

### 3 Session Plan: The UN CRPD

<i>National / Regional / District</i>	
<b>Learning objectives</b>	
<p>By the end of the session, participants shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concepts of the UN CRPD</li> <li>• Describe what is meant by a rights-based approach</li> </ul>	
<b>Time allocated</b>	
<ul style="list-style-type: none"> <li>• 160 minutes.</li> </ul>	
<b>Resources needed</b>	
<ul style="list-style-type: none"> <li>• PPT presentation</li> <li>• Participant Manual</li> <li>• Whiteboard or flipchart</li> <li>• Flipchart paper and markers</li> <li>• Copies of the UN CRPD</li> <li>• Cards for Activity 1</li> <li>• Cards for Activity 2</li> <li>• Videos</li> </ul>	
<b>Preparation</b>	
<p>Familiarise with:</p> <ul style="list-style-type: none"> <li>• The UN CRPD</li> <li>• Relevant content of the Participant Manual</li> <li>• PPT slides</li> </ul> <p>Print:</p> <ul style="list-style-type: none"> <li>• Copies of the UN CRPD for all participants (if possible, or share electronically after the session).</li> <li>• Cards for Activity 1: print single sided on coloured card or paper from the session resources folder and cut into individual strips so you have 27 individual strips. Laminate if you wish to reuse.</li> <li>• Cards for Activity 2: copy of the summaries of 12 articles of the UN CRPD: print single sided from the session resources folder on coloured card. Laminate if you wish to reuse.</li> </ul> <p>Pin up:</p> <ul style="list-style-type: none"> <li>• A1 Poster of the SDGs</li> <li>• A1 Poster of the CBR Matrix</li> </ul> <p>Check:</p> <ul style="list-style-type: none"> <li>• To ensure videos are embedded in the PPT and work correctly on the training computer</li> </ul>	

### 3.1 Introduction (5 minutes)

	<i>National / Regional / District</i>	
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Introduce the session.

**The UN CRPD**

**Learning objectives**

By the end of the session participants shall be able to:

- Explain the concepts of the UN CRPD.
- Describe what is meant by a Rights-based approach.

The UN CRPD: 2

Introduce the learning objectives of the session.

### 3.2 The UN CRPD overview (30 minutes)

	<i>National / Regional / District</i>	
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**UN CRPD**

- Article 1: 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.

The UN CRPD: 3

**Explain:**

- The United Nations Convention on the Rights of Persons with Disabilities is made up of 50 Articles, the first of which defines its purpose as shown here.
- The Convention celebrates human diversity and human dignity. Its primary message is that persons with disabilities are entitled to the full spectrum of human rights and fundamental freedoms without discrimination.

**Activity 1**

The UN CRPD: 4

Introduce the activity

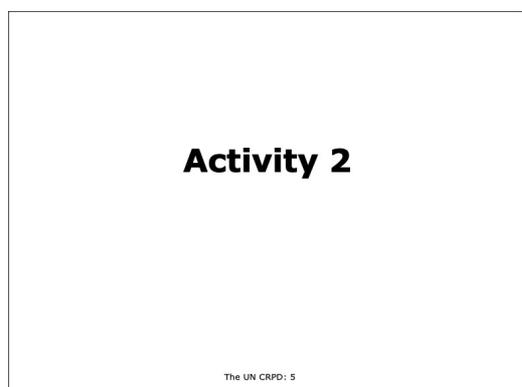
<b>Activity:</b>	
Groups	Individually.
Instructions	<p><b>Hand out</b> the UN CRPD Article title cards for Activity 1 printed from the end of the session plan and give one of the 27 article strips to each participant.</p> <p><b>Note:</b> <i>There are 27 Article cards: If you have more than 27 participants you can ask some people to work in pairs and give them one card between them. If you have less than 27 participants give one to each, and hold onto the remaining cards.</i></p> <p><b>Explain</b> that each of the cards you have given out has one of the Articles of the UN CRPD written on it.</p> <p><b>Ask</b> participants to read their card to themselves (allow a few seconds).</p> <p><b>Ask</b> participants to stand up and to swap their card with someone who is the opposite sex to them and to read their new card (allow 30 seconds).</p> <p><b>Ask</b> participants to swap their cards again – this time with someone who is wearing something of the same colour as them – and to read their new card (allow 30 seconds).</p> <p><b>Note:</b> <i>you can choose any categories to suit your group. This is just to make the activity more fun. For example, if you have a very uneven number of men and women, you can ask them to choose someone taller than them, or younger than them, or just the person to the right or left of them. By getting people to move around, the activity doubles as an energiser. Remember to consider persons with disabilities and for example, do not use the colour of clothing method if you have persons with visual impairments in the group.</i></p> <p><b>Ask</b> people to return to their seats with their final card.</p> <p><b>Ask</b> people to mention, without looking at their current card, what topics are covered in the articles, and ask your co-trainer to write them on a flipchart.</p> <p><b>Allow</b> about five minutes for participants to mention the topics.</p> <p>If you have any additional cards, <b>hand</b> one each to participants at random to read out and add these to the flipchart list as they are mentioned.</p> <p><b>Note:</b> <i>you can use the table below as a quick reference to see if they have missed any. Don't worry if a few are missed – the aim is to show it is wide-ranging.</i></p> <p><b>Ask</b> for comments on the range of topics covered by the UN CRPD.</p> <p><b>Emphasise</b> that the UN CRPD covers a broad range of topics because disability affects every aspect of life.</p>
Monitor	<b>Check</b> that participants are swapping their cards. The instructions of who to swap with are not important and you can change the categories, or tell people to swap with anyone if they are struggling to find someone in the right category.
Time	<b>Allow</b> approximately 10 minutes for the card swap stage, and approximately 15 minutes to make the flipchart list and for comments. (Total time: 25 minutes)
Feedback	<b>Explain</b> that in the next activity we will look at some of the articles in more depth.

