant for all human beings.

4. Are human rights related to the Sustainable Development Goals?

a) Yes, the SDGs are directly linked with human rights standards.

b) Yes, but the relation is negligible.

c) No, there is no connection.

5. Is there any review about the human rights situation in all UN Member States?

a) Yes, there is a periodic review made to all UN Member States about their human rights situation.

b) Yes, but only for specific human rights in certain UN Member States.

c) No, there is no mechanism to conduct this kind of review.

Answers:

1. c)

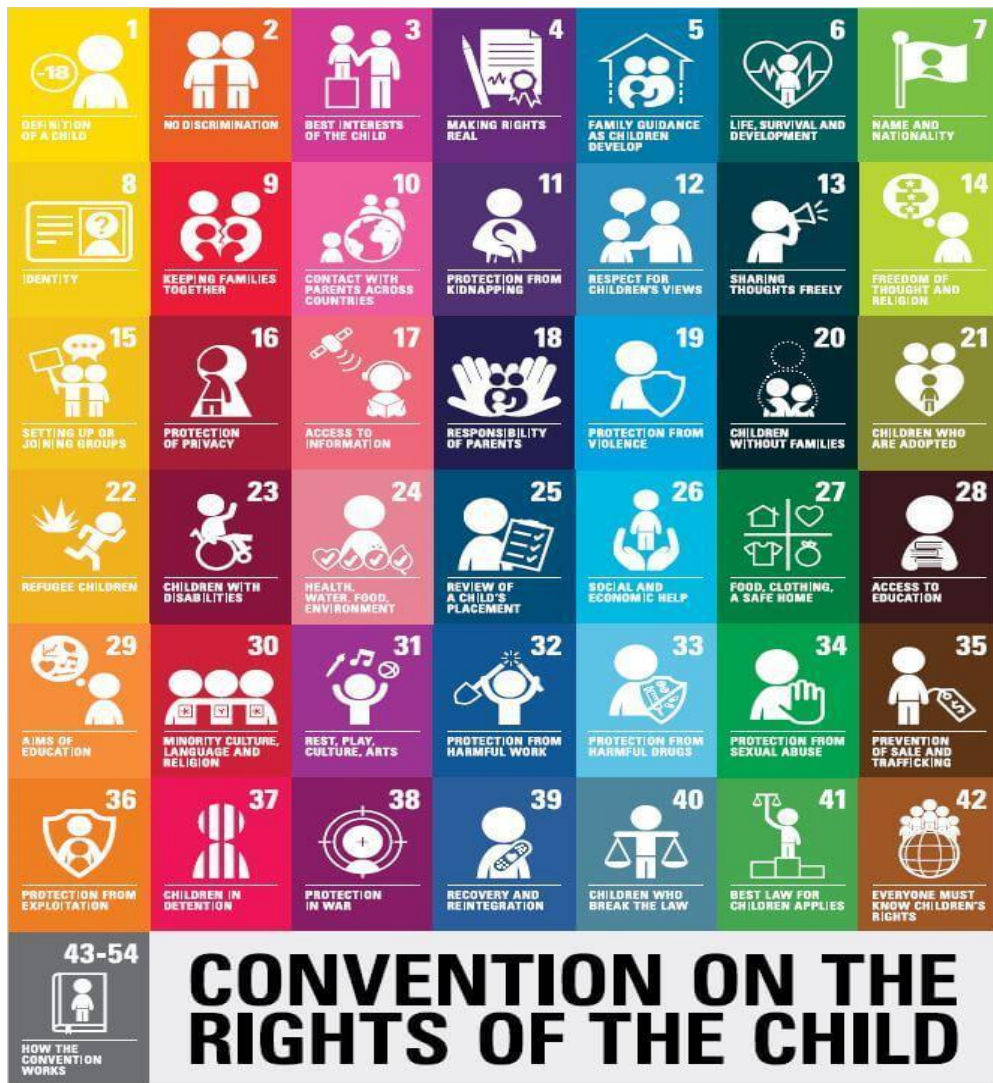
2. c)

3. c)

4. a).

5. a)

2.2. List of Children's rights



2.3. PACRiF



Child Rights Implementation in Africa: Gains and Challenges

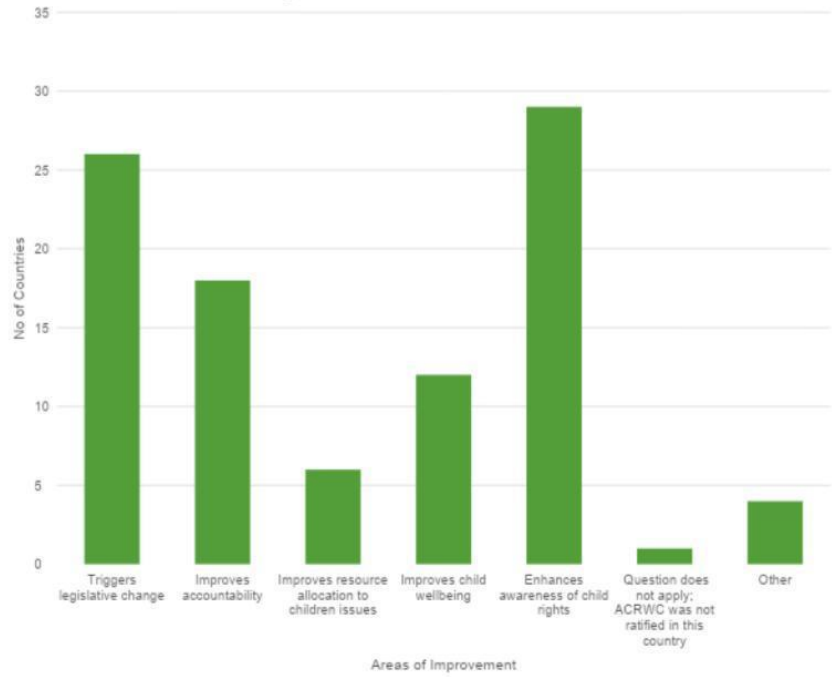
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16 January 2020

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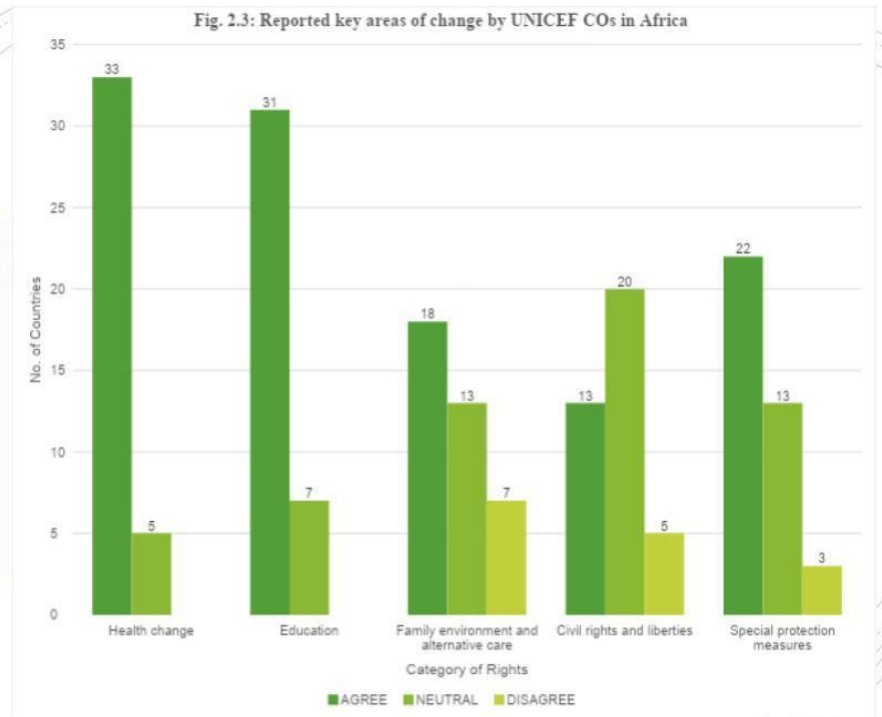
General Observations

Fig. 3.2: Contributions of the ACRWC



UNICEF, 2019 (Study)

General Observations (II)



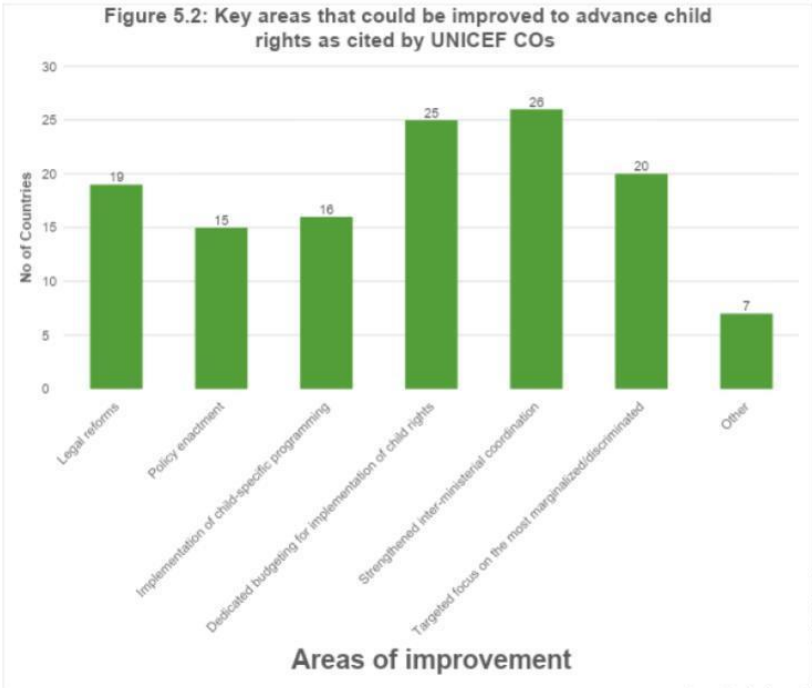
Source:

Online survey of UNICEF COs in Africa, 2019 (n=38)

General Observations (III)

- Africa and its demographic dynamic: young population mostly rural and remote but rapidly urbanizing
- Some noticeable changes in health and education great even halving
- However, protection and participation rights not changing in the same vein. Traditional and cultural practices even in some well-off countries
- Socio-economic and gender inequalities that affect life chances and wellbeing of children – girls, children with disabilities, those in armed conflict in situations
- Varying political dynamics: central vs. devolved systems as well as poor resourcing for children and coordination affect efforts

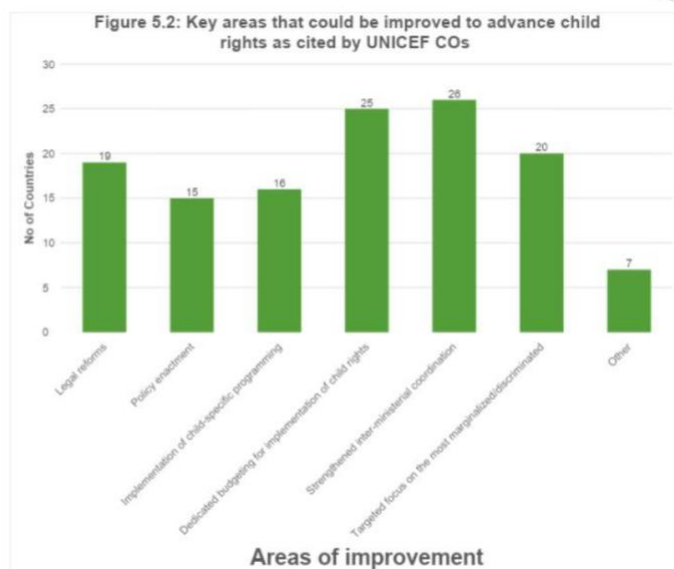
General Observations (IV)



General Observations (V) - FEP

- Funding
- Advocacy
- Decentralization
- Mapping studies
- Technical support
- Reporting process
- Effective coordination
- Economic implications
- Spotlight on specific country issue
- Priority action areas (externally driven)
- Strong civil society activism (incl. FBOs)
- Presence of normative structures (Juris.)
- Institutional positioning of child protection at NL

General Observations (VI) - AOI



2.4. Protocol on the Rights of Persons with Disabilities

Article 1 Definitions For the purpose of the present Protocol:

“African Charter” means the African Charter on Human and Peoples’ Rights adopted by the Heads of States and Government of the Organization of African Unity (OAU) in Banjul, Gambia, in June, 1981;

“African Commission” means the African Commission on Human and Peoples’ Rights established by the African Charter on Human and Peoples’ Rights adopted by the Heads of States and Government of the Organization of African Unity (OAU) in Banjul, Gambia, in June, 2000;

“African Court” means the African Court on Human and Peoples’ Rights or any successor court including the African Court of Justice and Human Rights established by the Protocol to the African Charter on Human and Peoples’ Rights on the Establishment of an African Court on Human and Peoples’ Rights adopted by the Heads of States and Government of the Organization of African Unity (OAU) in Ouagadougou, Burkina Faso, in June 1998;

“Assembly” means the Assembly of Heads of State and Government of the African Union.

“AU” or “Union” means the African Union established by the Constitutive Act of the African Union adopted by the Heads of States and Government of the Organization of African Unity (OAU) in Lomé, Togo, in July, 2000;

“Commission” means the Commission of the African Union;

“Deaf culture” means the way deaf people interact, it includes a set of social beliefs, behaviours, art, literary traditions, history, values, and shared institutions of communities that are influenced by deafness and which use sign languages as the main means of communication.

“Discrimination on the basis of disability” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human and people’s rights in the political, economic, social, cultural, civil or any other field. Discrimination on the basis of disability shall include denial of reasonable accommodation;

“Habilitation” means inpatient or outpatient health care services such as physical therapy, occupational therapy, speech-language pathology, audiology that address the competencies and abilities needed for optimal functioning to in interaction with their environments: enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social, and vocational ability, full inclusion and participation in all aspects of life;

“Harmful practices” include behaviour, attitudes and practices based on tradition, culture, religion, superstition or other reasons, which negatively affect the human rights and fundamental freedoms of persons with disabilities or perpetuate discrimination;

“Legal capacity” means the ability to hold rights and duties and to exercise those rights and duties;

“Persons with disabilities” include those who have physical, mental, psycho-social, intellectual, neurological, developmental or other sensory impairments which in interaction with environmental, attitudinal or other barriers hinder their full and effective participation in society on an equal basis with others;

“Protocol” means the Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Persons with Disabilities in Africa;

“Reasonable accommodation” means necessary and appropriate modifications and adjustments where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human and people’s rights;

“Rehabilitation” means inpatient or outpatient health care services such as physical therapy, occupational therapy, speech-language pathology and psychiatric rehabilitation services that help a person keep, restore or improve skills and functioning for daily living and skills related to communication that have been lost or impaired because a person was sick, injured or disabled.

“Ritual killings” means the killing of persons motivated by cultural, religious or superstitious beliefs that the use of a body or a body part has medicinal value, possesses supernatural powers and brings good luck, prosperity and protection to the killer.

“Situations of risks” means any situation that poses grave risk to the general population, including disasters and all forms of armed conflict

“States Parties” mean any Member States of the African Union which have ratified or acceded to this Protocol and deposited the instruments of ratification or accession with the Chairperson of the African Union Commission;

“Universal design” means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design, and shall not exclude assistive devices for particular groups of persons with disabilities where this is needed;

“Youth” means every person between the ages of 15 and 35 years.

Article 2 Purpose

The purpose of this Protocol is to promote, protect and ensure the full and equal enjoyment of all human and people’s rights by all persons with disabilities, and to ensure respect for their inherent dignity.

Article 3 General Principles

This Protocol shall be interpreted and applied in accordance with the following general principles: a) Ensuring respect for and protection of the inherent dignity, privacy, individual autonomy including the freedom to make one’s own choices, and independence of persons;

b) Non-discrimination;

c) Full and effective participation and inclusion in society;

d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;

e) Equality of opportunity;

f) Accessibility;

g) Reasonable accommodation

h) Equality between men and women;

i) The best interests of the child

j) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Article 4 General Obligations

States Parties shall take appropriate and effective measures, including policy, legislative, administrative, institutional and budgetary steps, to ensure, respect, promote, protect and fulfil the rights and dignity of persons with disabilities, without discrimination on the basis of disability, including by:

- a) Adopting appropriate measures for the full and effective implementation of the rights recognised in the present Protocol;
- b) Mainstreaming disability in policies, legislation, development plans, programmes and activities and in all other spheres of life;
- c) Providing in their constitutions and other legislative instruments and taking other measures to modify or abolish existing policies, laws, regulations, customs and practices that constitute discrimination against persons with disabilities;
- d) Modifying, outlawing, criminalising or campaigning against, as appropriate, any harmful practice applied to persons with disabilities;
- e) Promoting positive representations and empowerment of persons with disabilities through training and advocacy;
- f) Taking measures to eliminate discrimination on the basis of disability by any person, organisation or private enterprise;
- g) Refraining from engaging in any act or practice that is inconsistent with the present Protocol and ensuring that public authorities, institutions and private entities act in conformity with the Protocol;
- h) Providing assistance and support as necessary and appropriate to enable the realisation of the rights set out in the present Protocol;
- i) Putting in place adequate resources, including through budget allocations, to ensure the full implementation of this Protocol;
- j) Ensuring effective participation of persons with disabilities or their representative organisations including women and children with disabilities, in all decision-making processes including in the development and implementation of legislation, policies and administrative processes to this Protocol.
- k) Ensuring, where persons with disabilities are lawfully deprived of any rights or freedoms contained in this protocol that they are on an equal basis with others, entitled to guarantees in accordance with international human rights law and the objects and principles of the present Protocol.

