



*The rights of disabled
children and young people*

Save the Children works for:

- *A world which respects and values each child.*
- *A world which listens to children and learns.*
- *A world where all children have hope and opportunity.*

Save the Children works for children everywhere. We believe lasting benefits for children can only come about through changes in social values, public policy and practice.

To achieve such change we must:

- *Lead through innovation and contribute knowledge and experience to a children's agenda for the new century.*
- *Promise a global commitment to children's rights through partnerships with national and international organisations and by drawing on public support.*
- *Demand recognition and action on behalf of the world's most vulnerable children, including victims of crisis.*

Our work is all based on the rights of the child, first advocated by the founders of Save the Children and expressed today in the United Nations Convention on the Rights of the Child.

© 2002 Save the Children Sweden

Author: Patricia Horna

Translation: Interverbum

Production management: David Lundqvist

Cover photo: Luis Sergio

This publication is partly financed by Sida (Swedish International Development Cooperation Agency). Sida has not taken part in its production and does not assume any responsibility for its content.

Print: Save the Children, Sweden

Art.no. 2625

Save the Children Sweden

SE-107 88 Stockholm

Telephone: +46 8 698 90 00

Telefax: +46 8 698 90 10

info@rb.se

www.rb.se

Contents

Presentation	4
Our attitudes to disability	5
Learning more about disability	7
The rights of disabled people and young children	11
Disability perspective in the promotion and defence of the Rights of the Child	15
Resources	19
Bibliographical references	23

Presentation

Save the Children has a long history of working with children and upholding the rights of children. In our experience, however, disabled children and young people are often forgotten, even among those of us who claim to defend their rights. In some countries, people who have never dealt with such children find it hard to understand that they have the same fundamental needs for human warmth, safety, love, play, education, etc. as any other children. This may explain why disabled children are always the last on the list when it comes to respecting human rights.

This paper is about the rights of children and young people with disabilities. It sets out both to discuss the subject of disability from a Child Rights angle and to develop some basic guidelines for tackling this issue in a practical way. The paper is divided into five parts. The first part aims to shape people's thinking on everyday attitudes to disabled children and young people. The second part looks at various ideas about disability and the prejudices and stereotypes in which they are rooted. The rights of disabled children and young people are examined from a universal standpoint in part 3.

Part 4 presents a proposal to introduce disability as an issue in our organisations and in the development of our projects and programmes. The fifth and last part of the paper describes some resources that can be used for follow-up actions. In general terms, this paper discusses various techniques and activities that may help you in your work within your organisations and with the community. This report was developed in Peru and used at seminars there. The laws referred to are from Peru. We hope that it will be a launching pad for developing new feelings, ideas and attitudes coupled with a continuing effort to protect and promote our children and young people.

Our attitudes to disability

In countries with a long history of social inclusion attitudes to disabled persons have been the subject of research studies. One of the most significant findings has been that the barriers faced by disabled persons involve more than not having access to buildings or their inability to engage in various physical activities. Barriers, such as discrimination by non-disabled persons, are much more difficult to overcome. These attitudes are influenced by ideas and mindsets, by feelings such as fear and mistrust. Feelings and thoughts are constructed in our early childhood and continue to be reinforced in our daily lives.

If my thinking is responsible for the way I feel and behave, changing my attitudes means I have to change my way of thinking. Many countries have introduced measures to deal with disability and have even changed their legislation to do this. Peru, for example, has recently passed a General Disabled Persons Act. However, laws are not enough to change people's prejudices. People need to be educated to accept diversity and develop positive attitudes favouring respect, understanding, co-operation and mutual help. The fundamental challenge in our society is to accept that other people are different and to make sure that everyone enjoys the same rights. This paper will examine feelings such as fear or rejection and will also look at ways of thinking and beliefs. By examining and revising these we can make a start on the process of changing people's attitudes. To do this, we will harness our capacity for empathy, that is to say, our ability to put ourselves in another person's place so as to understand what that person is feeling and experiencing.

Some practical ideas

Simulation is a fairly direct, deep and "living" way of trying to understand disability since it involves a personal experience. Using simulation we can get closer to disabled persons and understand how they feel in a world that is full of obstacles for them and makes demands of them without considering their differences and individuality.