<b>Trainer's notes: Articles of the UN CRPD</b>	
<ul style="list-style-type: none"> <li>• Article 5: Equality and non-discrimination</li> <li>• Article 6: Women with disabilities</li> <li>• Article 7: Children with disabilities</li> <li>• Article 8: Awareness-raising</li> <li>• Article 9: Accessibility</li> <li>• Article 10: Right to life</li> <li>• Article 11: Situations of risk and humanitarian emergencies</li> <li>• Article 12: Equal recognition before the law</li> <li>• Article 13: Access to justice</li> <li>• Article 14: Liberty and security of the person</li> </ul>	<ul style="list-style-type: none"> <li>• Article 19: Living independently and being included in the community</li> <li>Article 20: Personal mobility</li> <li>• Article 21: Freedom of expression and opinion, and access to information</li> <li>• Article 22: Respect for privacy</li> <li>• Article 23: Respect for home and the family</li> <li>• Article 24: Education</li> <li>• Article 25: Health</li> <li>• Article 26: Habilitation and rehabilitation</li> <li>• Article 27: Work and employment</li> <li>• Article 28: Adequate standard of living and social protection</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Article 15: Freedom from torture or cruel, inhuman or degrading treatment or punishment</i></li> <li>• <i>Article 16: Freedom from exploitation, violence and abuse</i></li> <li>• <i>Article 17: Protecting the integrity of the person</i></li> <li>• <i>Article 18: Liberty of movement and nationality</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Article 29: Participation in political and public life</i></li> <li>• <i>Article 30: Participation in cultural life, recreation, leisure and sport</i></li> <li>• <i>Article 31: Statistics and data collection</i></li> <li>• <i>Article 32: International cooperation</i></li> </ul>
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### 3.3 The UN CRPD Articles in detail (100 minutes)

	<b>National / Regional / District</b>	
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**Introduce** the activity

<b>Activity:</b>	
Groups	Divide participants into six groups. Ensure that each group includes persons with disabilities if possible. Lay out the UN CRPD detailed cards for Activity 2 which include the UNCRPD title and content (printed from the end of the session plan – on card if possible)
Instructions	<b>Ask</b> a member of each group to pick two cards, giving priority to persons with disabilities. <b>Ask</b> each group to read and discuss their UN CRPD Articles and be ready to present a 3-5 minute summary of each to the group using the info on their cards. Their presentation in total should be 6-8 minutes. They may add local examples relating to those Articles if they have time, particularly if they have personal experience of that Article being relevant to their own life.
Monitor	<b>Suggest</b> that a different group member present each Article. Consider nominating a timekeeper to keep group feedback to time.
Time	<b>Allow</b> 30 minutes for the group discussions and preparation, and a maximum of 8 minutes for each group to present their two Articles. (Total time: 90 minutes plus 10 minutes for changeovers).
Feedback	<b>After</b> each presentation, ask if there are any comments. Keep comments brief to stay within time. <b>Explain</b> that as well as the Articles we have covered, there are many other Articles relating to other areas of life, as well as the general principles of the Convention, the general obligations, and the implementation and monitoring and reporting on the Convention. Remind participants there is more information in their Participant Manual.