Article 5 Non-discrimination

1. Every person with a disability shall be entitled to the enjoyment of the rights and freedoms recognised and guaranteed in this Protocol without distinction of any kind on any ground including, race, ethnic group, colour, sex, language, religion, political or any other opinion, national and social origin, fortune, birth or any status.

2. States Parties shall: a) Prohibit discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds. b) Take steps to ensure that specific measures, as appropriate, are provided to persons with disabilities in order to eliminate discrimination and such measures shall not be considered discrimination. c) Take effective and appropriate measures to protect the parents, children, spouses, other family members closely related to the persons with disabilities, caregivers or intermediaries from discrimination on the basis of their association with persons with disabilities.

Article 6 Right to Equality

1. Every person with a disability is equal before the law and has the right to equal protection and benefit of the law.

2. Equality includes the full and equal enjoyment of all human and people's rights.

3. State Parties shall take all appropriate legislative, administrative, budgetary and other measures in order to promote equality for persons with disabilities.

Article 7 Equal Recognition before the Law

1. States Parties shall recognise that persons with disabilities are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.

2. States Parties shall take all appropriate and effective measures to ensure that: a) Persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life; b) Non-State actors and other individuals do not violate the right to exercise legal capacity by persons with disabilities; c) Persons with disabilities are provided with effective legal protection and support they may require in enjoying their legal capacity consistent with their rights, will and specific needs; d) Appropriate and effective safeguards are put in place to protect persons with disabilities from abuses that may result from measures that relate to the enjoyment of their legal capacity; e) Policies and laws which have the purpose or effect of limiting or restricting the enjoyment of legal capacity by persons with disabilities are reviewed or repealed; f) Persons with disabilities have the equal right to hold documents of identity and other documents that may enable them to exercise their right to legal capacity; g) Persons with disabilities have the equal right to own or inherit property and are not arbitrarily dispossessed of their property; h) Persons with disabilities have equal rights to control their own financial affairs and to have equal access to bank loans, mortgages and other forms of financial credit.

Article 8 Right to Life

1. Every person with a disability has the inherent right to life and integrity.

2. States Parties shall take effective and appropriate measures to ensure: a) Protection, respect for life and the dignity of persons with disabilities, on an equal basis with others; b) That persons with disabilities have access to services, facilities and devices to enable them to live with dignity and to realise fully their right to life.

Article 9 Right to Liberty and Security of Person

1. Every person with a disability has the right to liberty and security of person.
2. States Parties shall take appropriate and effective measures to ensure that persons with disabilities, on an equal basis with others: a) Enjoy the right to liberty and security of person and are not deprived of their liberty unlawfully or arbitrarily; b) Are not forcibly confined or otherwise concealed by any person or institution; c) Are protected, both within and outside the home, from all forms of exploitation, violence and abuse.
3. States Parties shall take appropriate measures to prevent deprivation of liberty to persons with disabilities, to prosecute perpetrators of such abuse and to provide effective remedies for the victims.
4. Where persons with disabilities are lawfully deprived of their liberty, States Parties shall ensure that they are on an equal basis with others entitled to guarantees in accordance with international human rights law and the objects and principles of the present Protocol.
5. The existence of a disability or perceived disability shall in no case justify deprivation of liberty.

Article 10 Freedom from Torture or Cruel, Inhuman or Degrading Treatment or Punishment

1. Every person with a disability shall have the right to the respect of his/her inherent dignity and to be free from torture or cruel, Inhuman or degrading treatment, slavery, forced labour or unlawful punishment.
2. States Parties shall take appropriate and effective measures to ensure that persons with disabilities, on an equal basis with others: a) Are not subjected to torture or cruel, inhuman or degrading treatment or punishment; b) Are not subjected without their free, prior and informed consent to medical or scientific experimentation or intervention; c) Are not subjected to sterilisation or any other invasive procedure without their free, prior and informed consent; d) Are protected, both within and outside the home, from all forms of exploitation, violence and abuse.
3. States Parties shall take appropriate measures to prosecute perpetrators of such abuse and to provide remedies for the victims.

Article 11 Harmful Practices

1. States Parties shall take all appropriate measures and offer appropriate support and assistance to victims of harmful practices, including legal sanctions, educational and advocacy campaigns, to eliminate harmful practices perpetrated on persons with disabilities, including witchcraft, abandonment, concealment, ritual killings or the association of disability with omens.

2. States Parties shall take measures to discourage stereotyped views on the capabilities, appearance or behaviour of persons with disabilities, and they shall prohibit the use of derogatory language against persons with disabilities.

Article 12 Situations of Risk

States Parties shall: a) Take specific measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, forced displacements, humanitarian emergencies and natural disasters; b) Ensure that persons with disabilities are consulted and participate in all aspects of planning, implementation and monitoring of pre and post-conflict reconstruction and rehabilitation.

Article 13 Right to Access Justice

1. States Parties shall take measures to ensure that persons with disabilities have access to justice on an equal basis with others, including through the provision of procedural, age and gender-appropriate accommodations, in order to facilitate their effective roles as participants in all legal proceedings.

2. States Parties shall take reasonable steps to ensure that customary law processes are inclusive and should not be used to deny persons with disabilities their right to access appropriate and effective justice.

3. All law enforcement and justice personnel shall be trained at all levels to effectively engage with and ensure the rights of persons with disabilities are recognised and implemented without discrimination.

4. States Parties shall ensure legal assistance including legal aid to persons with disabilities.

Article 14 Right to Live in the Community

1. Every person with a disability has the right to live in the community with choices on an equal basis with others.

2. States Parties shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of the right to live in the community, on an equal basis with others, including by ensuring that: a) Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live; b) Persons with disabilities who require intensive support and their families have adequate and appropriate facilities and services, including caregivers and respite services; c) Persons with disabilities have access to a range of in-home, residential and other community support services necessary to support living and inclusion in the community; d) Persons with disabilities have personal mobility with the greatest possible independence; e) Community-based rehabilitation services are provided in ways that enhance the participation and inclusion of persons with disabilities in the community; f) Community living centres organised or established by persons with disabilities are supported to provide training, peer support, personal assistance services and other services to persons with disabilities; and g) Community services and facilities for the general population, including health, transportation, housing, water, social and educational services, are available on an equal basis to persons with disabilities and are responsive to their needs.

Article 15 Accessibility

1. Every person with a disability has the right to barrier free access to the physical environment, transportation, information, including communications technologies and systems, and other facilities and services open or provided to the public.
2. States Parties shall take reasonable and progressive step measures to facilitate full enjoyment by persons with disabilities of this right, and such measures shall, among others, apply to: a) Rural and urban settings and shall take account of population diversities; b) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces; c) Information, communications, sign languages and tactile interpretation services, braille, audio and other services, including electronic services and emergency services; d) Quality and affordable mobility aids, assistive devices or technologies and forms of live assistance and intermediaries; and e) The modification of all inaccessible infrastructure and the universal design of all new infrastructure.

Article 16 Right to Education

1. Every person with a disability has the right to education.
2. States Parties shall ensure to persons with disabilities the right to education on an equal basis with others.
3. States Parties shall take, reasonable, appropriate and effective measures to ensure that inclusive quality education and skills training for persons with disabilities is realised fully, including by: a) Ensuring that persons with disabilities can access free, quality and compulsory basic and secondary education; b) Ensuring that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others, including by ensuring the literacy of persons with disabilities above compulsory school age; c) Ensuring reasonable accommodation of the individual's requirements is provided, and that persons with disabilities receive the support required to facilitate their effective education; d) Providing reasonable, progressive and effective individualised support measures in environments that maximise academic and social development, consistent with the goal of full inclusion; e) Ensuring appropriate schooling choices are available to persons with disabilities who may prefer to learn in particular environments; f) Ensuring that persons with disabilities learn life and social development skills to facilitate their full and equal participation in education and as members of the community; g) Ensuring that multi-disciplinary assessments are undertaken to determine appropriate reasonable accommodation and support measures for learners with disabilities, early intervention, regular assessments and certification for learners are undertaken regardless of their disabilities; h) Ensuring educational institutions are equipped with the teaching aids, materials and equipment to support the education of students with disabilities and their specific needs; i) Training education professionals, including

persons with disabilities, on how to educate and interact with children with specific learning needs; and j) Facilitating respect, recognition, promotion, preservation and development of sign languages.

4. The education of persons with disabilities shall be directed to: a) The full development of human potential, sense of dignity and self-worth; b) The development by persons with disabilities of their personality, talents, skills, professionalism and creativity, as well as their mental and physical abilities, to their fullest potential; c) Educating persons with disabilities in a manner that promotes their participation and inclusion in society; and d) The preservation and strengthening of positive African values.

Article 17 Right to Health

1. Every person with a disability has the right to the highest attainable standard of health.

2. States Parties shall take appropriate and effective measures to ensure persons with disabilities have, on an equal basis with others, access to health services, including sexual and reproductive health, such as by: a) Providing persons with disabilities with the same range, quality and standard of free or affordable health care and programmes as provided to other persons; b) Providing those health services needed by persons with disabilities specifically because of their disabilities or health services designed to minimise or prevent further disability, the provision of medicines including pain relieving drugs; c) Prohibiting discrimination against persons with disabilities by providers of health services or providers of insurance; d) Ensuring that all health services are provided on the basis of free, prior and informed consent; e) Providing persons with disabilities with health-care in the community; f) Ensuring that health-care services are provided using accessible formats and that communication between service providers and persons with disabilities is effective; g) Ensuring that persons with disabilities are provided with support in making health decisions, when needed; h) Ensuring that health campaigns include disability specific needs, but in a manner which does not stigmatise persons with disabilities, and designing services to minimise and prevent further disability; and i) Ensuring that the training of health-care providers takes account of the disability specific needs and rights of persons with disabilities, and ensuring that formal and informal health services do not violate the rights of persons with disabilities.

Article 18 Habilitation and Rehabilitation

States Parties shall take effective and appropriate measures, including peer support, to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life, including by: a) Organising, strengthening and extending comprehensive habilitation and rehabilitation services and programmes, particularly in the areas of health, employment, education and social services;

b) Promoting the development of initial and continuing training for professionals and staff working in habilitation and rehabilitation services;

- c) Promoting the availability, knowledge and use of appropriate, suitable and affordable assistive devices and technologies;
- d) Supporting the design, development, production, distribution and servicing of assistive devices and equipment for persons with disabilities, adapted to local conditions;
- e) Developing, adopting and implementing standards, including regulations on accessibility and universal design, suitable to local conditions.

Article 19 Right to Work

1. Every person with a disability has the right to decent work, to just and favourable conditions of work, to protection against unemployment, to protection against exploitation and to protection from forced or compulsory labour.
2. States Parties shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right on an equal basis with others, including by: a) Prohibiting discrimination on the basis of disability with regard to all matters concerning all forms of employment, including employment opportunities, vocational training, conditions of recruitment, hiring and employment, continuance of employment, promotion, career advancement, and safe and healthy working conditions; b) Protecting the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work and the right by persons with disabilities to exercise their labour and trade union rights; c) Promoting opportunities for persons with disabilities to initiate selfemployment, entrepreneurship and to access financial services; d) Employing persons with disabilities in the public sector, including by reserving and enforcing minimum job-quotas for employees with disabilities; e) Promoting the employment of persons with disabilities in the private sector through appropriate policies and measures, including through the use of specific measures such as tax incentives; f) Ensuring that reasonable accommodation is provided to persons with disabilities in the workplace; g) Ensuring that employees with disabilities or those who become disabled are not unfairly dismissed from employment on the basis of their disability.
3. States Parties shall take legislative, administrative and budgetary measures to ensure that the principle of equal pay for equal work is not used to undermine the right to work for persons with disabilities.
4. States Parties shall take appropriate measures to recognise the social and cultural value of the work of persons with disabilities.

Article 20 Right to Adequate Standard of Living

1. Persons with disabilities have the right to an adequate standard of living for themselves and their families, including adequate food, access to safe drinking water, housing, sanitation and clothing, to the continuous improvement of living conditions and to social protection.

2. States Parties shall take appropriate and effective measures to facilitate full enjoyment by persons with disabilities of this right, on the basis of equality, including by: a) Ensuring that persons with disabilities shall access appropriate and affordable services, devices and other assistance for disability-related needs, including accessible housing and other social amenities, mobility aids and caregivers; b) Ensuring access by persons with disabilities to social protection programmes; c) Putting financial measures in place to cover disability-related expenses, including through the use of tax exemptions or concessions, cash-transfers, duty waivers and other subsidies; and d) Facilitating provision of assistance, including interpreters, guides, auxiliary and augmentative supporters and caregivers, while respecting the rights, will and preferences of persons with disabilities.

Article 21 Right to Participate in Political and Public Life

1. Every person with a disability has the right to participate in political and public life.
2. States Parties shall take all appropriate policy, legislative and other measures to ensure this right, on the basis of equality, including through: a) Undertaking or facilitating systematic and comprehensive civic education to encourage full participation of persons with disabilities in democracy and development processes, including by ensuring civic and voter education materials are available in accessible formats; b) Encouraging the effective participation of persons with disabilities in political and public life including as members of political parties, electors and holders of political and public offices in accordance with national laws; c) Putting in place reasonable accommodation and other support measures consistent with the secrecy of the ballot, including as appropriate, by ensuring accessibility to polling stations and facilitating assisted voting, for persons with disabilities to enable their effective participation in political and public life in accordance with national laws; d) Realising increased and effective representation and participation of persons with disabilities on an equitable basis as members of regional, subregional, national and local legislative bodies; e) Repealing or amending laws that on the basis of disability restrict the right of persons with disabilities to vote, stand for or remain in public office.

Article 22 Self-representation

States Parties shall recognise and facilitate the right of persons with disabilities to represent themselves in all spheres of life, including by promoting an environment that enables persons with disabilities to:

- a) Form and participate in the activities of organisations of and for persons with disabilities at national, regional and international levels;
- b) To build relationships and networks at national, regional and international levels;
- c) Form and participate in the activities of nongovernmental organisations and other associations; d) Effectively advocate for their rights and inclusion in their societies;

e) Gain and enhance capacities, knowledge and skills for effectively articulating and engaging in issues of disability, including through direct collaboration with organisations for persons with disabilities and academic institutions and other organisations;

f) Be actively consulted and involved in the development and implementation of all legislation, policies, programmes and budgets that impact persons with disabilities.

Article 23 Right to Freedom of Expression and opinion

1. Every person with a disability has the right to freedom of expression and opinion including the freedom to seek, receive and impart information and ideas through all forms of communication of their choice.

2. States Parties shall take policy, legislative, administrative and other measures to ensure that persons with disabilities can exercise these rights, on an equal basis with others.

Article 24 Access to Information

1. Every person with a disability has the right to access information.

2. States Parties shall take policy, legislative, administrative and other measures to ensure that persons with disabilities can exercise these rights, on the basis of equality, including by: a) Providing information intended for the general public as well as information required for official interactions to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner, and without additional cost to persons with disabilities; b) Requiring private entities that provide services to the general public, including through print and electronic media, to provide information and services in accessible and usable formats for persons with disabilities; c) Recognising and promoting the use of sign languages and deaf culture; and d) Ensuring that persons with visual impairments or with other print disabilities have effective access to published works including by using information and communication technologies.

Article 25 Right to Participate in Sports, Recreation and Culture

1. Every person with a disability has the right to participate in sports, recreation and cultural activities.

2. States Parties shall take effective and appropriate policy, legislative, budgetary, administrative and other measures to ensure this right, on the basis of equality, including through: a) Ensuring that persons with disabilities have access to sports, recreational and cultural services and facilities, including access to stadia and other sporting facilities, theatres, monuments, entertainment establishments, museums, libraries and other historical sites; b) Encouraging and promoting the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels; c) Promoting disability-specific sporting and recreational activities and ensuring provision of appropriate infrastructure; d) Facilitating funding, research and other measures aimed at promoting the participation of persons with disabilities both in disability-specific and mainstream sporting and recreational activities; e)

Enabling children with disabilities to participate in play within the learning environment; f) Facilitating access to audio, video, print and media technologies and services including theatre, television, film and other cultural performances and activities; g) Discouraging negative representations and stereotyping of persons with disabilities in both traditional and modern cultural activities and through the media; h) Encouraging and supporting creativity and talent among persons with disabilities for their own and the society's benefit; i) Putting in place measures to mitigate barriers that hinder access to cultural materials in accessible formats; and j) Recognising and supporting the cultural and linguistic identities of persons with disabilities, including deaf-blind and deaf culture, and sign languages.