Trusting others

All the members of the group blindfold themselves and are guided around by somebody who can see. They have to follow the guide's spoken instructions. During the discussion session they have to answer the following questions:

- How did we feel when we were being led around?
- Did we trust the guide? If so, why? If not, why not?
- How did we manage to follow him around?
- How do we feel when we see somebody with a disability?
- What do we do? What do some children do? Where and from whom did they learn this attitude?

My left hand

Tell the children that they are going to do dictation and should take everything down with their less dominant hand. The child next to them should then read what they have written.

Cinema

Everyone watches a silent movie, without any explanation of the story. Everyone watches a movie in a foreign language without any translation.

Other ideas

- Speaking with a small rubber ball in the mouth.
- Spend a whole morning without speaking, communicating only by writing.
- Walk around with one leg immobilised.
- Walk around with a blindfold covering the eyes and ears.
- Listen to a speak in another language.
- Try to do things with one or both hands tied to the body.
- Speak while keeping the tongue pressed against the lower or upper part of the palate.

Some famous disabled persons – Ludwig Van Beethoven

Throughout human history, many disabled persons have been a shining example of the perseverance and determination of the human spirit.

The composer Ludwig Van Beethoven struggled with deafness most of his life until becoming totally deaf, but this did not curb his creativity, since his talent was far greater than his disability. Beethoven was a man of bold determination, and his music has been a source of inspiration to millions of people, reflecting his courage, his commitment, his steadfastness and the fighting spirit needed to overcome adversity.

Questions to be discussed in groups:

- Do we know any disabled persons in our community who have overcome the barriers erected around them?
- What difficulties have they managed to overcome?
- What contributions have they made to our lives?

Changing our attitudes

- Make a list of common attitudes regarding disability in the family, in the school, in the community.
- State which are inclusive and which are exclusive.
- Discuss the reasons behind these attitudes.
- Propose possible actions to improve our attitudes towards disabled persons in the family, in the school, in the community.

Learning more about disability

If we want to change people's attitudes, we have to give them more knowledge about disability. When people know why somebody is different, when they have more information, it is easier for them to accept others and remove obstacles from their lives. We need to impart knowledge about disability in general and about specific problems that people will encounter in their daily work. However, more knowledge does not necessarily imply greater disability awareness. There are many ways of looking at disability. In this regard, people use words such as disabled, handicapped, different, exceptional, some of which themselves imply some discrimination. Each of these words has different connotations depending on how each person interprets or perceives them. There are two quite clear approaches to the definition of disability. The historically dominant one sees disability as a lack or disadvantage suffered by disabled persons, which means that they have to shoulder the burden of adapting to society. Another, more recent approach, still not universally adopted, argues that all people are different and that society must be prepared to embrace people's differences. In addition to the concept of disability, we will put forward a number of associated ideas that could serve as a starting point for further discussion.

Disability

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities refer to "a great number of different functional limitations occurring in any population in any country of the world".

People may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature.

Some international organisations for disabled persons add to this definition the fact that people's ability to carry out one or more essential activities in their daily lives may be caused, limited or aggravated by their social and economic environment. This definition, which takes into account the limitations imposed by the social and economic environment, is a more comprehensive one.

Handicap

The word "handicap" generally implies discrimination, suggesting that a person is somehow of less value. In terms of social responsibility, "handicap" means the loss or limitation of opportunities to take part in the life of the community on an equal level with others. It describes the encounter between the person with a disability and the environment. In many cases, a "handicap" is considered to be a situation of disadvantage in which a person is completely or partly prevented by an impairment or disability from performing a social role that is normal for his or her age, sex and social and cultural background. This situation arises when cultural, physical or social (due to prejudices) barriers exclude disabled people from the various social activities that are

available to other members of society so that people with disabilities experience inequality.

Discrimination

Discrimination should be understood to imply any distinction, exclusion, restriction or preference which is based on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms. All discrimination is rooted in fear, insecurity and ignorance; it reflects an inability to accept another person as an equal. An unhealthy system is incapable of embracing diversity and differences.

