**<http://www.refworld.org/cgi-bin/texis/vtx/rwmain/opendocpdf.pdf?reldoc=y&docid=50fe63392>**

Recognizing

that children with disabilities should have full enjoyment of all

human rights and fundamental freedoms on an equal basis with other

children, and recalling obligations to that end undertaken by States Parties to

the Convention on the Rights of the Child,

Recognizing

the importance of accessibility to the physical, social,

economic and cultural environment, to health and education and to

information and communication, in enabling persons with disabilities to fully

enjoy all human rights and fundamental freedoms,

(w)

Realizing

that the individual, having duties to other individuals and to the

community to which he or she belongs, is under a responsibility to strive for

the promotion and observance of the rights recognized in the International Bill

of Human Rights,

(x)

Convinced

that the family is the natural and fundamental group unit of

society and is entitled to protection by society and the State, and that persons

with disabilities and their family members should receive the necessary

protection and assistance to enable families to contribute towards the full and

equal enjoyment of the rights of persons with disabilities,

(y)

Convinced

that a comprehensive and integral international convention to

promote and protect the rights and dignity of persons with disabilities will

make a significant contribution to redressing the profound social

disadvantage of persons with disabilities and promote their participation in the

civil, political, economic, social and cultural spheres with equal opportunities,

in both developing and developed countries

“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 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 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

Εκπαίδευση 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;

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(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 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.

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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 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.