Article 26 Right to Family

1. Everyone with a disability has a right to marry and form a family with their full, prior and informed consent.
2. States Parties shall take all necessary and appropriate measures to eliminate discrimination against persons with disabilities including negative stereotypes in all matters with regard to family, marriage, parenthood, guardianship, adoption and relationships, on an equal basis with others, in order to ensure that: a) Persons with disabilities may decide on the number and spacing of their children, and have access to family planning, and sexual and reproductive health education and services; b) Persons with disabilities have the right to keep their children and not be deprived of their children on account of their disability.

Article 27 Women and Girls with Disabilities

States Parties shall ensure that women and girls with disabilities have full enjoyment of human and people's rights on an equal basis with other persons, including by ensuring that:

- a) Women and girls with disabilities participate in social, economic and political decision-making and activities;
- b) Barriers that hinder the participation of women with disabilities in society are eliminated;
- c) Women with disabilities are included in mainstream women's organisations and programmes; d) Women and girls with disabilities are protected from discrimination based on disability and enjoy the right to be treated with dignity;
- e) Women with disabilities access information, communication and technology;
- f) Women with disabilities have access to employment and to professional and vocational training; g) Programmes to overcome social and economic isolation and removing systemic barriers in the labour market for women with disabilities are developed;
- h) Women with disabilities have access to income generating opportunities and credit facilities;

- i) Specific measures are developed and implemented to facilitate full and equal participation for women and girls with disabilities in sports, culture and technology;
- j) Women with disabilities are protected from sexual and gender based violence and are provided with rehabilitation and psychosocial support against sexual and gender based violence;
- k) The sexual and reproductive health rights of women with disabilities are guaranteed, and women with disabilities have the right to retain and control their fertility; and are not sterilised without their consent;
- l) Disability inclusive Gender perspectives are integrated in policies, legislation, plans, programmes, budgets and activities in all spheres that affect women with disabilities.

Article 28 Children with Disabilities

1. States Parties shall ensure that Children with disabilities have full enjoyment of human and people's rights on an equal basis with other children.
2. States Parties shall respect and promote the right of children with disabilities, in particular, their right to preserve their identities and to enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
3. States Parties shall ensure that the best interests of the child are the primary consideration in all actions undertaken by any person or authority concerning children with disabilities.
4. States Parties shall ensure the rights and welfare of children with disabilities by taking policy, legislative and other measures aimed at:
 - a) Ensuring 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;
 - b) Providing children with disabilities, disability, age and gender-appropriate assistance to realise their rights;
 - c) Ensuring the life, survival, protection and development of children with disabilities;
 - d) Ensuring children with disabilities have a name, a nationality and that they are registered immediately after birth;
 - e) Ensuring children with disabilities are not abducted, sold or trafficked for any purpose or in any form for, sexual exploitation, child labour harvesting organs;
 - f) Ensuring that children with disabilities are protected from all forms of sexual exploitation, abuse and forced labour;
 - g) Protecting children from being separated from their parents, caregivers and guardians merely on the basis that either the children or their parents have a disability;
 - h) Taking specific measures to protect children with disabilities who require more intensive support;
 - i) Ensuring children with disabilities have effective access to education, training and recreational opportunities in settings most conducive for them to achieve the fullest possible social inclusion, individual development and cultural and moral development;
 - j) Fostering in all children from an early age an attitude of respect for the rights of persons with disabilities;
 - k) Protecting children with disabilities from exploitation, violence and abuse within family, institutional and other settings;
 - l) Ensuring that under no circumstances may children on account of their disabilities be sterilised.

Article 29 Youth with Disabilities

1. States Parties shall ensure that Youth with disabilities have full enjoyment of human and peoples' rights on an equal basis with other youth.
2. States Parties shall take policy, legislative, administrative and other measures to ensure that all the rights of youth with disabilities are fully respected, including by:
 - a) Promoting full, inclusive and accessible education for youth with disabilities;
 - b) Promoting the inclusion of youth with disabilities in mainstream youth organisations, programmes, including training for leadership and governance skills for their participation at national, regional and international levels;
 - c) Removing barriers that hinder or discriminate against the participation of youth with disabilities in society;
 - d) Promoting training and access to information, communication and technology for youth with disabilities;
 - e) Developing programmes to overcome social and economic isolation, and removing systemic barriers in the labour market for youth with disabilities;
 - f) Ensuring access to credit facilities for youth with disabilities;
 - g) Developing and implementing specific measures to facilitate full and equal participation of youth with disabilities in sports, culture, science and technology;
 - h) Promoting sexual and reproductive health education for youth with disabilities;
 - i) Promoting the participation of youth with disabilities in political decisionmaking and activities.

Article 30 Older Persons with Disabilities

1. State Parties shall ensure that older persons with disabilities have full enjoyment of human and peoples' rights on an equal basis with other older persons.
2. States Parties shall ensure that all the rights of older persons with disabilities are fully protected by taking policy, legislative and other measures, including for:
 - a) Ensuring that older persons with disabilities, on an equal basis with others, access social protection programmes;
 - b) Taking account of age and gender-related aspects of disability in programming and resourcing in accordance with the present Protocol;
 - c) Ensuring that older persons with disabilities exercise their legal capacity on an equal basis with others, and that appropriate measures and safeguards are put in place to provide older persons with all the support they may require to exercise their legal capacity;
 - d) Ensuring that older persons with disabilities have access to appropriate services that respond to their needs within the community;
 - e) Ensuring that older persons with disabilities are protected from neglect, violence, including violence on the basis of accusations or perceptions of witchcraft;
 - f) Ensuring that older persons with disabilities have access to appropriate sexual and reproductive health information and services.

Article 31 Duties of Persons with Disabilities

1. States Parties shall recognise that persons with disabilities have duties on an equal basis with other person as elaborated in the African Charter.

2. States Parties shall ensure that persons with disabilities are rendered the forms of assistance and support, including reasonable accommodations, which they may require in performance of such duties.

Article 32 Statistics, Data and Other Surveys

States Parties shall ensure the systematic collection, analysis, storage and dissemination of national statistics and data covering disability to facilitate the protection and promotion of the rights of persons with disabilities. Towards this end, States Parties shall:

- a) Disaggregate statistics and data, as appropriate, on the basis of disability, gender, age and other relevant variables, including by ensuring that national population census and other survey captures data on disability;
- b) Disseminate statistics and data in forms accessible to all persons including persons with disabilities;
- c) Ensure that the collection, analysis, storage and dissemination of statistics and data on persons with disabilities comply with acceptable ethical, confidentiality and privacy standards. d) Ensure effective involvement and participation of Persons with Disabilities in the design, collection and dissemination of data.

Article 33 Cooperation

States Parties shall:

- a) Cooperate at the international, Continental, sub-regional and bilateral levels on capacity-building on issues of persons with disabilities, including by sharing research, technical, human and financial resources, information and good practices to support implementation of this Protocol;
- b) Ensure that regional and sub-regional cooperation programmes and institutions support the implementation of this Protocol and are accessible to Persons with Disabilities
- c) Ensure full and effective participation of persons with disabilities in the implementation and monitoring of this Protocol.
- d) Support the African Union Commission to set up an Advisory Council on Disability [as an ad hoc] mechanism to facilitate the implementation and follow up of the continental policies and plans on disability.

Article 34 Implementation

1. States Parties shall ensure the implementation of this Protocol, and shall indicate in their periodic reports submitted to the African Commission in accordance with Article 62 of the African Charter, the legislative and other measures undertaken for the full realisation of the rights recognized in this Protocol.
2. States Parties shall establish or designate national mechanisms, including independent national institutions, to monitor the implementation of the rights of persons with disabilities.

3. In the implementation of this Protocol, the African Commission shall have the mandate to interpret the provisions of the Protocol in accordance with the African Charter.

4. The African Commission may refer matters of interpretation and enforcement or any dispute arising from the application or implementation of this Protocol to the African Court on Human and Peoples' Rights. 5. In accordance with Articles 5 and 34(6) of the Protocol Establishing the Africa Court, the African Court on Human and Peoples' Rights shall have the mandate to hear disputes arising from the application or implementation of this Protocol. Article 35 Popularization of the Protocol States Parties shall take all appropriate measures to ensure the widest possible dissemination of this Protocol in accordance with the relevant provisions and procedures of their respective constitutions.

Article 36 Safeguard Clause

1. No provision in this Protocol shall be interpreted as derogating from the principles and values contained in other relevant instruments for the realisation of the rights of Persons with Disabilities in Africa.

2. In the event of a contradiction between two or more provisions of this Protocol, the interpretation which favours the rights of Persons with Disabilities and protects their legitimate interests shall prevail.

Article 37 Signature, Ratification and Accession

1. This Protocol shall be open to Member States of the Union for signature, ratification or accession.

2. The instrument of ratification or accession to the present Protocol shall be deposited with the Chairperson of the Commission who shall notify all Member States of the dates of the deposit of the instruments of ratification or accession.

Article 38 Entry into force

1. This Protocol shall enter into force thirty (30) days after the deposit of the fifteenth (15th) instrument of ratification by a Member State.

2. The Chairperson of the Commission shall notify all Members States of the African Union of the entry into force of the present Protocol.

3. For any Member State of the African Union acceding to the present Protocol, the Protocol shall come into force in respect of that State on the date of the deposit of its instrument of accession.

Article 39 Reservations

1. A State Party may, when, ratifying or acceding to this Protocol, submit in writing a reservation with respect to any of the provisions of this Protocol. Reservation shall not be incompatible with the object and purpose of this Protocol.

2. Unless otherwise provided, a reservation may be withdrawn at any time.

3. The withdrawal of a reservation must be submitted in writing to the Chairperson of the Commission who shall notify other States Parties of the withdrawal accordingly.

Article 40 Depository

This Protocol shall be deposited with the Chairperson of the African Union Commission, who shall transmit a certified true copy of the Protocol to the Government of each signatory State.

Article 41 Registration

The Chairperson of the Commission upon the entry into force of this Protocol shall register this Protocol with the United Nations Secretary General in conformity with Article 102 of the Protocol of the United Nations.

Article 42 Withdrawal

1. At any time after three years from the date of entry into force of this Protocol, a State Party may withdraw by giving written notification to the Depository.

2. Withdrawal shall be effective one year after receipt of notification by the Depository, or on such later date as may be specified in the notification.

3. Withdrawal shall not affect any obligation of the withdrawing State Party prior to the withdrawal.

Article 43 Amendment and Revision

1. Any State Party may submit proposal(s) for the amendment or revision of this Protocol. Such proposal(s) shall be adopted by the Assembly.

2. Proposals for amendment or revision shall be submitted to the Chairperson of the Commission who shall transmit such proposals to the Assembly at least six months before the meeting at which it shall be considered for adoption.

3. Amendments or revisions shall be adopted by the Assembly by consensus or, failing which, by a two-thirds majority.

4. The amendment or revision shall enter into force in accordance the procedures outlined in Article 26 of this Protocol.

Article 44 Authentic Texts

This Protocol is drawn up in four (4) original texts, in Arabic, English, French and Portuguese languages, all four (4) texts being equally authentic.

IN WITNESS WHEREOF the undersigned, being duly authorized to that effect, has signed this Protocol.

ADOPTED BY THE THIRTIETH ORDINARY SESSION OF THE ASSEMBLY, HELD IN ADDIS ABABA, ETHIOPIA ON 29 JANUARY 2018

Lesson 3

3.1. Recap game on Children's rights and rights of persons with disabilities

1. Which international agreement protects children's rights?

- A. Te Tiriti o Waitangi
- B. United Nations Convention on the Rights of the Child
- C. United Nations Framework Convention on Climate Change
- D. Universal Declaration on Human Rights

2. Children's rights apply to everyone who is aged...

- A. Under 16 years old
- B. Under 10 years old
- C. Under 18 years old
- D. Under 25 years old

3. It is the responsibility of your government and adults to ensure your rights are upheld and respected.

- A. True
- B. False

4. Which of these is NOT a right of children?

- A. To play
- B. To have toys
- C. To relax
- D. To meet your friends and join clubs

5. You have a right to...

- A. Do what you want.
- B. Have your views heard, considered and respected.
- C. Say anything that you want.
- D. Make all decisions about yourself.

6. Children have different rights under the convention if they are born in a different country.

A. True

B. False

7. You have a right to ...

A. Clean water

B. Medical care if you're sick

C. A safe environment

D. Healthy food

8. Which of these is NOT a right?

A. To practice the culture of your family

B. To speak your language

C. To practice your religion

D. To wear what you want

9. Children have a right to be included, no matter what their background, culture, gender, abilities or any other

A. True

B. False

10. You have a right to live in a ...

A. Large home

B. Safe and clean home

C. Home with a pool

D. Home with your own bedroom

11. you have a right to gather accurate information about a topic.

A. True

B. False

12. It is your right to learn about your rights.

A. True

B. False

3.2. Research worksheet

Researching Disabilities For your group's topic, complete research on the following elements to help structure your work.

1. What part(s) of the body/mind does this disability affect?

2. How does this disability affect a person?

3. What are some specific challenges a person with this disability may need to overcome?

4. What is one thing you never knew about this disability that you learned from doing this research?


5. What new questions do you have about this disability that you would like to explore more in depth?

Lesson 7


7.1 Advocacy Examples

7.1.1 Inclusion of People with Disabilities In Uganda


Decent Work for People with Disabilities



Inclusion of People with Disabilities In Uganda



International Labour Organization



Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Éireannacha

FACT SHEET

Women and men with disabilities can and want to be productive members of society. In both developed and developing countries, promoting more inclusive societies and employment opportunities for people with disabilities requires improved access to basic education, vocational training relevant to labour market needs and jobs suited to their skills, interests and abilities, with adaptations as needed. Many societies are also recognizing the need to dismantle other barriers - making the physical environment more accessible, providing information in a variety of formats, and challenging attitudes and mistaken assumptions about people with disabilities.

Current Situation

According to the 2002 Population and Housing Census, at least 4 out of every 25, or 16 per cent of the population, are disabled. Applying this estimate to today's Ugandan population (approximately 30 million¹) would indicate that they may be some 5 million disabled people in the country.

Disabled people in Uganda, as in most developing countries in the world, face extreme conditions of poverty, have limited opportunities for accessing education, health, suitable housing and employment opportunities.

Governmental support for people with disabilities

The Government of Uganda has adopted a number of laws and policies pertaining to people with disabilities, including their right to productive and decent work and basic services. The main ones are listed below.

- **The Constitution of Uganda, 1995.** Article 21 prohibits discrimination against people with disabilities. Uganda is one of the few countries in the world to recognize sign language in its Constitution.

¹ Uganda Bureau of Statistics in their 2009 Statistical Abstract projects Uganda's population to be 30.7 million persons.

- **The Persons with Disabilities Act, 2006**, makes provisions for the elimination of all forms of discriminations against people with disabilities and towards equal opportunities. Also provides for a tax reduction of 15 per cent to private employers who employ ten or more persons with disabilities either as regular employees, apprentice or learner on a full time basis.
- **The Local Government Act, 1997, Parliamentary Elections Statute, 1996, and the Movement Act, 1998**. These laws aim to increase the representation of disabled people in the public sphere. The Local Government Act, for example, provides for representation of disabled people at the various Local Council levels. In addition, Section 37 of the Parliamentary Elections Statute provides for five seats in Parliament for representatives of persons with disabilities.
- **Traffic and Road Safety Act, 1998**, prohibits denial of a driving permit on the basis of disability.
- **Uganda Communications Act, 1998**, provides for the promotion of research into the development and use of new communications techniques and technologies, including those which promote accessibility of hearing-impaired people to communication services.
- **Workers' Compensation Act, 2000**, provides compensation to workers who are injured or disabled through industrial accidents.
- **The National Council for Disability Act (No. 14), 2003**, monitors and evaluates the rights of persons with disabilities as set out in international conventions and legal instruments, the Constitution and other laws.
- **The Business, Technical, Vocational Education and Training (BTJET) Act, No. 12, 2008**, promotes equitable access to education and training for all disadvantaged groups, including disabled people.
- **National Policy on Disabilities, 2006**, provides a human rights-based framework for responding to the needs of persons with disabilities.
- **The Equal Opportunity Act, 2006, and the Employment Act (No. 6), 2006**, both prohibit discrimination of persons in employment based on disability.
- **The Universal Primary Education Act**, makes it financially possible for families to send their disabled children to school by providing free primary education to four children in every family, including disabled children.
- **The Uganda Vision 2025 and the Poverty Eradication Action Program (PEAP)**, provide a long-term development framework and initiatives aimed at sustaining rapid economic growth and tackling poverty.



Key ministries responsible for disability issues

The Department for Disabled Persons under the Ministry of Gender, Labour and Social Development has the primary responsibility for registration, vocational rehabilitation and coordination of employment for persons with disabilities.