Inclusion

Inclusion is the right to participate in every aspect of life as a full member of society. It implies the recognition and acceptance of other people's differences. The level of inclusion is reflected in the family's, school's and societies approach to disability. This is also reflected in social, educational, economic and health policies, both at local and national level. The results are manifested in clear and open access to citizenship and the opportunity for people to fully exercise their rights.

Integration

Integration must be a process that gives all individuals the opportunity to share in the benefits of development through the exercise of their rights and abilities. The main way to achieve social and productive integration is to work for justice and equality, raising welfare and development levels and encouraging disabled people to take action when they are denied the opportunities generally available in the community that are necessary for the fundamental elements of living, including education, employment, housing, financial and personal security, participation in social and political groups, religious activity, intimate and sexual relationships, access to public facilities, freedom of movement and the general style of daily living.

Some practical ideas

Our attitudes and behaviour in relation to disability are often founded on ignorance. Many of the stories and beliefs in our culture have bred fear and mistrust of something about which we know little. By examining and changing these ideas, stories and beliefs we will be able to move forward and develop attitudes that are consistent with an inclusive society in which all people have the same rights.

Beliefs and values

Make an imaginary line on the ground. At one end put those who "totally agree" and at the other those who "totally disagree". In the middle put those who do not have strong views either way. Read and display some of the things people say about disabled persons and ask the participants to take a position on the line. Next discuss

each person's position. Do the same with other expressions.

Commonly held beliefs

- Having a disabled child is a punishment from God.
- The child should be accepted as it is and nothing should be done for it.
- It's the responsibility of the specialists.
- Rehabilitation is a waste of time.
- A disabled child can't learn anything.
- The child and his family should be pitied.
- A disabled child is a sick child.
- Disability is contagious.
- Normal children pick up bad habits from disabled children.
- The community can't do anything.
- Disabled children should be hidden away out of shame.
- Treatment is very expensive and needs a specialist.
- All disabled children should go to special schools.
- Disabled children should attend mainstream schools.

Stories about disability from my community

In groups discuss stories about disabled persons which are common in your community. Choose one of these stories and analyse it:

- The concepts and ideas involved.
- The beliefs.
- The feelings behind the story and the feelings it evokes among those who listen to it.

Establish the relationship between these stories and people's behaviour towards disabled persons.

Analysis of knowledge and practices

In groups answer the following questions:

- What is the general opinion on disability in the country?
- Are there differences from region to region?
- Do people talk freely about disability? If so, why? If not, why not?

Make a list of ideas and social practices relating to disability that need to be changed. How could we do this?

The Concepts Clock

Guided by the hands of the clock, members of the group have to make five-minute appointments with each other. At each appointment they talk about what they know or have heard about the ideas allocated for their discussion:

- | | |
|---------------------|---|
| First appointment: | Discuss the meaning of disability with your companion. |
| Second appointment: | Discuss the meaning of handicap with your companion |
| Third appointment: | Discuss the meaning of inclusion with your companion |
| Fourth appointment: | Discuss the meaning of integration with your companion. |

At a plenary session, participants report back on their discussions and give their definitions of the concepts.

Legislation and specific articles relating to disability in Peru

General Disabled Persons Act

Art 2: Definition of disabled person

A disabled person is a person who has one or more impairments involving the significant loss of one or more physical, mental or sensory functions, which results in the reduced ability or inability to carry out an activity in what is considered a normal way, so that the person concerned is limited in the performance of a role or function or the exercise of activities and opportunities to participate in society on equal terms.

Regulations of Act No 27050. General Disabled Persons Act.

Art 1: For the purposes of the provisions of these Regulations, the terms used shall have the meanings stated below:

- 1.1 Prevention: Actions aimed at preventing or reducing physical, psychological or social damage or risks.
- 1.2 Care: A strategy that encompasses all the health, educational and social welfare measures aimed at mitigating the consequences of the conditions produced by disability and achieving integration through.
- 1.3 Timely detection:
 - 1.3.1 Early and effective intervention
 - 1.3.2 Medical and physical
 - 1.3.3 Common and special education
 - 1.3.4 Occupational rehabilitation.
- 1.4 Social integration: Natural, independent individual development, through the opportunities offered by society and the state enabling disabled people and their families to achieve a dignified life, adequate well-being and personal fulfilment.