### 3.4 The UN CRPD and a Rights Based Approach (15 minutes)

National / Regional / District



#### Explain:

- The UN CRPD explains that people are disabled by different barriers in society, rather than by their impairment or difference, because society is not organised to consider their needs.
- Such barriers might be physical, or they can be caused by people's attitudes or rules. We will go into these barriers more in a later session.
- The impact of a person's impairment is acknowledged, but disability is seen as being created by society's failure to accommodate persons with disabilities.



#### Explain:

- When we look at disability from the perspective of the UN CRPD – which puts the responsibility of disability onto society rather than with the individual person, we look at people with disabilities as people who have rights – rather than as people who are problems or who don't 'fit', and who must rely on charity or favours to achieve any level of inclusion.
- This change in perspective marks a major shift, and helps us to look at all aspects of life from the perspective of promoting **disability inclusive development** – advocating for, and finding solutions to the inclusion of people with **all** types of disabilities in **all** aspects of life. This is a human rights-based approach.
- Governments as duty bearers have the primary and legal responsibility for making sure that the human rights of **all** its citizens are promoted and protected.
- The UN CRPD offers protection for the civil, cultural, economic, political and social rights of persons with disabilities on the basis of inclusion, equality and non-discrimination. It makes clear that persons with disabilities are entitled to live independently in their communities, to make their own choices and to play an active role in society.

#### Rights based approach

Every person has an equal right to:

- ✓ Freedom
- ✓ Dignity
- ✓ Non-discrimination
- ✓ Economic, cultural and social rights

And protection from abuse of those rights.

The UN CRPD: 8

#### Explain:

- A human rights based approach to disability seeks to ensure that every person has an equal right to freedom, dignity, non-discrimination and protection from abuse of those rights, as well as access to their economic, cultural and social rights.



**Show** the first short film on the UN CRPD (1.5 mins)



**Show** the second short film on the UN CRPD (1.5 mins)

### 3.5 Summary (10 minutes)

*National / Regional / District*

#### Summary

- Persons with disabilities have the same rights as everyone else.
- These rights are regularly ignored and violated.
- When we support persons with disabilities it is good citizenship not charity: we are playing a small part to compensate for the unfair inequalities that exist in society.

The UN CRPD: 11

#### Explain:

- The most important message to take from this session is that persons with disabilities have the same rights as everyone else.
- It is critical that persons with disabilities recognize and demand those rights.
- In our current contexts, these rights are regularly ignored or violated, and whenever those of us without disabilities have the opportunity to support persons with disabilities to access their rights, we should take it.
- When we support persons with disabilities it is not charity – it is good citizenship. It is recognizing that we are unfairly privileged – and that we are playing a small part to compensate for the unfair inequalities that exist in society.

**Give** all participants a copy of the UN CRPD if available (otherwise share electronically) and emphasise that they should all make themselves familiar with it in full so that they can advocate for the rights of persons with disabilities by quoting the relevant areas of the Convention.

Mention that later sessions in the training also revisit these instruments as well as others that are relevant to disability and human rights.

**Ask** a few people to comment on something they learnt in this session.

**Close** the session.



## Cards for Activity 1

### Extract of UN CRPD articles of the Convention on the Rights of Persons with Disabilities

**UN CRPD articles 1-4** are foundational articles that articulate the purpose, definitions and general principles of the Convention and establish general obligations for States Parties and are not included here.

**Print** the pages below single sided on A4 card and cut into strips – one strip for each of the 27 UN CRPD articles included here. Laminate the strips if you want to re-use them for future trainings.