The Ministry of Gender, Labour and Social Development coordinates the Uganda Community-Based Rehabilitation (CBR) Programme. Uganda adopted CBR in 1992 as a strategy within general community development for rehabilitation, equalization of opportunities and social inclusion of all children and adults with disabilities.

The Ministry of Education and Sports is in charge of disability issues relating to education in collaboration with the Uganda Institute of Special Education (UNISE).

Consultative mechanisms - Other organizations

- The National Union of Disabled Persons of Uganda (NUDIPU), a national umbrella organization made up of disability associations, is frequently consulted by the government on matters related to disability.
- The National Union of Women with Disabilities of Uganda (NUWODU). NUWODU is one of the first organizations in Southern African run by and for women with disabilities. It provides leadership and training for emerging women's organization in other countries and focuses on economic development projects.

Key international standards on disability and their status

- International Labour Organization (ILO) Convention Concerning Discrimination in Respect of Employment and Occupation, 1958, (No. 111). Status: ratified, 2 June 2005.
- ILO Convention Concerning Vocational Rehabilitation and Employment (Disabled Persons), 1983, (No. 159). Status: ratified, 27 March 1990.
- United Nations Convention on the Rights of Persons with Disabilities (2006) and Optional Protocol. Status: ratified, 25 September 2008. Optional Protocol ratified on 25 September 2008.

Uganda works to implement the Action Plan established for the African Decade of Persons with Disabilities, extended to December 2019.

Organizations of persons with disabilities

- The National Union of Disabled Persons (NUDIPU)
- The National Union of Women with Disabilities of Uganda (NUWODU)
- Uganda Foundation for the Blind
- Uganda National Association of the Blind
- Uganda National Association of the Deaf
- Disabled Women Network and Resource Organization
- Uganda Disabled Women's Association

Organizations for persons with disabilities:

- Uganda Mental Health Association
- Uganda Parents Care for the Mentally Handicapped
- Uganda National Action on Physical Disability, acts as an umbrella organization of/for people with disabilities.
- Uganda Parents' Association of Children with Learning Disabilities (UPACLED)
- Legal Action on Persons with Disability (LAPD)
- Spinal Injury Association (SIA)
- Epilepsy Support Association of Uganda (ESAU)
- National Association of the Deaf Blind (NADB)

The role of the ILO

The primary goal of the ILO today is to promote opportunities for everyone, including people with disabilities, to obtain decent and productive work, based on the principles of freedom, equity, security and human dignity. The ILO works to achieve its goals of decent work for all through promoting labour standards, advocacy, knowledge building and technical cooperation services and partnerships, both within the ILO and externally. The Uganda Decent Work Country programme establishes the framework for delivery of ILO action.

In Uganda, current ILO technical cooperation projects on disability are:

The project “Promoting the Employability and Employment of People with Disabilities through Effective Legislation” (PEPDEL). Earlier phases of PEPDEL included the compilation of a country study on legislation, policy and implementation mechanisms on the training and employment of persons with disabilities to build a knowledge base on people with disabilities; identification of priority and needs in consultation with government, representatives of workers’ and employers’ groups and disabled persons’ organizations; support to NUWODU for the development of a simplified version of the Persons with Disabilities Act, 2006, and of the UN Convention on the Rights of Persons with Disabilities; and, a disability audit of Ugandan laws concerning the education, training and employment of persons with disabilities.

The project “Promoting Decent Work for Persons with Disabilities through a Disability Inclusion Support Service” (INCLUDE). The project builds capacity at regional and national levels to effectively support the full participation of women entrepreneurs with disabilities in entrepreneurship development activities conducted under the ILO’s Women’s Entrepreneurship Development and Gender Equality (WEDGE) programme. INCLUDE also involves advocacy and awareness-raising activities to promote decent work for persons with disabilities.

The way forward

Productive and decent work enables people with disabilities to realize their aspirations, improve their living conditions and participate more actively in society.

Ensuring a disability perspective in all aspects of policy and labour legislation, effective implementation and enforcement of existing disability laws and policies and providing for equal employment opportunities and training are among the factors that contribute to the reduction of poverty and to the social and economic inclusion of people with disabilities in Uganda.

Further information:

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7.1.2: Missouri Community Advocacy Network: Importance of Community Inclusion for People with Developmental Disabilities

BACKGROUND

The Missouri Community Advocacy Network (MoCAN) and a team of AmeriCorps VISTA Volunteers (Volunteers in Service to America) provide education and training on the importance of community inclusion for individuals with developmental disabilities. These teams provide education at 11 regional sites to the general public, service providers, and people with developmental disabilities and their supporters. The overall project goal is to empower individuals with disabilities to lead the way toward a better informed, more diverse, and inclusive society.

RESEARCH THE ISSUE BY GATHERING BACKGROUND AND LOCAL INFORMATION

The MoCAN project addresses three main issues that affect people with disabilities:

- Lack of public awareness about the ability of individuals with developmental disabilities to be productive members of society
- Lack of understanding among service providers about how to encourage choice among individuals with disabilities
- Inability of some individuals with disabilities to advocate for themselves and make self-directed choices.

These three issues are usually well supported by people within the disability community and by the general public once they have an understanding of the importance of the issue. While addressing these issues in the community, MoCAN sometimes battles long-held ideas, myths, a lack of understanding, negative stereotypes, and the desire to “take care of” people with disabilities. There isn’t direct opposition to specific issues, just a lack of awareness that these issues even exist.

Those directly affected by these often interrelated issues include people with disabilities, family members, and service providers. Factors that contribute to the lack of awareness and understanding can include personal characteristics, past experiences, incorrect information, or a lack of knowledge. The negative consequences for people with disabilities can be significant if they are not given the same opportunities to pursue social, recreational, employment or other interests as other members of society. Over the past several years, local groups have been working together to promote community inclusion for people with developmental disabilities.

STATE THE BROAD GOALS OF THE ADVOCACY CAMPAIGN.

MoCAN’s main goal is to make Missouri communities more inclusive of people with developmental disabilities.

The main objectives of the advocacy campaign include the following:

- Increase public awareness about disability issues and the desires and supports needed for individuals to lead meaningful lives in the community
- Increase ability of service providers to support and encourage self-determination among individuals with disabilities
- Increase the ability of individuals with disabilities to advocate for themselves and understand self-determination.

STATE THE ADVOCACY TACTICS TO BE USED, INCLUDING THESE BROADER STRATEGIES.

Education and encouragement

Volunteers and others involved in the project will receive extensive training and education throughout the project. There will be opportunity for encouragement and feedback at various meetings and events during the project period. The regional centers supported by the Missouri Department of Mental Health –Division of MR/DD provide day-to-day support and encouragement to VISTA.

Direct action campaign

The direct action campaign will consist of the education and training events provided by the AmeriCorps VISTA volunteers, and team members. These events will include presentations to community groups such as schools, churches, business, and other community organizations to raise awareness about disabilities. Training events for service providers and people with developmental disabilities also are part of the direct action campaign.

Media advocacy

Media advocacy will be used to promote the project, especially the link to the AmeriCorps VISTA program whenever possible. Personal stories are being promoted in print as the best use of media advocacy.

IDENTIFY RESOURCES AND ASSETS TO BE USED

The AmeriCorps Volunteers in Service to America (VISTA) program provides primary funding to the project, technical assistance, and training for VISTA and supervisors. The program uses a total of 54 VISTA volunteers in 11 regional centers. In each center, teams consisting of VISTA volunteers, family members, and individuals with disabilities provide community training. The following partner organizations provide additional funding and support:

- The UMKC Institute for Human Development provides administrative support and statewide coordination of the MoCAN project.
- The Missouri Department of Mental Health supports the 11 regional centers that serve as the framework for the project. These regional centers provide mentorship, support local advisory teams, and provide day-to-day support and guidance to MoCAN VISTA.
- The Missouri Planning Council for Developmental Disabilities provides transportation funding for presentations to educate the community and other activities of the VISTA.

IDENTIFY POTENTIAL ALLIES

The previously listed partner organizations ally for the project. Each organization brings an asset that contributes to project success. Additional allies are members of the local advisory team, which could include regional council members, parents, policy partners, resource specialists, family members, local chamber of commerce members, or the special education director. Other potential allies include disability organizations, parent support groups, school systems, recreation departments, therapists and various health care providers, or additional community service organizations.

IDENTIFY AND COUNTERACT OPPOSITION

The project could not identify any apparent opposition to the advocacy effort. Community awareness trainings are purposely presented in a positive light to counteract personal internal opposition that might arise. Information and positive examples of inclusion counteract opposition relating to personal attitude and stereotypes.

DESCRIBE THE EVALUATION OF THE ADVOCACY CAMPAIGN

Initial measures of success were the number of presentations and training conducted and their attendance counts. Another measure of success could be the number of people who are aware of the campaign's message. The population-level indicator of success for community inclusion would be to what extent individuals with disabilities have been more included in their communities.

DEVELOP AN ACTION PLAN FOR IMPLEMENTATION OF THE ADVOCACY EFFORT

The primary action of the advocacy effort is education and training. It is the function of the team, which is made up of an AmeriCorps VISTA, a person with a disability, and a family member of a person with a disability, to make presentations to community groups. Teams also provide training to service providers and individuals with developmental disabilities. VISTA also works to support individuals with developmental disabilities by providing individualized one-on-one education and training. Local advisory teams at each of the 11 sites help assign activities to VISTA and discuss future presentations. MoCAN mentors also support VISTA to reach their goals and provide whatever support is needed. Grant funds and partner organizations provide the foundation to undergird all activities.

Lesson 8

8.1 Poster Examples



General Information

A. Universal Declaration of Human Rights

Article 1 – We are all born free and equal Everyone is born free and equal in dignity and with rights. We should all be treated in the same way.

Article 2 – Human rights belong to everyone Human rights belong to everyone, whatever our differences. You should never be discriminated against for any reason, including your race, skin colour, sex, language, religion, political opinion, nationality or social status.

Article 3 - Everyone has the right to life, liberty and security. You have the right to live, and to live in freedom and safety.

Article 4 – No-one shall be held in slavery Nobody has the right to force you into slavery and you should not make anyone else your slave.

Article 5 – No-one has the right to torture you Nobody has the right to torture you or to punish you in a cruel or unfair way.

Article 6 – Everyone has the right to be treated as a person in the eyes of the law. You should be legally protected in the same way everywhere.

Article 7 – Everyone is equal before the law You have the right to be treated by the law in the same way as everyone else. Everyone has a right to protection against violations of their human rights.

Article 8 – Everyone has the right to be protected by the law If you are not treated fairly according to the laws of your country, you have a right to ask for legal help.

Article 9 – No-one shall be arrested, detained or exiled without a good reason. Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.

Article 10 – Everyone has the right to a fair and public trial If you are accused of breaking the law, you have the right to a public trial. The people who try you should not be influenced by others.

Article 11 – Everyone is innocent until proven guilty You should be considered innocent of committing a crime until it can be proven that you are guilty, in a fair trial. No-one should be charged with a crime for doing something that wasn't a crime at the time that they did it.

Article 12 – Everyone has a right to privacy. You have the right to ask for protection if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

Article 13 – Everyone has the right to freedom of movement You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.

Article 14 – Everyone has the right to seek asylum from persecution If you are being harmed, or believe you are in danger of being harmed, in your own country, you have the right to go to another country and ask for protection.

Article 15 – Everyone has the right to a nationality. You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish. Article 16 – Everyone has the right to marry and raise a family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and also when they are separated.

Article 17 – Everyone has the right to own property. You have the right to own things and nobody has the right to take these from you without a good reason.

Article 18 – Everyone has the right to freedom of thought, conscience and religion You have the right to have your own religion or belief. This includes the right to change your religion or belief if you want, to practice your religion either on your own or with other people and to peacefully express your beliefs in teaching, practice and worship.

Article 19 – Everyone has the right to freedom of opinion and expression. You have the right to have your own ideas and opinions and to express them to others. You have the right to seek, receive and share information and ideas with people from any other country.

Article 20 – Everyone has the right to freedom of assembly and association You have the right to organise peaceful meetings or to take part in meetings in a peaceful way. No-one can make you join a group if you don't want to.

Article 21 – Everyone has the right to take part in the government of their country. You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians to represent you. Governments should be voted for regularly, through free and fair voting procedures. Everyone should have a vote and all votes should be counted equally.

Article 22 - Everyone, as a member of society, has a right to social security. You have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if you are ill or old. The society in which you live should help you to develop and to make the most of all the advantages that are offered to you.

Article 23 – Everyone has the right to work and to fair working conditions You have the right to work. This includes the right to good working conditions, to fair pay and to join a trade union. Article 24 – Everyone has the right to rest and leisure You have the right to rest and relaxation time, including regular holidays with pay.

Article 25 – Everyone has the right to a decent standard of living. You have the right to the things you need to live a healthy and prosperous life. This includes food, clothing, housing and medical care and social services. Those with particular needs such as mothers and children, older people and people with disability, have the right to extra care and assistance.

Article 26 – Everyone has the right to education. You have the right to go to school and primary school education should be free. You should be able to learn a profession or continue your studies to whatever level you wish.

Article 27 – Everyone has the right freely to participate in the cultural life of the community. You have the right to share in your community’s arts and sciences, and in any good they do. Your works as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.

Article 28 – Everyone has the right to live in a free and fair world. You have the right to live in the kind of world where your rights and freedoms are respected.

Article 29 – Everyone has a responsibility to respect and protect human rights We all have a responsibility to respect and protect the rights of others.

Article 30 – Everyone has human rights and they cannot be taken away. No person or group should try to take your human rights and freedoms away.

B. African Charter

Part I: Rights and Duties

Chapter I: Human and Peoples' Rights

Article 1 The Member States of the Organization of African Unity parties to the present Charter shall recognize the rights, duties and freedoms enshrined in this Chapter and shall undertake to adopt legislative or other measures to give effect to them.

Article 2 Every individual shall be entitled to the enjoyment of the rights and freedoms recognized and guaranteed in the present Charter without distinction of any kind such as race, ethnic group, color, sex, language, religion, political or any other opinion, national and social origin, fortune, birth or other status.

Article 3

1. Every individual shall be equal before the law.
2. Every individual shall be entitled to equal protection of the law.

Article 4 Human beings are inviolable. Every human being shall be entitled to respect for his life and the integrity of his person. No one may be arbitrarily deprived of this right.

Article 5 Every individual shall have the right to the respect of the dignity inherent in a human being and to the recognition of his legal status. All forms of exploitation and degradation of man particularly slavery, slave trade, torture, cruel, inhuman or degrading punishment and treatment shall be prohibited.

Article 6 Every individual shall have the right to liberty and to the security of his person. No one may be deprived of his freedom except for reasons and conditions previously laid down by law. In particular, no one may be arbitrarily arrested or detained.

Article 7

1. Every individual shall have the right to have his cause heard. This comprises: (a) the right to an appeal to competent national organs against acts of violating his fundamental rights as recognized and guaranteed by conventions, laws, regulations and customs in force; (b) the right to be presumed innocent until proved guilty by a competent court or tribunal; (c) the right to defense, including the right to be defended by counsel of his choice; (d) the right to be tried within a reasonable time by an impartial court or tribunal.

2. No one may be condemned for an act or omission which did not constitute a legally punishable offence at the time it was committed. No penalty may be inflicted for an offence for which no provision was made at the time it was committed. Punishment is personal and can be imposed only on the offender.

Article 8 Freedom of conscience, the profession and free practice of religion shall be guaranteed. No one may, subject to law and order, be submitted to measures restricting the exercise of these freedoms.

Article 9

1. Every individual shall have the right to receive information.

2. Every individual shall have the right to express and disseminate his opinions within the law. Article 10

1. Every individual shall have the right to free association provided that he abides by the law.

2. Subject to the obligation of solidarity provided for in 29 no one may be compelled to join an association.

Article 11 Every individual shall have the right to assemble freely with others. The exercise of this right shall be subject only to necessary restrictions provided for by law, in particular those enacted in the interest of national security, the safety, health, ethics and rights and freedoms of others.

Article 12

1. Every individual shall have the right to freedom of movement and residence within the borders of a State provided he abides by the law.
2. Every individual shall have the right to leave any country including his own, and to return to his country. This right may only be subject to restrictions, provided for by law for the protection of national security, law and order, public health or morality.
3. Every individual shall have the right, when persecuted, to seek and obtain asylum in other countries in accordance with laws of those countries and international conventions.
4. A non-national legally admitted in a territory of a State Party to the present Charter, may only be expelled from it by virtue of a decision taken in accordance with the law
5. The mass expulsion of non-nationals shall be prohibited. Mass expulsion shall be that which is aimed at national, racial, ethnic or religious groups.

Article 13

1. Every citizen shall have the right to participate freely in the government of his country, either directly or through freely chosen representatives in accordance with the provisions of the law.
2. Every citizen shall have the right of equal access to the public service of his country.
3. Every individual shall have the right of access to public property and services in strict equality of all persons before the law.