The rights of children and young people with disability

Our right to childhood

All children are unique individuals and deserve to be treated as such. Disabled children are exactly the same as any other children, with the sole exception that they are more vulnerable and more dependent on those around them. They have the same need for love and respect as all other children. They also need to play, to learn, and to be appreciated and respected. Like any other children, they need to be stimulated to use all their senses, and the best way to learn this is through play. Confidence plays a vital role in children's development and learning, and disabled children are no exception. Their families and their community can make an important contribution here. However, children with disabilities also need and have the right to spend time with a variety of children so that they can learn how to live and participate in a real world that respects and accepts their individuality.

Our right to an identity and to be part of a family

Our sense of being and belonging is rooted in our sense of identity. It is extremely important for children to know who they are, and where they come from. They need to know that they are part of a family. Increasing children's potential for development largely depends on the family providing adequate emotional support and social care. If the family fails to adapt adequately to disability, this will have an adverse effect on the child's development and psychosocial well-being and will reduce his or her ability to live and work effectively in society. The fact is that effective integration throughout a child's life depends on family support and care. Sometimes the acceptance of a disabled child is a process of mourning for the family and can cause them particular anxiety, but most family groups are capable of adapting and facing up to the challenge and moving on. They often need help and counselling, and family therapy may be necessary, but effective family adaptation is mainly rooted in families own resources, coping and family communication skills and the support of the community. It is very important for parents of disabled children to have contact with other parents of disabled children, to whom they can reveal their feelings and fears and thereby begin to accept a situation that is new for the whole family.

Our right to education

Disabled children have a right to education just like any other children. We have an obligation to see that this right is exercised and that these children receive an education involving the full development of their physical, emotional, intellectual and social skills. It is necessary to promote an inclusive school in which diversity and differences are elements that enrich the school and all its pupils. The best way to educate disabled children is to put them together with non-disabled children. Special classes, separate education or the removal of disabled children from mainstream schools should be a

last resort when the nature or severity of the disability is such that they cannot be educated satisfactorily in a standard classroom using supplementary aids and services.

Our right not to suffer discrimination

In our country, the discrimination suffered by disabled children and young people is reflected in the fact that until now they have been invisible. They have not been allowed to attend schools, families hide them away, buildings and other public facilities are inaccessible to them, and national policies do not extend to them. The situation is even more difficult for disabled girls and young women. More disabled boys than disabled girls attend schools and medical centres. In many countries people take better care of boys than girls. The idea then is to promote non-discriminatory treatment, since disabled girls are actually experiencing twofold discrimination. Greater effort should be devoted to promoting equal opportunities.

Our right to have our rights respected

Although the principles of international law condemn discrimination in the exercise of rights, in the case of children and young people with disabilities it is necessary to refer to specific articles insofar as these children and young people are frequently not considered to have any rights. The UN Convention on the Rights of the Child, the Standard Rules and the Children and Young People's Code (Children's code in Peru) and the Disabled Persons Act (la Ley para la Persona con Discapacidad) form a set of instruments that are the starting point for ensuring the respect of the general and specific rights of disabled children and young people. The dissemination of these rights will facilitate tackling the major challenge of changing people's attitudes towards disabled children and young people and promoting and protecting their rights.

Some practical ideas

Luchito's story

Luchito is an eight-year-old boy. Throughout his life he has never known anything other than the walls of the room where he is locked up. This is his world and he rarely sees anybody except his mother, when she brings him food or changes his clothes. His father is always drunk and when he does come to see his son he curses him as the cause of his misfortune. Luchito also hears many voices and sounds outside that both excite and disturb him. He would like to go out and see what these voices and sounds are. He once tried but it was impossible, he once asked to be taken out but nobody listened to him. Luchito dreams about this world he doesn't know. Some day this dream will become a reality. Answer the following questions in groups:

- Do you know other stories like Luchito's?
- Why has he been locked up for so long?
- Do you think Luchito exists for his family?
- Does he have a place in society?
- How is his right to an identity affected?
- Will Luchito have a birth certificate?
- What would it involve for the family to accept Luchito as a full member?