***UN CRPD article 5: Equality and non-discrimination***

*Everyone is entitled to the equal protection and benefit of the law without discrimination.*

***UN CRPD article 6: Women with disabilities***

*Countries must take all appropriate measures to ensure that women with disabilities are able to fully enjoy the rights and freedoms set out in the UN CRPD.*

***UN CRPD article 7: Children with disabilities***

*The best interests of the child must be a primary consideration in all actions concerning children with disabilities.*

***UN CRPD article 8: Awareness-raising***

*Countries must raise awareness of the rights, capabilities and contributions of persons with disabilities.*

### ***UN CRPD article 9: Accessibility***

*Persons with disabilities have the right to access all aspects of society on an equal basis with others including the physical environment, transportation, information and communications, and other facilities and services provided to the public.*

### ***UN CRPD article 10: Right to life***

*Persons with disabilities have the right to life. Countries must take all necessary measures to ensure that persons with disabilities are able to effectively enjoy this right on an equal basis with others.*

### ***UN CRPD article 11: Situations of risk and humanitarian emergencies***

*Countries must take all necessary measures to ensure the protection and safety of all persons with disabilities in situations of risk, including armed conflict, humanitarian emergencies and natural disasters.*

***UN CRPD article 12: Equal recognition before the law***

*Persons with disabilities have the right to recognition as persons before the law. Persons with disabilities have legal capacity on an equal basis with others in all aspects of life. Countries must take appropriate measures to provide support to persons with disabilities so that they can effectively exercise their legal capacity.*

***UN CRPD article 13: Access to justice***

*Persons with disabilities have the right to effective access to justice on an equal basis with others, including through the provision of appropriate accommodations.*

***UN CRPD article 14: Liberty and security of person***

*Persons with disabilities have the right to liberty and security of person on an equal basis with others.*

***UN CRPD article 15: Freedom from torture or cruel, inhuman or degrading treatment or punishment***

*Persons with disabilities have the right to be free from torture and from cruel, inhuman or degrading treatment or punishment.*

***UN CRPD article 16: Freedom from exploitation, violence and abuse***

*Persons with disabilities have the right to be protected from all forms of exploitation, violence and abuse, including their gender-based aspects, within and outside the home.*

***UN CRPD 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.*

***UN CRPD article 18: Liberty of movement and nationality***

*Persons with disabilities have the right to a nationality and liberty of movement.*

***UN CRPD article 19: Living independently and being included in the community***

*Persons with disabilities have the right to live independently in the community.*

***UN CRPD article 20: Personal mobility***

*Countries must take effective and appropriate measures to ensure personal mobility for persons with disabilities in the manner and time of their choice, and at affordable cost.*

***UN CRPD article 21: Freedom of expression and opinion, and access to information***

*Persons with disabilities have the right to express themselves, including the freedom to give and receive information and ideas through all forms of communication.*

***UN CRPD article 22: Respect for privacy***

*Persons with disabilities have the right to privacy. Information about persons with disabilities, including personal information and information about their health should be protected.*

**UN CRPD article 23: Respect for home and the family**

*Persons with disabilities have the right to marry and to found a family. Countries must provide effective and appropriate support to persons with disabilities in bringing up children, and provide alternative care to children with disabilities where the immediate family is unable to care for them.*

**UN CRPD article 24: Education**

*Persons with disabilities have a right to education without discrimination. Countries must provide reasonable accommodation and individualised support to maximise academic and social development.*

**UN CRPD article 25: Health**

*Persons with disabilities have the right to the enjoyment of the highest attainable standard of health without discrimination.*

## ***UN CRPD article 26: Habilitation and rehabilitation***

*Countries must take effective and appropriate measures to enable persons with disabilities to develop, attain and maintain maximum ability, independence and participation through the provision of habilitation and rehabilitation services and programmes.*

***UN CRPD article 27: Work and employment***

*Persons with disabilities have the right to work, including the right to work in an environment that is open, inclusive and accessible.*

***UN CRPD article 28: Adequate standard of living and social protection***

*Persons with disabilities have the right to an adequate standard of living including food, water, clothing and housing, and to effective social protection including poverty reduction and public housing programmes.*

***UN CRPD article 29: Participation in political and public life***

*Persons with disabilities have the right to participate in politics and in public affairs, as well as to vote and to be elected.*

***UN CRPD article 30: Participation in cultural life, recreation, leisure and sport***

*Persons with disabilities have the right to take part in cultural life on an equal basis with others, including access to cultural materials, performances and services, and to recreational, leisure and sporting activities.*

***UN CRPD article 31: Statistics and data collection***

*Countries must collect information about persons with disabilities, with the active involvement of persons with disabilities, so that they can*

*better understand the barriers they experience and make the Convention rights real.*



## **Cards for Activity 2**

Print out the following 12 Articles of the UN CRPD. Print single sided on A4 coloured card and laminate if you would like to re-use them in future trainings.

## **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 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 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 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 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 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.