Article 14 The right to property shall be guaranteed. It may only be encroached upon in the interest of public need or in the general interest of the community and in accordance with the provisions of appropriate laws.

Article 15 Every individual shall have the right to work under equitable and satisfactory conditions, and shall receive equal pay for equal work.

Article 16

1. Every individual shall have the right to enjoy the best attainable state of physical and mental health.

2. States parties to the present Charter shall take the necessary measures to protect the health of their people and to ensure that they receive medical attention when they are sick.

Article 17

1. Every individual shall have the right to education.
2. Every individual may freely, take part in the cultural life of his community.
3. The promotion and protection of morals and traditional values recognized by the community shall be the duty of the State.

Article 18

1. The family shall be the natural unit and basis of society. It shall be protected by the State which shall take care of its physical health and moral.
2. The State shall have the duty to assist the family which is the custodian of morals and traditional values recognized by the community.
3. The State shall ensure the elimination of every discrimination against women and also ensure the protection of the rights of the woman and the child as stipulated in international declarations and conventions.
4. The aged and the disabled shall also have the right to special measures of protection in keeping with their physical or moral needs.

Article 19 All peoples shall be equal; they shall enjoy the same respect and shall have the same rights. Nothing shall justify the domination of a people by another.

Article 20

1. All peoples shall have the right to existence. They shall have the unquestionable and inalienable right to self-determination. They shall freely determine their political status and shall pursue their economic and social development according to the policy they have freely chosen.
2. Colonized or oppressed peoples shall have the right to free themselves from the bonds of domination by resorting to any means recognized by the international community.
3. All peoples shall have the right to the assistance of the States parties to the present Charter in their liberation struggle against foreign domination, be it political, economic or cultural.

Article 21

1. All peoples shall freely dispose of their wealth and natural resources. This right shall be exercised in the exclusive interest of the people. In no case shall a people be deprived of it.
2. In case of spoliation the dispossessed people shall have the right to the lawful recovery of its property as well as to an adequate compensation.
3. The free disposal of wealth and natural resources shall be exercised without prejudice to the obligation of promoting international economic cooperation based on mutual respect, equitable exchange and the principles of international law.
4. States parties to the present Charter shall individually and collectively exercise the right to free disposal of their wealth and natural resources with a view to strengthening African unity and solidarity.
5. States parties to the present Charter shall undertake to eliminate all forms of foreign economic exploitation particularly that practiced by international monopolies so as to enable their peoples to fully benefit from the advantages derived from their national resources.

Article 22

1. All peoples shall have the right to their economic, social and cultural development with due regard to their freedom and identity and in the equal enjoyment of the common heritage of mankind.
2. States shall have the duty, individually or collectively, to ensure the exercise of the right to development.

Article 23

1. All peoples shall have the right to national and international peace and security. The principles of solidarity and friendly relations implicitly affirmed by the Charter of the United Nations and reaffirmed by that of the Organization of African Unity shall govern relations between States.
2. For the purpose of strengthening peace, solidarity and friendly relations, States parties to the present Charter shall ensure that: (a) any individual enjoying the right of asylum under 12 of the present Charter shall not engage in subversive activities against his country of origin or any other State party to the present Charter; (b) their territories shall not be used as bases for subversive or terrorist activities against the people of any other State party to the present Charter.

Article 24 All peoples shall have the right to a general satisfactory environment favorable to their development.

Article 25 States parties to the present Charter shall have the duty to promote and ensure through teaching, education and publication, the respect of the rights and freedoms contained in the present Charter and to see to it that these freedoms and rights as well as corresponding obligations and duties are understood.

Article 26 States parties to the present Charter shall have the duty to guarantee the independence of the Courts and shall allow the establishment and improvement of appropriate national institutions entrusted with the promotion and protection of the rights and freedoms guaranteed by the present Charter.

Chapter II: Duties

Article 27

1. Every individual shall have duties towards his family and society, the State and other legally recognized communities and the international community.
2. The rights and freedoms of each individual shall be exercised with due regard to the rights of others, collective security, morality and common interest.

Article 28 Every individual shall have the duty to respect and consider his fellow beings without discrimination, and to maintain relations aimed at promoting, safeguarding and reinforcing mutual respect and tolerance.

Article 29 The individual shall also have the duty:

1. To preserve the harmonious development of the family and to work for the cohesion and respect of the family; to respect his parents at all times, to maintain them in case of need;
2. To serve his national community by placing his physical and intellectual abilities at its service; 3. Not to compromise the security of the State whose national or resident he is;
4. To preserve and strengthen social and national solidarity, particularly when the latter is threatened;
5. To preserve and strengthen the national independence and the territorial integrity of his country and to contribute to its defense in accordance with the law;
6. To work to the best of his abilities and competence, and to pay taxes imposed by law in the interest of the society;
7. To preserve and strengthen positive African cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and consultation and, in general, to contribute to the promotion of the moral well being of society;
8. To contribute to the best of his abilities, at all times and at all levels, to the promotion and achievement of African unity.

Part II: Measures of Safeguard

Chapter I: Establishment and Organization of the African Commission on Human and Peoples' Rights

Article 30 An African Commission on Human and Peoples' Rights, hereinafter called "the Commission", shall be established within the Organization of African Unity to promote human and peoples' rights and ensure their protection in Africa.

Article 31

1. The Commission shall consist of eleven members chosen from amongst African personalities of the highest reputation, known for their high morality, integrity, impartiality and competence in matters of human and peoples' rights; particular consideration being given to persons having legal experience.

2. The members of the Commission shall serve in their personal capacity.

Article 32 The Commission shall not include more than one national of the same state.

Article 33 The members of the Commission shall be elected by secret ballot by the Assembly of Heads of State and Government, from a list of persons nominated by the States parties to the present Charter.

Article 34 Each State party to the present Charter may not nominate more than two candidates. The candidates must have the nationality of one of the States party to the present Charter. When two candidates are nominated by a State, one of them may not be a national of that State.

Article 35

1. The Secretary General of the Organization of African Unity shall invite States parties to the present Charter at least four months before the elections to nominate candidates;

2. The Secretary General of the Organization of African Unity shall make an alphabetical list of the persons thus nominated and communicate it to the Heads of State and Government at least one month before the elections.

Article 36 The members of the Commission shall be elected for a six year period and shall be eligible for re-election. However, the term of office of four of the members elected at the first election shall terminate after two years and the term of office of three others, at the end of four years.

Article 37 Immediately after the first election, the Chairman of the Assembly of Heads of State and Government of the Organization of African Unity shall draw lots to decide the names of those members referred to in Article 36.

Article 38 After their election, the members of the Commission shall make a solemn declaration to discharge their duties impartially and faithfully.

Article 39

1. In case of death or resignation of a member of the Commission the Chairman of the Commission shall immediately inform the Secretary General of the Organization of African Unity, who shall declare the seat vacant from the date of death or from the date on which the resignation takes effect.
2. If, in the unanimous opinion of other members of the Commission, a member has stopped discharging his duties for any reason other than a temporary absence, the Chairman of the Commission shall inform the Secretary General of the Organization of African Unity, who shall then declare the seat vacant.
3. In each of the cases anticipated above, the Assembly of Heads of State and Government shall replace the member whose seat became vacant for the remaining period of his term unless the period is less than six months.

Article 40 Every member of the Commission shall be in office until the date his successor assumes office.

Article 41 The Secretary General of the Organization of African Unity shall appoint the Secretary of the Commission. He shall also provide the staff and services necessary for the effective discharge of the duties of the Commission. The Organization of African Unity shall bear the costs of the staff and services.

Article 42

1. The Commission shall elect its Chairman and Vice Chairman for a two-year period. They shall be eligible for re-election.
2. The Commission shall lay down its rules of procedure.
3. Seven members shall form the quorum.
4. In case of an equality of votes, the Chairman shall have a casting vote.
5. The Secretary General may attend the meetings of the Commission. He shall not participate in deliberations nor shall he be entitled to vote. The Chairman of the Commission may, however, invite him to speak.

Article 43 In discharging their duties, members of the Commission shall enjoy diplomatic privileges and immunities provided for in the General Convention on the Privileges and Immunities of the Organization of African Unity.

Article 44 Provision shall be made for the emoluments and allowances of the members of the Commission in the Regular Budget of the Organization of African Unity.

Chapter II -- Mandate of the Commission

Article 45 The functions of the Commission shall be:

1. To promote Human and Peoples' Rights and in particular: (a) To collect documents, undertake studies and researches on African problems in the field of human and peoples' rights, organize seminars, symposia and conferences, disseminate information, encourage national and local institutions concerned with human and peoples' rights, and should the case arise, give its views or make recommendations to Governments. (b) To formulate and lay down, principles and rules aimed at solving legal problems relating to human and peoples' rights and fundamental freedoms upon which African Governments may base their legislations. (c) Co-operate with other African and international institutions concerned with the promotion and protection of human and peoples' rights.
2. Ensure the protection of human and peoples' rights under conditions laid down by the present Charter.
3. Interpret all the provisions of the present Charter at the request of a State party, an institution of the OAU or an African Organization recognized by the OAU.
4. Perform any other tasks which may be entrusted to it by the Assembly of Heads of State and Government.

Chapter III -- Procedure of the Commission

Article 46 The Commission may resort to any appropriate method of investigation; it may hear from the Secretary General of the Organization of African Unity or any other person capable of enlightening it.

Communication from States

Article 47

If a State party to the present Charter has good reasons to believe that another State party to this Charter has violated the provisions of the Charter, it may draw, by written communication, the attention of that State to the matter. This communication shall also be addressed to the Secretary General of the OAU and to the Chairman of the Commission. Within three months of the receipt of the communication, the State to which the communication is addressed shall give the enquiring State, written explanation or statement elucidating the matter. This should include as much as possible relevant information relating to the laws and rules of procedure applied and applicable, and the redress already given or course of action available.

Article 48

If within three months from the date on which the original communication is received by the State to which it is addressed, the issue is not settled to the satisfaction of the two States involved through bilateral negotiation or by any other peaceful procedure, either State shall have the right to submit the matter to the Commission through the Chairman and shall notify the other States involved.

Article 49

Notwithstanding the provisions of 47, if a State party to the present Charter considers that another State party has violated the provisions of the Charter, it may refer the matter directly to the Commission by addressing a communication to the Chairman, to the Secretary General of the Organization of African Unity and the State concerned.

Article 50

The Commission can only deal with a matter submitted to it after making sure that all local remedies, if they exist, have been exhausted, unless it is obvious to the Commission that the procedure of achieving these remedies would be unduly prolonged.

Article 51

1. The Commission may ask the States concerned to provide it with all relevant information.
2. When the Commission is considering the matter, States concerned may be represented before it and submit written or oral representation.

Article 52 After having obtained from the States concerned and from other sources all the information it deems necessary and after having tried all appropriate means to reach an amicable solution based on the respect of Human and Peoples' Rights, the Commission shall prepare, within a reasonable period of time from the notification referred to in 48, a report stating the facts and its findings. This report shall be sent to the States concerned and communicated to the Assembly of Heads of State and Government.

Article 53 While transmitting its report, the Commission may make to the Assembly of Heads of State and Government such recommendations as it deems useful.

Article 54 The Commission shall submit to each ordinary Session of the Assembly of Heads of State and Government a report on its activities.

Other Communications

Article 55

1. Before each Session, the Secretary of the Commission shall make a list of the communications other than those of States parties to the present Charter and transmit them to the members of the Commission, who shall indicate which communications should be considered by the Commission.
2. A communication shall be considered by the Commission if a simple majority of its members so decide.

Article 56 Communications relating to human and peoples' rights referred to in 55 received by the Commission, shall be considered if they:

1. Indicate their authors even if the latter request anonymity,
2. Are compatible with the Charter of the Organization of African Unity or with the present Charter,
3. Are not written in disparaging or insulting language directed against the State concerned and its institutions or to the Organization of African Unity,
4. Are not based exclusively on news discriminated through the mass media,
5. Are sent after exhausting local remedies, if any, unless it is obvious that this procedure is unduly prolonged,
6. Are submitted within a reasonable period from the time local remedies are exhausted or from the date the Commission is seized of the matter, and
7. Do not deal with cases which have been settled by these States involved in accordance with the principles of the Charter of the United Nations, or the Charter of the Organization of African Unity or the provisions of the present Charter.

Article 57 Prior to any substantive consideration, all communications shall be brought to the knowledge of the State concerned by the Chairman of the Commission.

Article 58

1. When it appears after deliberations of the Commission that one or more communications apparently relate to special cases which reveal the existence of a series of serious or massive violations of human and peoples' rights, the Commission shall draw the attention of the Assembly of Heads of State and Government to these special cases.
2. The Assembly of Heads of State and Government may then request the Commission to undertake an in-depth study of these cases and make a factual report, accompanied by its findings and recommendations.
3. A case of emergency duly noticed by the Commission shall be submitted by the latter to the Chairman of the Assembly of Heads of State and Government who may request an in-depth study.

Article 59

1. All measures taken within the provisions of the present Charter shall remain confidential until such a time as the Assembly of Heads of State and Government shall otherwise decide.
2. However, the report shall be published by the Chairman of the Commission upon the decision of the Assembly of Heads of State and Government.

3. The report on the activities of the Commission shall be published by its Chairman after it has been considered by the Assembly of Heads of State and Government.

Chapter IV -- Applicable Principles

Article 60 The Commission shall draw inspiration from international law on human and peoples' rights, particularly from the provisions of various African instruments on human and peoples' rights, the Charter of the United Nations, the Charter of the Organization of African Unity, the Universal Declaration of Human Rights, other instruments adopted by the United Nations and by African countries in the field of human and peoples' rights as well as from the provisions of various instruments adopted within the Specialized Agencies of the United Nations of which the parties to the present Charter are members.

Article 61 The Commission shall also take into consideration, as subsidiary measures to determine the principles of law, other general or special international conventions, laying down rules expressly recognized by member states of the Organization of African Unity, African practices consistent with international norms on human and people's rights, customs generally accepted as law, general principles of law recognized by African states as well as legal precedents and doctrine.

Article 62 Each state party shall undertake to submit every two years, from the date the present Charter comes into force, a report on the legislative or other measures taken with a view to giving effect to the rights and freedoms recognized and guaranteed by the present Charter.

Article 63

1. The present Charter shall be open to signature, ratification or adherence of the member states of the Organization of African Unity.

2. The instruments of ratification or adherence to the present Charter shall be deposited with the Secretary General of the Organization of African Unity.

3. The present Charter shall come into force three months after the reception by the Secretary General of the instruments of ratification or adherence of a simple majority of the member states of the Organization of African Unity.

Part III: General Provisions

Article 64

1. After the coming into force of the present Charter, members of the Commission shall be elected in accordance with the relevant Articles of the present Charter.
2. The Secretary General of the Organization of African Unity shall convene the first meeting of the Commission at the Headquarters of the Organization within three months of the constitution of the Commission. Thereafter, the Commission shall be convened by its Chairman whenever necessary but at least once a year.

Article 65 For each of the States that will ratify or adhere to the present Charter after its coming into force, the Charter shall take effect three months after the date of the deposit by that State of its instrument of ratification or adherence.

Article 66 Special protocols or agreements may, if necessary, supplement the provisions of the present Charter.

Article 67 The Secretary General of the Organization of African Unity shall inform member states of the Organization of the deposit of each instrument of ratification or adherence.

Article 68 The present Charter may be amended if a State party makes a written request to that effect to the Secretary General of the Organization of African Unity. The Assembly of Heads of State and Government may only consider the draft amendment after all the States parties have been duly informed of it and the Commission has given its opinion on it at the request of the sponsoring State. The amendment shall be approved by a simple majority of the States parties. It shall come into force for each State which has accepted it in accordance with its constitutional procedure three months after the Secretary General has received notice of the acceptance.

Adopted by the eighteenth Assembly of Heads of State and Government June 1981 – Nairobi, Kenya

C. CRPD

Article 1 - Purpose

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Article 2 - Definitions

For the purposes of the present Convention:

"Communication" includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology;

"Language" includes spoken and signed languages and other forms of non-spoken languages;

"Discrimination on the basis of disability" means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation;

"Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;

"Universal design" means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Article 3 - General principles

The principles of the present Convention shall be:

- (a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- (b) Non-discrimination;
- (c) Full and effective participation and inclusion in society;
- (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- (e) Equality of opportunity;
- (f) Accessibility;
- (g) Equality between men and women;
- (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Article 4 - General obligations

1. States Parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability. To this end, States Parties undertake:

(a) To adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention;

(b) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against persons with disabilities;

(c) To take into account the protection and promotion of the human rights of persons with disabilities in all policies and programmes;

(d) To refrain from engaging in any act or practice that is inconsistent with the present Convention and to ensure that public authorities and institutions act in conformity with the present Convention;

(e) To take all appropriate measures to eliminate discrimination on the basis of disability by any person, organization or private enterprise;

(f) To undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;

(g) To undertake or promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, mobility aids, devices and assistive technologies, suitable for persons with disabilities, giving priority to technologies at an affordable cost;

(h) To provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities;

(i) To promote the training of professionals and staff working with persons with disabilities in the rights recognized in this Convention so as to better provide the assistance and services guaranteed by those rights.