- Describe his relationship with his parents?
- Retell Luchito's story from of a Human Rights viewpoint

We've received a letter

You're in a group of parents waiting for the results of the amniotic fluid test to find out if your child has Down's Syndrome. Only one of the envelopes indicating that their child will have a disability. Discuss the following:

- How do the parents who receive the envelope containing positive results feel?
- How do the parents who receive the envelope containing negative results feel?
- What do the two groups feel about each other?
- Do you know of a similar case?
- How did the parents, brothers and sisters and other family members react?
- How does this reaction favour/hinder the inclusion of the child in the family group?

Milene's school

Milene is different from the other children in the classroom. Up to a year ago she attended a "special" school. This word "special" made her feel bad. But it wasn't because of the school, the teachers were nice and the other children were too, and some were more different than others. It was something else. It was the way people looked at her, what they said when she turned up at a family gathering with her mother holding her hand: "poor thing, but she goes to a special school". That was what hurt her so much. But now Milene has discovered that the word "special" has another meaning, which makes her feel really happy. She learned this other meaning at her new school, in a new classroom with new friends. It was obviously difficult in the beginning, what isn't? But the teacher was there to help her understand these new children, to help her live in this new space with people like those she sees every day in the street, in the district where she lives. Now she has received a present for being the "friend of the month" in grade 5 "A", for being a very special companion. She grasps the true meaning of the word "special". Answer the following questions in groups:

- What do you think of Milene's story?
- How does Milene feel about her old school?
- Was this due to the quality of the school or the attitudes of the local community?
- What do you think of the fact the Melene is now in an inclusive school? What is the teacher's role in this task?
- What is the role of Milene's classmates? Doesn't the presence of Milene and other children like Milene contribute to the realisation of the dream of a school that respects the rights of all children? How?
- What is needed for this?
- How can we provide support in this task?

Talking about the rights of disabled children and young people

- Do know a boy or girl being discriminated against because of their disability?
- How could this situation be changed?
- Could you describe how and when this discrimination occurred?
- In your opinion, which of the Rights of the Child are being violated most in the

- case of disabled children?
- If you had to choose to enforce the respect of only one of these rights, which one would you choose? Explain your answer.
 - Do know the agencies that are part of the disabled children protection system in your community?

Legislation and specific articles relating to disability in Peru

Political Constitution of Peru

Article 16: No one should be prevented from receiving a suitable education on the grounds of his financial status or his mental or physical limitations.

General Disabled Persons Act

Article 4: Role of the family and the State

The family has an essential role in carrying out the actions and achieving the objectives set out in this Act. The State will offer the family comprehensive training (education, sport, health, employment etc.) to help them take care of one or more disabled members of the family.

Article 16: Access to health services.

Disabled persons are entitled to access to the health services of the Ministry of Health. Medical, professional, auxiliary and administrative staff should provide special care based on their training in the communication, counselling and guidance that facilitate disabled persons assistance and treatment.

Article 23: Direction of education

23.1 The education of disabled persons is aimed at their integration and social, economic and cultural inclusion. To this end, mainstream and special educational institutions should admit disabled persons, taking into account the nature of their disability, their aptitudes and their individual and/or family circumstances and interests.

23.2 No one may be refused admission to an educational institution on the grounds of physical, sensory or mental disability, nor may be removed or expelled for this reason. Any act based on discrimination that affects in any way the education of a disabled person shall be null and void.

Children and young people's code

Article 23: Rights of disabled children and young people.

In addition to the rights enshrined in the Convention on the Rights of the Child and in this code, disabled children and young people enjoy and exercise the rights inherent in their specific condition. The State, preferably through the ministries sitting on the National Council for Disabled Persons and Society shall ensure equal opportunities for access to conditions appropriate to their situation such as health, education, sport, culture and vocational training with adapted equipment and services. Likewise they shall be assured the full development of their personalities to the maximum of their potential, and the enjoyment of a full and dignified life, thereby facilitating their active participation, equality and opportunities in the community.