2. With regard to economic, social and cultural rights, each State Party undertakes to take measures to the maximum of its available resources and, where needed, within the framework of international cooperation, with a view to achieving progressively the full realization of these rights, without prejudice to those obligations contained in the present Convention that are immediately applicable according to international law.

3. In the development and implementation of legislation and policies to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely

consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations.

4. Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of persons with disabilities and which may be contained in the law of a State Party or international law in force for that State. There shall be no restriction upon or derogation from any of the human rights and fundamental freedoms recognized or existing in any State Party to the present Convention pursuant to law, conventions, regulation or custom on the pretext that the present Convention does not recognize such rights or freedoms or that it recognizes them to a lesser extent.

5. The provisions of the present Convention shall extend to all parts of federal states without any limitations or exceptions.

Article 5 - Equality and non-discrimination

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.

2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.

3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

Article 6 - Women with disabilities

1. States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms.

2. States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention.

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.

Article 8 - Awareness-raising

1. States Parties undertake to adopt immediate, effective and appropriate measures:

(a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;

(b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;

(c) To promote awareness of the capabilities and contributions of persons with disabilities.

2. Measures to this end include:

(a) Initiating and maintaining effective public awareness campaigns designed:

(i) To nurture receptiveness to the rights of persons with disabilities;

(ii) To promote positive perceptions and greater social awareness towards persons with disabilities;

(iii) To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market;

(b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;

(c) Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;

(d) Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

Article 9 - Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

(a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;

(b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures to:

(a) Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;

(b) Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;

(c) Provide training for stakeholders on accessibility issues facing persons with disabilities;

(d) Provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;

(e) Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;

(f) Promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;

(g) Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;

(h) Promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

Article 10 - Right to life

States Parties reaffirm that every human being has the inherent right to life and shall take all necessary measures to ensure its effective enjoyment by persons with disabilities on an equal basis with others.

Article 11 - Situations of risk and humanitarian emergencies

States Parties shall take, in accordance with their obligations under international law, including international humanitarian law and international human rights law, all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

Article 12 - Equal recognition before the law

1. States Parties reaffirm that persons with disabilities have the right to recognition everywhere as persons before the law.
2. States Parties shall recognize that persons with disabilities enjoy legal capacity on an equal basis with others in all aspects of life.
3. States Parties shall take appropriate measures to provide access by persons with disabilities to the support they may require in exercising their legal capacity.
4. States Parties shall ensure that all measures that relate to the exercise of legal capacity provide for appropriate and effective safeguards to prevent abuse in accordance with international human rights law. Such safeguards shall ensure that measures relating to the exercise of legal capacity respect the rights, will and preferences of the person, are free of conflict of interest and undue influence, are proportional and tailored to the person's circumstances, apply for the shortest time possible and are subject to regular review by a competent, independent and impartial authority or judicial body. The safeguards shall be proportional to the degree to which such measures affect the person's rights and interests.
5. Subject to the provisions of this article, States Parties shall take all appropriate and effective measures to ensure the equal right of persons with disabilities to own or inherit property, to control their own financial affairs and to have equal access to bank loans, mortgages and other forms of financial credit, and shall ensure that persons with disabilities are not arbitrarily deprived of their property.

Article 13 - Access to justice

1. States Parties shall ensure effective access to justice for persons with disabilities on an equal basis with others, including through the provision of procedural and age-appropriate accommodations, in order to facilitate their effective role as direct and indirect participants, including as witnesses, in all legal proceedings, including at investigative and other preliminary stages.
2. In order to help to ensure effective access to justice for persons with disabilities, States Parties shall promote appropriate training for those working in the field of administration of justice, including police and prison staff.

Article 14 - Liberty and security of the person

1. States Parties shall ensure that persons with disabilities, on an equal basis with others:
 - (a) Enjoy the right to liberty and security of person;
 - (b) Are not deprived of their liberty unlawfully or arbitrarily, and that any deprivation of liberty is in conformity with the law, and that the existence of a disability shall in no case justify a deprivation of liberty.
2. States Parties shall ensure that if persons with disabilities are deprived of their liberty through any process, they are, on an equal basis with others, entitled to guarantees in accordance with international human rights law and shall

be treated in compliance with the objectives and principles of this Convention, including by provision of reasonable accommodation.

Article 15 - Freedom from torture or cruel, inhuman or degrading treatment or punishment

1. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his or her free consent to medical or scientific experimentation.
2. States Parties shall take all effective legislative, administrative, judicial or other measures to prevent persons with disabilities, on an equal basis with others, from being subjected to torture or cruel, inhuman or degrading treatment or punishment.

Article 16 - Freedom from exploitation, violence and abuse

1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse, including their gender-based aspects.
2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse. States Parties shall ensure that protection services are age-, gender- and disability-sensitive.
3. In order to prevent the occurrence of all forms of exploitation, violence and abuse, States Parties shall ensure that all facilities and programmes designed to serve persons with disabilities are effectively monitored by independent authorities.
4. States Parties shall take all appropriate measures to promote the physical, cognitive and psychological recovery, rehabilitation and social reintegration of persons with disabilities who become victims of any form of exploitation, violence or abuse, including through the provision of protection services. Such recovery and reintegration shall take place in an environment that fosters the health, welfare, self-respect, dignity and autonomy of the person and takes into account gender- and age-specific needs.
5. States Parties shall put in place effective legislation and policies, including women- and child-focused legislation and policies, to ensure that instances of exploitation, violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.

Article 17 - Protecting the integrity of the person

Every person with disabilities has a right to respect for his or her physical and mental integrity on an equal basis with others.

Article 18 - Liberty of movement and nationality

1. States Parties shall recognize the rights of persons with disabilities to liberty of movement, to freedom to choose their residence and to a nationality, on an equal basis with others, including by ensuring that persons with disabilities:

(a) Have the right to acquire and change a nationality and are not deprived of their nationality arbitrarily or on the basis of disability;

(b) Are not deprived, on the basis of disability, of their ability to obtain, possess and utilize documentation of their nationality or other documentation of identification, or to utilize relevant processes such as immigration proceedings, that may be needed to facilitate exercise of the right to liberty of movement;

(c) Are free to leave any country, including their own;

(d) Are not deprived, arbitrarily or on the basis of disability, of the right to enter their own country.

2. Children with disabilities shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by their parents.

Article 19 - Living independently and being included in the community

States Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community, including by ensuring that:

(a) Persons with disabilities have the opportunity to choose their place of residence and where and with whom they live on an equal basis with others and are not obliged to live in a particular living arrangement;

(b) Persons with disabilities have access to a range of in-home, residential and other community support services, including personal assistance necessary to support living and inclusion in the community, and to prevent isolation or segregation from the community;

(c) Community services and facilities for the general population are available on an equal basis to persons with disabilities and are responsive to their needs.

Article 20 Personal mobility

States Parties shall take effective measures to ensure personal mobility with the greatest possible independence for persons with disabilities, including by:

(a) Facilitating the personal mobility of persons with disabilities in the manner and at the time of their choice, and at affordable cost;

(b) Facilitating access by persons with disabilities to quality mobility aids, devices, assistive technologies and forms of live assistance and intermediaries, including by making them available at affordable cost;

(c) Providing training in mobility skills to persons with disabilities and to specialist staff working with persons with disabilities;

(d) Encouraging entities that produce mobility aids, devices and assistive technologies to take into account all aspects of mobility for persons with disabilities.

Article 21 - Freedom of expression and opinion, and access to information

States Parties shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by:

(a) Providing information intended for the general public to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost;

(b) Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions;

(c) Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities;

(d) Encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities;

(e) Recognizing and promoting the use of sign languages.

Article 22 - Respect for privacy

1. No person with disabilities, regardless of place of residence or living arrangements, shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence or other types of communication or to unlawful attacks on his or her honour and reputation. Persons with disabilities have the right to the protection of the law against such interference or attacks.

2. States Parties shall protect the privacy of personal, health and rehabilitation information of persons with disabilities on an equal basis with others.

Article 23 - Respect for home and the family

1. States Parties shall take effective and appropriate measures to eliminate discrimination against persons with disabilities in all matters relating to marriage, family, parenthood and relationships, on an equal basis with others, so as to ensure that:

(a) The right of all persons with disabilities who are of marriageable age to marry and to found a family on the basis of free and full consent of the intending spouses is recognized;

(b) The rights of persons with disabilities to decide freely and responsibly on the number and spacing of their children and to have access to age-appropriate information, reproductive and family planning education are recognized, and the means necessary to enable them to exercise these rights are provided;

(c) Persons with disabilities, including children, retain their fertility on an equal basis with others.

2. States Parties shall ensure the rights and responsibilities of persons with disabilities, with regard to guardianship, wardship, trusteeship, adoption of children or similar institutions, where these concepts exist in national legislation; in all cases the best interests of the child shall be paramount. States Parties shall render appropriate assistance to persons with disabilities in the performance of their child-rearing responsibilities.

3. States Parties shall ensure that children with disabilities have equal rights with respect to family life. With a view to realizing these rights, and to prevent concealment, abandonment, neglect and segregation of children with disabilities, States Parties shall undertake to provide early and comprehensive information, services and support to children with disabilities and their families.

4. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. In no case shall a child be separated from parents on the basis of a disability of either the child or one or both of the parents.

5. States Parties shall, where the immediate family is unable to care for a child with disabilities, undertake every effort to provide alternative care within the wider family, and failing that, within the community in a family setting.

Article 24 - Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

(a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

(b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

(c) Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

(b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

(c) Reasonable accommodation of the individual's requirements is provided;

(d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

(e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

(a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

(b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

(c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Article 25 - Health

States Parties recognize that persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability. States Parties shall take all appropriate measures to ensure access for persons with disabilities to health services that are gender-sensitive, including health-related rehabilitation. In particular, States Parties shall:

- (a) Provide persons with disabilities with the same range, quality and standard of free or affordable health care and programmes as provided to other persons, including in the area of sexual and reproductive health and population-based public health programmes;
- (b) Provide those health services needed by persons with disabilities specifically because of their disabilities, including early identification and intervention as appropriate, and services designed to minimize and prevent further disabilities, including among children and older persons;
- (c) Provide these health services as close as possible to people's own communities, including in rural areas;
- (d) Require health professionals to provide care of the same quality to persons with disabilities as to others, including on the basis of free and informed consent by, inter alia, raising awareness of the human rights, dignity, autonomy and needs of persons with disabilities through training and the promulgation of ethical standards for public and private health care;
- (e) Prohibit discrimination against persons with disabilities in the provision of health insurance, and life insurance where such insurance is permitted by national law, which shall be provided in a fair and reasonable manner;
- (f) Prevent discriminatory denial of health care or health services or food and fluids on the basis of disability.

Article 26 - Habilitation and rehabilitation

1. States Parties shall take effective and appropriate measures, including through peer support, to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life. To that end, States Parties shall organize, strengthen and extend comprehensive habilitation and rehabilitation services and programmes, particularly in the areas of health, employment, education and social services, in such a way that these services and programmes:

- (a) Begin at the earliest possible stage, and are based on the multidisciplinary assessment of individual needs and strengths;
- (b) Support participation and inclusion in the community and all aspects of society, are voluntary, and are available to persons with disabilities as close as possible to their own communities, including in rural areas.

2. States Parties shall promote the development of initial and continuing training for professionals and staff working in habilitation and rehabilitation services.

3. States Parties shall promote the availability, knowledge and use of assistive devices and technologies, designed for persons with disabilities, as they relate to habilitation and rehabilitation.

Article 27 - Work and employment

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:

(a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;

(b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;

(c) Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;

(d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;

(e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment;

(f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business;

(g) Employ persons with disabilities in the public sector;

(h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures;

(i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;

(j) Promote the acquisition by persons with disabilities of work experience in the open labour market;

(k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

Article 28 - Adequate standard of living and social protection

1. States Parties recognize the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions, and shall take appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability.

2. States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination on the basis of disability, and shall take appropriate steps to safeguard and promote the realization of this right, including measures:

- (a) To ensure equal access by persons with disabilities to clean water services, and to ensure access to appropriate and affordable services, devices and other assistance for disability-related needs;
- (b) To ensure access by persons with disabilities, in particular women and girls with disabilities and older persons with disabilities, to social protection programmes and poverty reduction programmes;
- (c) To ensure access by persons with disabilities and their families living in situations of poverty to assistance from the State with disability-related expenses, including adequate training, counselling, financial assistance and respite care;
- (d) To ensure access by persons with disabilities to public housing programmes;
- (e) To ensure equal access by persons with disabilities to retirement benefits and programmes.

Article 29 - Participation in political and public life

States Parties shall guarantee to persons with disabilities political rights and the opportunity to enjoy them on an equal basis with others, and shall undertake to:

- (a) Ensure that persons with disabilities can effectively and fully participate in political and public life on an equal basis with others, directly or through freely chosen representatives, including the right and opportunity for persons with disabilities to vote and be elected, inter alia, by:
 - (i) Ensuring that voting procedures, facilities and materials are appropriate, accessible and easy to understand and use;
 - (ii) Protecting the right of persons with disabilities to vote by secret ballot in elections and public referendums without intimidation, and to stand for elections, to effectively hold office and perform all public functions at all levels of government, facilitating the use of assistive and new technologies where appropriate;

(iii) Guaranteeing the free expression of the will of persons with disabilities as electors and to this end, where necessary, at their request, allowing assistance in voting by a person of their own choice;

(b) Promote actively an environment in which persons with disabilities can effectively and fully participate in the conduct of public affairs, without discrimination and on an equal basis with others, and encourage their participation in public affairs, including:

(i) Participation in non-governmental organizations and associations concerned with the public and political life of the country, and in the activities and administration of political parties;

(ii) Forming and joining organizations of persons with disabilities to represent persons with disabilities at international, national, regional and local levels.

Article 30 - Participation in cultural life, recreation, leisure and sport

1. States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life, and shall take all appropriate measures to ensure that persons with disabilities:

(a) Enjoy access to cultural materials in accessible formats;

(b) Enjoy access to television programmes, films, theatre and other cultural activities, in accessible formats;

(c) Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.

2. States Parties shall take appropriate measures to enable persons with disabilities to have the opportunity to develop and utilize their creative, artistic and intellectual potential, not only for their own benefit, but also for the enrichment of society.

3. States Parties shall take all appropriate steps, in accordance with international law, to ensure that laws protecting intellectual property rights do not constitute an unreasonable or discriminatory barrier to access by persons with disabilities to cultural materials.

4. Persons with disabilities shall be entitled, on an equal basis with others, to recognition and support of their specific cultural and linguistic identity, including sign languages and deaf culture.

5. With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, States Parties shall take appropriate measures:

(a) To encourage and promote the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels;

- (b) To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- (c) To ensure that persons with disabilities have access to sporting, recreational and tourism venues;
- (d) To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sporting activities, including those activities in the school system;
- (e) To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

Article 31 - Statistics and data collection

1. States Parties undertake to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to the present Convention. The process of collecting and maintaining this information shall:

- (a) Comply with legally established safeguards, including legislation on data protection, to ensure confidentiality and respect for the privacy of persons with disabilities;
- (b) Comply with internationally accepted norms to protect human rights and fundamental freedoms and ethical principles in the collection and use of statistics.

2. The information collected in accordance with this article shall be disaggregated, as appropriate, and used to help assess the implementation of States Parties' obligations under the present Convention and to identify and address the barriers faced by persons with disabilities in exercising their rights.

3. States Parties shall assume responsibility for the dissemination of these statistics and ensure their accessibility to persons with disabilities and others.

Article 32 - International cooperation

1. States Parties recognize the importance of international cooperation and its promotion, in support of national efforts for the realization of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organizations and civil society, in particular organizations of persons with disabilities. Such measures could include, inter alia:

- (a) Ensuring that international cooperation, including international development programmes, is inclusive of and accessible to persons with disabilities;
- (b) Facilitating and supporting capacity-building, including through the exchange and sharing of information, experiences, training programmes and best practices;

(c) Facilitating cooperation in research and access to scientific and technical knowledge;

(d) Providing, as appropriate, technical and economic assistance, including by facilitating access to and sharing of accessible and assistive technologies, and through the transfer of technologies.

2. The provisions of this article are without prejudice to the obligations of each State Party to fulfil its obligations under the present Convention.

Article 33 - National implementation and monitoring

1. States Parties, in accordance with their system of organization, shall designate one or more focal points within government for matters relating to the implementation of the present Convention, and shall give due consideration to the establishment or designation of a coordination mechanism within government to facilitate related action in different sectors and at different levels.

2. States Parties shall, in accordance with their legal and administrative systems, maintain, strengthen, designate or establish within the State Party, a framework, including one or more independent mechanisms, as appropriate, to promote, protect and monitor implementation of the present Convention. When designating or establishing such a mechanism, States Parties shall take into account the principles relating to the status and functioning of national institutions for protection and promotion of human rights.

3. Civil society, in particular persons with disabilities and their representative organizations, shall be involved and participate fully in the monitoring process.

Article 34 - Committee on the Rights of Persons with Disabilities

1. There shall be established a Committee on the Rights of Persons with Disabilities (hereafter referred to as "the Committee"), which shall carry out the functions hereinafter provided.

2. The Committee shall consist, at the time of entry into force of the present Convention, of twelve experts. After an additional sixty ratifications or accessions to the Convention, the membership of the Committee shall increase by six members, attaining a maximum number of eighteen members.

3. The members of the Committee shall serve in their personal capacity and shall be of high moral standing and recognized competence and experience in the field covered by the present Convention. When nominating their candidates, States Parties are invited to give due consideration to the provision set out in article 4.3 of the present Convention.

4. The members of the Committee shall be elected by States Parties, consideration being given to equitable geographical distribution, representation of the different forms of civilization and of the principal legal systems, balanced gender representation and participation of experts with disabilities.

5. The members of the Committee shall be elected by secret ballot from a list of persons nominated by the States Parties from among their nationals at meetings of the Conference of States Parties. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The initial election shall be held no later than six months after the date of entry into force of the present Convention. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit the nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating the State Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
7. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election once. However, the term of six of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these six members shall be chosen by lot by the chairperson of the meeting referred to in paragraph 5 of this article.
8. The election of the six additional members of the Committee shall be held on the occasion of regular elections, in accordance with the relevant provisions of this article.
9. If a member of the Committee dies or resigns or declares that for any other cause she or he can no longer perform her or his duties, the State Party which nominated the member shall appoint another expert possessing the qualifications and meeting the requirements set out in the relevant provisions of this article, to serve for the remainder of the term.
10. The Committee shall establish its own rules of procedure.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention, and shall convene its initial meeting.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.
13. The members of the Committee shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 35 - Reports by States Parties

1. Each State Party shall submit to the Committee, through the Secretary-General of the United Nations, a comprehensive report on measures taken to give effect to its obligations under the present Convention and on the progress made in that regard, within two years after the entry into force of the present Convention for the State Party concerned.
2. Thereafter, States Parties shall submit subsequent reports at least every four years and further whenever the Committee so requests.
3. The Committee shall decide any guidelines applicable to the content of the reports.
4. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports, repeat information previously provided. When preparing reports to the Committee, States Parties are invited to consider doing so in an open and transparent process and to give due consideration to the provision set out in article 4.3 of the present Convention.
5. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 36 - Consideration of reports

1. Each report shall be considered by the Committee, which shall make such suggestions and general recommendations on the report as it may consider appropriate and shall forward these to the State Party concerned. The State Party may respond with any information it chooses to the Committee. The Committee may request further information from States Parties relevant to the implementation of the present Convention.
2. If a State Party is significantly overdue in the submission of a report, the Committee may notify the State Party concerned of the need to examine the implementation of the present Convention in that State Party, on the basis of reliable information available to the Committee, if the relevant report is not submitted within three months following the notification. The Committee shall invite the State Party concerned to participate in such examination. Should the State Party respond by submitting the relevant report, the provisions of paragraph 1 of this article will apply.
3. The Secretary-General of the United Nations shall make available the reports to all States Parties.
4. States Parties shall make their reports widely available to the public in their own countries and facilitate access to the suggestions and general recommendations relating to these reports.
5. The Committee shall transmit, as it may consider appropriate, to the specialized agencies, funds and programmes of the United Nations, and other competent bodies, reports from States Parties in order to address a request or indication of a need for technical advice or assistance contained therein, along with the Committee's observations and recommendations, if any, on these requests or indications.

Article 37 - Cooperation between States Parties and the Committee

1. Each State Party shall cooperate with the Committee and assist its members in the fulfilment of their mandate.
2. In its relationship with States Parties, the Committee shall give due consideration to ways and means of enhancing national capacities for the implementation of the present Convention, including through international cooperation.

Article 38 - Relationship of the Committee with other bodies

In order to foster the effective implementation of the present Convention and to encourage international cooperation in the field covered by the present Convention:

- (a) The specialized agencies and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite specialized agencies and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;
- (b) The Committee, as it discharges its mandate, shall consult, as appropriate, other relevant bodies instituted by international human rights treaties, with a view to ensuring the consistency of their respective reporting guidelines, suggestions and general recommendations, and avoiding duplication and overlap in the performance of their functions.

Article 39 - Report of the Committee

The Committee shall report every two years to the General Assembly and to the Economic and Social Council on its activities, and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.

Article 40 - Conference of States Parties

1. The States Parties shall meet regularly in a Conference of States Parties in order to consider any matter with regard to the implementation of the present Convention.
2. No later than six months after the entry into force of the present Convention, the Conference of the States Parties shall be convened by the Secretary-General of the United Nations. The subsequent meetings shall be convened by the Secretary-General of the United Nations biennially or upon the decision of the Conference of States Parties.

Article 41 - Depositary

The Secretary-General of the United Nations shall be the depositary of the present Convention.

Article 42 - Signature

The present Convention shall be open for signature by all States and by regional integration organizations at United Nations Headquarters in New York as of 30 March 2007.

Article 43 - Consent to be bound

The present Convention shall be subject to ratification by signatory States and to formal confirmation by signatory regional integration organizations. It shall be open for accession by any State or regional integration organization which has not signed the Convention.

Article 44 - Regional integration organizations

1. "Regional integration organization" shall mean an organization constituted by sovereign States of a given region, to which its member States have transferred competence in respect of matters governed by this Convention. Such organizations shall declare, in their instruments of formal confirmation or accession, the extent of their competence with respect to matters governed by this Convention. Subsequently, they shall inform the depositary of any substantial modification in the extent of their competence.

2. References to "States Parties" in the present Convention shall apply to such organizations within the limits of their competence.

3. For the purposes of article 45, paragraph 1, and article 47, paragraphs 2 and 3, any instrument deposited by a regional integration organization shall not be counted.

4. Regional integration organizations, in matters within their competence, may exercise their right to vote in the Conference of States Parties, with a number of votes equal to the number of their member States that are Parties to this Convention. Such an organization shall not exercise its right to vote if any of its member States exercises its right, and vice versa.

Article 45 - Entry into force

1. The present Convention shall enter into force on the thirtieth day after the deposit of the twentieth instrument of ratification or accession.

2. For each State or regional integration organization ratifying, formally confirming or acceding to the Convention after the deposit of the twentieth such instrument, the Convention shall enter into force on the thirtieth day after the deposit of its own such instrument.

Article 46 - Reservations

1. Reservations incompatible with the object and purpose of the present Convention shall not be permitted.

2. Reservations may be withdrawn at any time.

Article 47 - Amendments

1. Any State Party may propose an amendment to the present Convention and submit it to the Secretary-General of the United Nations. The Secretary-General shall communicate any proposed amendments to States Parties, with a request to be notified whether they favour a conference of States Parties for the purpose of considering and deciding upon the proposals. In the event that, within four months from the date of such communication, at least one third of

the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of two thirds of the States Parties present and voting shall be submitted by the Secretary-General to the General Assembly for approval and thereafter to all States Parties for acceptance.

2. An amendment adopted and approved in accordance with paragraph 1 of this article shall enter into force on the thirtieth day after the number of instruments of acceptance deposited reaches two thirds of the number of States Parties at the date of adoption of the amendment. Thereafter, the amendment shall enter into force for any State Party on the thirtieth day following the deposit of its own instrument of acceptance. An amendment shall be binding only on those States Parties which have accepted it.

3. If so decided by the Conference of States Parties by consensus, an amendment adopted and approved in accordance with paragraph 1 of this article which relates exclusively to articles 34, 38, 39 and 40 shall enter into force for all States Parties on the thirtieth day after the number of instruments of acceptance deposited reaches two thirds of the number of States Parties at the date of adoption of the amendment.

Article 48 - Denunciation

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. The denunciation shall become effective one year after the date of receipt of the notification by the Secretary-General.

Article 49 - Accessible format

The text of the present Convention shall be made available in accessible formats.

Article 50 - Authentic texts

The Arabic, Chinese, English, French, Russian and Spanish texts of the present Convention shall be equally authentic.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

D.List of disabilities

Visible Disabilities: are ones that impact someone's body, and are thus apparent to anyone who is just looking at that person.

Invisible Disabilities: are ones that are not immediately apparent to someone who is looking at a person. The disabilities that may not be apparent upon looking at a person, but would be discernible after interacting with the person, are the ones considered "in between."

Visible Disabilities

1. Loss of Limb – the removal of one or more limbs
2. Cerebral Palsy – a disorder of movement, muscle tone or posture that is caused by damage that occurs to the immature, developing brain, most often before birth
3. Down’s Syndrome – a genetic disorder caused by the presence of all or part of a third copy of chromosome 21, typically associated with physical growth delays, characteristic facial features, and mild to moderate intellectual disability.
4. Albinism – an inherited genetic condition that reduces the amount of melanin pigment formed in the skin, hair and/or i
5. Clubfoot – a deformity in which an infant’s foot is turned inward, often so severely that the bottom of the foot faces sideways or even upward
6. Epilepsy* – a disability that results in unexpected seizures that can be triggered by bright lights, loud noises, stress, or a rise in temperature
7. Spina Bifida – a birth defect where there is incomplete closing of the backbone and membranes around the spinal cord

In Between

1. Hearing Loss or Impairment
2. Visual Loss or Impairment
3. Epilepsy

Invisible Disabilities

1. Selective Mutism Disorder – a childhood anxiety disorder characterized by a child’s inability to speak and communicate effectively in select social settings, such as at school
2. Dyslexia – a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that does not affect general intelligence
3. Dysgraphia – a learning disability that affects handwriting and fine motor skills, interferes with spelling, word spacing, and the general ability to put thoughts on paper
4. Dyscalculia – a difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, and learning facts in mathematics
5. Hearing Loss or Impairment – inability to hear noises and sounds at full volume
6. Autism Spectrum Disorder – a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication
7. Visual Loss or Impairment – inability to see clearly
8. ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder) – Limited attention, excessive restlessness, and impulsivity

9. Speech and Language Difficulties (stuttering) – difficulty producing sounds correctly or in the correct order, difficulty using words as a form of expression

10. Sensory Processing Disorder – a condition in which the brain has trouble receiving and responding to information that comes in through the senses

E. Types of disabilities and their characteristics

Autism:

Social Communication and Interaction Skills

Social communication and interaction skills can be challenging for people with ASD.

Examples of social communication and social interaction characteristics related to ASD can include:

- Avoids or does not keep eye contact
- Does not respond to name by 9 months of age
- Does not show facial expressions like happy, sad, angry, and surprised by 9 months of age
- Does not play simple interactive games like pat-a-cake by 12 months of age
- Uses few or no gestures by 12 months of age (e.g., does not wave goodbye)
- Does not share interests with others (e.g., shows you an object that he or she likes by 15 months of age)
- Does not point or look at what you point to by 18 months of age
- Does not notice when others are hurt or sad by 24 months of age
- Does not pretend in play (e.g., does not pretend to “feed” a doll by 30 months of age)
- Shows little interest in peers
- Has trouble understanding other people’s feelings or talking about own feelings at 36 months of age or older
- Does not play games with turn taking by 60 months of age

Restricted or Repetitive Behaviors or Interests

People with ASD have behaviors or interests that can seem unusual. These behaviors or interests set ASD apart from conditions defined by only problems with social communication and interaction.

Examples of restricted or repetitive interests and behaviors related to ASD can include:

- Lines up toys or other objects and gets upset when order is changed
- Repeats words or phrases over and over (i.e., echolalia)
- Plays with toys the same way every time

- Is focused on parts of objects (e.g., wheels)
- Gets upset by minor changes
- Has obsessive interests
- Must follow certain routines
- Flaps hands, rocks body, or spins self in circles
- Has unusual reactions to the way things sound, smell, taste, look, or feel

Other Characteristics

Most people with ASD have other characteristics. These might include:

- Delayed language skills
- Delayed movement skills
- Delayed cognitive or learning skills
- Hyperactive, impulsive, and/or inattentive behavior
- Epilepsy or seizure disorder
- Unusual eating and sleeping habits
- Gastrointestinal issues (e.g., constipation)
- Unusual mood or emotional reactions
- Anxiety, stress, or excessive worry
- Lack of fear or more fear than expected

It is important to note that children with ASD may not have all or any of the behaviors listed as examples here

ADHD:

ADHD symptoms in children checklist

Symptoms of **inattention** in children and teens include:

- A short attention span or is easily distracted;
- Failure to pay attention to detail or makes careless mistakes;
- Difficulty organizing tasks or activities;
- Forgetfulness;
- Unable to listen to instructions and cannot carry them out;
- Avoiding tasks that are time-consuming and require mental effort;
- Often loses things.

Symptoms of **hyperactivity-inattention** in children and teens include:

- Constant fidgeting;
- Inability to sit still even when the situation requires them to;
- Constantly on the go or running around;
- Excessive talking;
- Impatience making them unable to take turns;
- Interrupts and intrudes conversations or activities
- Acts without thinking;
- Inability to concentrate on tasks.

Epilepsy:

Because epilepsy is caused by abnormal activity in the brain, seizures can affect any process your brain coordinates. Seizure signs and symptoms may include:

- Temporary confusion
- A staring spell
- Stiff muscles
- Uncontrollable jerking movements of the arms and legs
- Loss of consciousness or awareness
- Psychological symptoms such as fear, anxiety or deja vu

Symptoms vary depending on the type of seizure. In most cases, a person with epilepsy will tend to have the same type of seizure each time, so the symptoms will be similar from episode to episode.

Doctors generally classify seizures as either focal or generalized, based on how and where the abnormal brain activity begins.

Focal seizures

When seizures appear to result from abnormal activity in just one area of your brain, they're called focal seizures. These seizures fall into two categories:

- **Focal seizures without loss of consciousness.** Once called simple partial seizures, these seizures don't cause a loss of consciousness. They may alter emotions or change the way things look, smell, feel, taste or sound. Some people experience deja vu. This type of seizure may also result in

involuntary jerking of one body part, such as an arm or leg, and spontaneous sensory symptoms such as tingling, dizziness and flashing lights.

- **Focal seizures with impaired awareness.** Once called complex partial seizures, these seizures involve a change or loss of consciousness or awareness. This type of seizure may seem like being in a dream. During a focal seizure with impaired awareness, you may stare into space and not respond normally to your environment or perform repetitive movements, such as hand rubbing, chewing, swallowing or walking in circles.

Symptoms of focal seizures may be confused with other neurological disorders, such as migraine, narcolepsy or mental illness. A thorough examination and testing are needed to distinguish epilepsy from other disorders.

Generalized seizures

Seizures that appear to involve all areas of the brain are called generalized seizures. Six types of generalized seizures exist.

- **Absence seizures.** Absence seizures, previously known as petit mal seizures, typically occur in children. They're characterized by staring into space with or without subtle body movements such as eye blinking or lip smacking and only last between 5-10 seconds. These seizures may occur in clusters, happening as often as 100 times per day, and cause a brief loss of awareness.
- **Tonic seizures.** Tonic seizures cause stiff muscles and may affect consciousness. These seizures usually affect muscles in your back, arms and legs and may cause you to fall to the ground.
- **Atonic seizures.** Atonic seizures, also known as drop seizures, cause a loss of muscle control. Since this most often affects the legs, it often causes you to suddenly collapse or fall down.
- **Clonic seizures.** Clonic seizures are associated with repeated or rhythmic, jerking muscle movements. These seizures usually affect the neck, face and arms.
- **Myoclonic seizures.** Myoclonic seizures usually appear as sudden brief jerks or twitches and usually affect the upper body, arms and legs.
- **Tonic-clonic seizures.** Tonic-clonic seizures, previously known as grand mal seizures, are the most dramatic type of epileptic seizure. They can cause an abrupt loss of consciousness and body stiffening, twitching and shaking. They sometimes cause loss of bladder control or biting your tongue.

When to see a doctor

Seek immediate medical help if any of the following occurs:

- The seizure lasts more than five minutes.
- Breathing or consciousness doesn't return after the seizure stops.

- A second seizure follows immediately.
- You have a high fever.
- You're pregnant.
- You have diabetes.
- You've injured yourself during the seizure.
- You continue to have seizures even though you've been taking anti-seizure medication.

If you experience a seizure for the first time, seek medical advice.

Selective Mutism:

Symptoms

If you believe that your child may be struggling with selective mutism, look for the following symptoms:

Expression of a desire to speak that is held back by anxiousness, fear, or embarrassment

Fidgeting, eye contact avoidance, lack of movement or lack of expression when in feared situations

Inability to speak in school and other specific social situations

Use of nonverbal communication to express needs (e.g., nodding head, pointing)

Shyness, fear of people, and reluctance to speak between 2 and 4 years of age

Speaking easily in certain situations (e.g., at home or with familiar people), but not others (e.g., at school or with unfamiliar people)

While these behaviors are self-protective, other children and adults may often perceive them as deliberate and defiant.¹

Diagnosis

Although selective mutism is believed to have its roots in anxiety, it was not classified as an anxiety disorder until the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) published in 2013.