Disability perspective in the promotion and defence of the rights of the child

Disabled children and young people are almost always omitted from plans, reports and local or national legislation. The reason is that people think that this is a separate issue or is the responsibility of a specialised sector. Although we do not have precise figures, the most recent Peruvian census points to around 288 526 disabled persons in the population. This figure is nowhere near the estimate made by the World Health Organisation which suggests that 10 per cent of the population have some disability, and that six to seven percent of these people are minors. Work with children and young people with disabilities is set in a Human Rights perspective; it is rooted in a comprehensive vision of rights and the active participation of all of us who have a responsibility in this area. This includes parents, teachers, community leaders, municipal authorities, the central government, politicians, professionals, and children and young people themselves. Our proposed disability perspective envisages an inclusive vision of disabled children and young people, based on their acceptance as persons with rights in a society that respects everyone's differences. According to this view, we have a responsibility not only to bring about changes in the law or introduce special laws but to achieve their full participation and the exercise and accessibility of common rights in a society where there is no discrimination.

Some practical ideas

Incorporating the disability perspective requires some work within our own organisation. To this end we propose a few activities:

Needs and rights

Groups of four to five, answer the question:

What are the needs of disabled children?

After explaining their answers, the same groups answer the following questions:

Who is responsible for meeting these needs? What is the role of the NGOs(Non Governmental Organisation) in meeting these needs?

The disability perspective in work with children

Answer the following questions in groups:

Diagnostic situation:

- Do you know how disabled children live in their community? Existing projects, programmes.
- Are there/were there disabled children on your projects or programmes?
- What other experiences have you had with disability as an issue?

- In your organisation are there any resources such as videos, manuals, programmes on disability?
- Who are they aimed at? What is their main focus?

Disability perspective

- Have you examined your programme or project from the disability perspective? Explain your answer.
- What does this disability perspective mean for you?

Participation of children and young people

- When developing your programme or project have you had experience of the active, genuine participation of disabled children and young people, and their parents or communities?

Inclusion in our work

- How do you tackle or strengthen the inclusion of disability as an issue in your programme or projects?
- What real and effective actions can be carried out to tackle the issue of disabled children and young people in your organisation, involving the members of the organisation?
- What real and effective actions can be carried out to tackle the issue of disabled children and young people in the programmes and projects for which your organisation is responsible?

Indicators of inclusion

- Define a maximum of three indicators that enable you to monitor the progress of the inclusion of disability as an issue of in your organisation.
- Define a maximum of three indicators that enable you to monitor the progress of the inclusion of disability as an issue in your programme or project.

Identification of possible allies

Do you have any contact with:

- Authorities responsible for disability
- Parents associations
- Disabled persons organisations
- Non-governmental organisations which you think can help you to incorporate the issue of disability in your programme or project
- Churches
- Communications media
- Identify other possible allies in tackling this issue.

Suggestions for follow-up work

Draw up a plan of activity covering what you want to do, what you want to achieve, how you are going to do it, what resources you need to do it, when/where you are going to do it and who will be responsible for what.

When planning the activity consider:

- Discussion groups based on information. Identify opinions based on emotional reactions and acquired erroneous beliefs.
- Carefully structured events involving the simulation of disabilities.
- Participation of disabled persons where they express what they hope for from non-disabled persons.
- The opinions of disabled adults and their experiences as children. Who helped them, who interfered with their integration.
- Information on disabled persons known for their outstanding achievements.
- Participation of representatives of disabled persons organisations.
- Analysis and discussion groups.
- Participation of local authorities directly responsible for disabled persons.

Resources

Summary of the Standard Rules on the equalization of opportunities for persons with disabilities

Rule 1. Awareness-raising

States should take action to raise awareness in society about persons with disabilities, their rights, their needs, their potential and their contribution.

Rule 2. Medical care

States should ensure the provision of effective medical care to persons with disabilities.

Rule 3. Rehabilitation

States should ensure the provision of rehabilitation services to persons with disabilities in order for them to reach and sustain their optimum level of independence and functioning.

Rule 4. Support services

States should ensure the development and supply of support services, including assistive devices for persons with disabilities, to assist them to increase their level of independence in their daily living and to exercise their rights.