The use of the term "selective" was adopted in 1994, prior to which the disorder was known as "elective mutism." The change was made to emphasize that children with selective mutism are not choosing to be silent, but rather are too afraid to speak.

The primary criterion for a diagnosis of selective mutism is a consistent failure to speak in specific social situations in which there is an expectation of speaking (e.g., school), despite speaking in other situations.

In addition to this primary symptom, children must also display the following:

Symptoms of selective mutism must have been present for at least one month, and not simply the first month of school.

Your child must understand spoken language and have the ability to speak normally in some situations (usually at home with familiar people).

Finally, a lack of speech must interfere with your child's educational or social functioning.

Children who stop talking temporarily after immigrating to a foreign country or experiencing a traumatic event would not be diagnosed with selective mutism.

Causes

Because the condition tends to be quite rare, risk factors for the condition are not fully understood. It was once believed that selective mutism was the result of childhood abuse, trauma, or upheaval.

Research now suggests that the disorder is related to extreme social anxiety and that genetic predisposition is likely.² Like all mental disorders, it is unlikely that there is one single cause.

Kids who develop the condition:

Tend to be very shy

May have an anxiety disorder

Fear embarrassing themselves in front of others³

Other potential causes include temperament and the environment. Children who are behaviorally inhibited or who have language difficulties may be more prone to developing the condition. Parents who have social anxiety and model inhibited behaviors may also play a role.

Selective mutism also often co-occurs with other disorders including:⁴

Anxiety

Depression

Developmental delays

Language problems

Obsessive-compulsive disorder (OCD)

Panic disorder

Treatment

Selective mutism is most receptive to treatment when it is caught early. If your child has been silent at school for two months or longer, it is important that treatment begin promptly.

When selective mutism is not caught early, there is a risk that your child will become used to not speaking, and as a result, being silent will become a way of life and more difficult to change.

Treatment for selective mutism may include psychotherapy, medication, or a combination of the two.

Psychotherapy

A common treatment for selective mutism is the use of behavior management programs.² Such programs involve techniques like desensitization and positive reinforcement, applied both at home and at school under the supervision of a psychologist.

Medication

Medication may also be appropriate, particularly in severe or chronic cases, or when other methods have not resulted in improvement. The choice of whether to use medication should be made in consultation with a doctor who has experience prescribing anxiety medication for children.

Coping

In addition to seeking appropriate professional treatment, there are things that you can do to help your child manage their condition.

Inform teachers and others who work with your child. Teachers can sometimes become frustrated or angry with children who don't speak. You can help by making sure that your child's teacher knows that the behavior is not intentional. Together you need to encourage your child and offer praise and rewards for positive behaviors.

Choose activities suited to their current skills. Don't force your child to engage in social situations or activities that demand spoken communication. Instead, choose activities that don't involve speech such as reading, art, or doing puzzles.

Reward progress but avoid punishment. Where rewarding positive steps toward speaking is a good thing, punishing silence is not. If your child is afraid to speak, they will not overcome this fear through pressure or punishment.

Don't pressure your child. Parental acceptance and family involvement are important in treatment, but you should avoid trying to force your child to speak. Putting pressure on your child will only increase their anxiety levels and make speaking all that more difficult. Focus on showing your child support and acceptance.

In general, there is a good prognosis for selective mutism. Unless there is another problem contributing to the condition, children generally function well in other areas and do not need to be placed in special education classes.

Cerebral Palsy:

Signs and symptoms of cerebral palsy can vary greatly from person to person. Cerebral palsy can affect the whole body, or it might be limited primarily to one or two limbs, or one side of the body. Generally, signs and symptoms include problems with movement and coordination, speech and eating, development, and other problems.

Movement and coordination

- Stiff muscles and exaggerated reflexes (spasticity), the most common movement disorder
- Variations in muscle tone, such as being either too stiff or too floppy
- Stiff muscles with normal reflexes (rigidity)
- Lack of balance and muscle coordination (ataxia)
- Tremors or jerky involuntary movements
- Slow, writhing movements
- Favoring one side of the body, such as only reaching with one hand or dragging a leg while crawling
- Difficulty walking, such as walking on toes, a crouched gait, a scissors-like gait with knees crossing, a wide gait or an asymmetrical gait
- Difficulty with fine motor skills, such as buttoning clothes or picking up utensils

Speech and eating

- Delays in speech development
- Difficulty speaking
- Difficulty with sucking, chewing or eating
- Excessive drooling or problems with swallowing

Development

- Delays in reaching motor skills milestones, such as sitting up or crawling
- Learning difficulties
- Intellectual disabilities
- Delayed growth, resulting in smaller size than would be expected

Other problems

Damage to the brain can contribute to other neurological problems, such as:

- Seizures (epilepsy)
- Difficulty hearing
- Problems with vision and abnormal eye movements
- Abnormal touch or pain sensations
- Bladder and bowel problems, including constipation and urinary incontinence
- Mental health conditions, such as emotional disorders and behavioral problems

The brain disorder causing cerebral palsy doesn't change with time, so the symptoms usually don't worsen with age. However, as the child gets older, some symptoms might become more or less apparent. And muscle shortening and muscle rigidity can worsen if not treated aggressively.

When to see a doctor

It's important to get a prompt diagnosis for a movement disorder or delays in your child's development. See your child's doctor if you have concerns about episodes of loss of awareness of surroundings or of unusual bodily movements or muscle tone, impaired coordination, swallowing difficulties, eye muscle imbalance, or other developmental issues.

Down Syndrome:

Some common physical features of Down syndrome include:

A flattened face, especially the bridge of the nose

Almond-shaped eyes that slant up

A short neck

Small ears

A tongue that tends to stick out of the mouth

Tiny white spots on the iris (colored part) of the eye

Small hands and feet

A single line across the palm of the hand (palmar crease)
Small pinky fingers that sometimes curve toward the thumb
Poor muscle tone or loose joints
Shorter in height as children and adults

Types of Down Syndrome

There are three types of Down syndrome. People often can't tell the difference between each type without looking at the chromosomes because the physical features and behaviors are similar.

- Trisomy 21: About 95% of people with Down syndrome have Trisomy 21.² With this type of Down syndrome, each cell in the body has 3 separate copies of chromosome 21 instead of the usual 2 copies.
- Translocation Down syndrome: This type accounts for a small percentage of people with Down syndrome (about 3%).² This occurs when an extra part or a whole extra chromosome 21 is present, but it is attached or "trans-located" to a different chromosome rather than being a separate chromosome 21.
- Mosaic Down syndrome: This type affects about 2% of the people with Down syndrome.² Mosaic means mixture or combination. For children with mosaic Down syndrome, some of their cells have 3 copies of chromosome 21, but other cells have the typical two copies of chromosome 21. Children with mosaic Down syndrome may have the same features as other children with Down syndrome. However, they may have fewer features of the condition due to the presence of some (or many) cells with a typical number of chromosomes.

Causes and Risk Factors

- The extra chromosome 21 leads to the physical features and developmental challenges that can occur among people with Down syndrome. Researchers know that Down syndrome is caused by an extra chromosome, but no one knows for sure why Down syndrome occurs or how many different factors play a role.
- One factor that increases the risk for having a baby with Down syndrome is the mother's age. Women who are 35 years or older when they become pregnant are more likely to have a pregnancy affected by Down syndrome than women who become pregnant at a younger age.³⁻⁵ However, the majority of babies with Down syndrome are born to mothers less than 35 years old, because there are many more births among younger women.^{6,7}

Diagnosis

There are two basic types of tests available to detect Down syndrome during pregnancy: screening tests and diagnostic tests. A screening test can tell a woman and her healthcare provider whether her pregnancy has a lower or higher chance of having Down syndrome. Screening tests do not provide an absolute diagnosis, but they are safer for the mother and the developing baby. Diagnostic tests can typically detect whether or not a baby will have Down syndrome, but they can be more risky for the mother and developing baby. Neither screening nor diagnostic tests can predict the full impact of Down syndrome on a baby; no one can predict this.

Screening Tests

Screening tests often include a combination of a blood test, which measures the amount of various substances in the mother's blood (e.g., MS-AFP, Triple Screen, Quad-screen), and an ultrasound, which creates a picture of the baby. During an ultrasound, one of the things the technician looks at is the fluid behind the baby's neck. Extra fluid in this region could indicate a genetic problem. These screening tests can help determine the baby's risk of Down syndrome. Rarely, screening tests can give an abnormal result even when there is nothing wrong with the baby. Sometimes, the test results are normal and yet they miss a problem that does exist.

Diagnostic Tests

Diagnostic tests are usually performed after a positive screening test in order to confirm a Down syndrome diagnosis. Types of diagnostic tests include:

- Chorionic villus sampling (CVS)—examines material from the placenta
- Amniocentesis—examines the amniotic fluid (the fluid from the sac surrounding the baby)
- Percutaneous umbilical blood sampling (PUBS)—examines blood from the umbilical cord

These tests look for changes in the chromosomes that would indicate a Down syndrome diagnosis.

Other Health Problems

Many people with Down syndrome have the common facial features and no other major birth defects. However, some people with Down syndrome might have one or more major birth defects or other medical problems. Some of the more common health problems among children with Down syndrome are listed below.⁸

- Hearing loss
- Obstructive sleep apnea, which is a condition where the person's breathing temporarily stops while asleep
- Ear infections
- Eye diseases
- Heart defects present at birth

Health care providers routinely monitor children with Down syndrome for these conditions.

Treatments

Down syndrome is a lifelong condition. Services early in life will often help babies and children with Down syndrome to improve their physical and intellectual abilities. Most of these services focus on helping children with Down syndrome develop to their full potential. These services include speech, occupational, and physical therapy, and they are typically offered through early intervention programs in each state. Children with Down syndrome may also need extra help or attention in school, although many children are included in regular classes.

Clubfoot:

The symptoms of clubfoot are:

The foot is usually short and broad in appearance.

The heel points downward while the front half of the foot (forefoot) turns inward.

The heel cord (Achilles tendon) is tight.

The heel can appear narrow.

The calf muscles are smaller compared with a normal lower leg.

How is clubfoot diagnosed in a child?

Your child's healthcare provider makes the diagnosis of clubfoot at birth with a physical exam. During the exam, your child's healthcare provider may ask about your child's birth history and if other family members are known to have clubfoot.

If the diagnosis of clubfoot is made in an older infant or child, your child's healthcare provider may ask about developmental milestones. Clubfoot can be linked to other disorders. Developmental delays may need more follow-up to look at an underlying problem.

Your child may also need X-rays.

How is clubfoot treated in a child?

Treatment will depend on your child's symptoms, age, and general health. It will also depend on how severe the condition is.

The goal of treatment is to straighten the foot so that it can grow and develop more normally. Without treatment, your child would have trouble walking. Treatment choices include:

Nonsurgery treatments. These are usually tried first no matter how severe the deformity is. The most common treatment in the U.S. is the Ponseti method. It uses gentle stretching and a cast to gradually fix clubfoot. It often takes about 2 to 3 months. Other methods include taping, physical therapy, and splinting.

Braces. Because clubfoot may happen again, your child will have to wear braces for several years to prevent relapse. At first, the braces are worn for 23 hours a day for up to 3 months. Then they are worn at night for 2 to 4 years.

Surgery. Your child may need surgery if other treatments don't fix clubfoot. The specific surgery depends on the type and extent of the deformity. Your child may need surgical wires, pins, or a cast to keep the foot in place until it has healed.

Most infants with clubfoot don't need surgery. Those who do may need more than one surgery because the deformity may come back as the child grows and develops.

Key points about clubfoot in children

Clubfoot is a deformity of the foot and lower leg. It's when one or both feet are turned inward.

Children with a family history of the condition are more likely to be born with it.

Clubfoot causes the heel to point downward while the front half of the foot (forefoot) turns inward. The foot is usually short and broad in appearance.

Most cases of clubfoot are diagnosed at birth.

Treatment includes stretching and casting. Your child may need surgery if other methods don't work.

Hearing loss and impairment:

How to Recognize the Signs of Deafness

Some of the common characteristics of deafness commonly found in classrooms include the following:

Difficulty following verbal directions

Difficulty with oral expression

Some difficulties with social/emotional or interpersonal skills

Will often have a degree of language delay

Often follows and rarely leads

Will usually exhibit some form of articulation difficulty

Can become easily frustrated if their needs are not met — which may lead to some behavioral difficulties

Sometimes the use of hearing aids leads to embarrassment and fear of rejection from peers

What Can You Do to Help Students With Hearing Loss?

Language will be the priority area for students who are deaf or hard of hearing. It is the basic requirement for success in all subject areas and will influence the student's comprehension in your classroom. Language development and its impact on the learning of students who are deaf or hard of hearing can be complex and difficult to attain.

You may find that students will need interpreters, note-takers, or educational assistants to facilitate communication. This process will usually require external personnel involvement. However, some of the basic steps that you as a teacher can take to address the needs of a hearing impaired student include:

Many students with hearing disabilities will have some form of specialized equipment recommended by an audiologist. Help the child to feel comfortable with their hearing device and promote understanding and acceptance with other children in the class.

Remember that devices do not return the child's hearing to normal.

Noisy environments will cause grief to the child with a hearing device and noise around the child should be kept to a minimum.

Check the device often to ensure it is working.

When using videos, make sure you use the 'closed captioning' feature.

Shut classroom doors/windows to help eliminate noise.

Cushion chair bottoms.

Use visual approaches whenever possible.

Establish predictable routines for this child.

Provide older students with visual outlines/graphic organizers and clarification.

Use a home/school communication book.

Enunciate words clearly using lip movement to assist the child to lip read.

Keep close proximity to the student.

Provide small group work when possible.

Make assessment accommodations to enable a clear picture of demonstrated academic growth.

Provide visual materials and demos whenever possible.

Visual Impairment and blindness:

Most of us are familiar with visual impairments such as near-sightedness and far-sightedness. Less familiar visual impairments include:

- **strabismus**, where the eyes look in different directions and do not focus simultaneously on a single point;

- **congenital cataracts**, where the lens of the eye is cloudy;
- **retinopathy of prematurity**, which may occur in premature babies when the light-sensitive retina hasn't developed sufficiently before birth;
- **retinitis pigmentosa**, a rare inherited disease that slowly destroys the retina;
- **coloboma**, where a portion of the structure of the eye is missing;
- **optic nerve hypoplasia**, which is caused by underdeveloped fibers in the optic nerve and which affects depth perception, sensitivity to light, and acuity of vision; and
- **cortical visual impairment (CVI)**, which is caused by damage to the part of the brain related to vision, not to the eyes themselves.

common signs that a child may have a visual impairment include the following.

Eyes that don't move together when following an object or a face

Crossed eyes, eyes that turn out or in, eyes that flutter from side to side or up and down, or eyes that do not seem to focus

Eyes that bulge, dance, or bounce in rapid rhythmic movements

Pupils that are unequal in size or that appear white instead of black

Repeated shutting or covering of one eye (as noticed with Julian)

Unusual degree of clumsiness, such as frequent bumping into things or knocking things over

Frequent squinting, blinking, eye-rubbing, or face crunching, especially when there's no bright light present

Sitting too close to the TV or holding toys and books too close to the face

Avoiding tasks and activities that require good vision (4)

Dyslexia:

Symptoms:

Signs of dyslexia can be difficult to recognize before your child enters school, but some early clues may indicate a problem. Once your child reaches school age, your child's teacher may be the first to notice a problem. Severity varies, but the condition often becomes apparent as a child starts learning to read.

Before school

Signs that a young child may be at risk of dyslexia include:

- Late talking
- Learning new words slowly
- Problems forming words correctly, such as reversing sounds in words or confusing words that sound alike
- Problems remembering or naming letters, numbers and colors
- Difficulty learning nursery rhymes or playing rhyming games

School age

Once your child is in school, dyslexia signs and symptoms may become more apparent, including:

- Reading well below the expected level for age
- Problems processing and understanding what he or she hears
- Difficulty finding the right word or forming answers to questions
- Problems remembering the sequence of things
- Difficulty seeing (and occasionally hearing) similarities and differences in letters and words
- Inability to sound out the pronunciation of an unfamiliar word
- Difficulty spelling
- Spending an unusually long time completing tasks that involve reading or writing
- Avoiding activities that involve reading

Teens and adults

Dyslexia signs in teens and adults are similar to those in children. Some common dyslexia signs and symptoms in teens and adults include:

- Difficulty reading, including reading aloud
- Slow and labor-intensive reading and writing
- Problems spelling
- Avoiding activities that involve reading
- Mispronouncing names or words, or problems retrieving words
- Trouble understanding jokes or expressions that have a meaning not easily understood from the specific words (idioms), such as "piece of cake" meaning "easy"
- Spending an unusually long time completing tasks that involve reading or writing
- Difficulty summarizing a story

- Trouble learning a foreign language
- Difficulty memorizing
- Difficulty doing math problems