Rule 5. Accessibility

States should recognize the overall importance of accessibility in the process of the equalization of opportunities in all spheres of society. For persons with disabilities of any kind, States should (a) introduce programmes of action to make the physical environment accessible; and (b) undertake measures to provide access to information and communication.

Rule 6. Education

States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings.

Rule 7. Employment

States should recognize the principle that persons with disabilities must be empowered to exercise their human rights, particularly in the field of employment. In both rural and urban areas they must have equal opportunities for productive and gainful employment in the labour market.

Rule 8. Income maintenance and social security

States are responsible for the provision of social security and income maintenance for persons with disabilities.

Rule 9. Family life and personal integrity

States should promote the full participation of persons with disabilities in family life. They should promote their right to personal integrity and ensure that laws do not discriminate against persons with disabilities with respect to sexual relationships, marriage and parenthood.

Rule 10. Culture

States will ensure that persons with disabilities are integrated into and can participate in cultural activities on an equal basis.

Rule 11. Recreation and sports

States will take measures to ensure that persons with disabilities have equal opportunities for recreation and sports.

Rule 12. Religion

States will encourage measures for equal participation by persons with disabilities in the religious life of their communities.

Rule 13. Information and research

States assume the ultimate responsibility for the collection and dissemination of information on the living conditions of persons with disabilities and promote comprehensive research on all aspects, including obstacles that affect the lives of persons with disabilities.

Rule 14. Policy-making and planning

States will ensure that disability aspects are included in all relevant policy-making and national planning.

Rule 15. Legislation

States have a responsibility to create the legal bases for measures to achieve the objectives of full participation and equality for persons with disabilities.

Rule 16. Economic policies

States have the financial responsibility for national programmes and measures to create equal opportunities for persons with disabilities.

Rule 17. Coordination of work

States are responsible for the establishment and strengthening of national coordinating committees, or similar bodies, to serve as a national focal point on disability matters.

Rule 18. Organizations of persons with disabilities

States should recognize the right of the organizations of persons with disabilities to represent persons with disabilities at national, regional and local levels. States should also recognize the advisory role of organizations of persons with disabilities in decision-making on disability matters.

Rule 19. Personnel training

States are responsible for ensuring the adequate training of personnel, at all levels, involved in the planning and provision of programmes and services concerning persons with disabilities.

Rule 20. National monitoring and evaluation of disability programmes in the implementation of the Rules

States are responsible for the continuous monitoring and evaluation of the implementation of national programmes and services concerning the equalization of opportunities for persons with disabilities.

Rule 21. Technical and economic cooperation

States, both industrialized and developing, have the responsibility to cooperate in and take measures for the improvement of the living conditions of persons with disabilities in developing countries.

Rule 22. International cooperation

States will participate actively in international cooperation concerning policies for the equalization of opportunities for persons with disabilities.

Bibliographical references

Save the Children, Question of Social Context. The Sexual Abuse of Disabled Children. San Salvador.

Defensoría del pueblo, The role of the municipalities in the development of Disabled Persons. Lima. Peru.

Helander, Einar; Mendis, Padmini; Nelson, Gunnel, Training disabled people in the community; a manual on community-based rehabilitation for developing countries.

United Nations, The Standard Rules on the Equalization of Opportunities for Persons with Disabilities. New York. U.N. Public Information Department.

United Nations. Designing with care: a guide to the adaptation of the built environment for disabled persons. Austria.

Save the Children. We all have the right to bloom. Training material on children with functional disability. Sweden.

Save the Children. The rights of disabled children. San Salvador.

Save the Children. Save the Children policy on work with disabled children. Save the Children Sweden.

Participatory Quick Analysis of Children and Disability in Peru. Lima, Peru. 1999.

Society and disability. Management of the Disabled Persons Sector: Education, Health, Associations and Businesses.

Werner, David. The disabled child in rural areas. A guide for health care workers, rehabilitation workers and families. Palo Alto California.

Convention on the Rights of the Child. Adopted by the General Assembly of the United Nations on 20 November 1989.

Act 27050. General Disabled Persons Act and Regulations. June 2000.

Act 27337. Children and Young People's Code. August 2000.