

**FIFTH ANNIVERSARY OF THE
INTERNATIONAL CONVENTION ON
PERSONS WITH DISABILITIES,
Madrid, 6/7th May, 2013**



Participation of children with disabilities,
Gerison Lansdown

“We need to believe in ourselves and challenge negative opinions by showing how able we are.”

“We need to be arguing for our own rights – not just rely on non-disabled adults to do this on our behalf.”

“Disability is in the eyes of society. It is not in our eyes. If provided with opportunities, we can prove our worth.”

(Quotes from children with disabilities in Nepal)

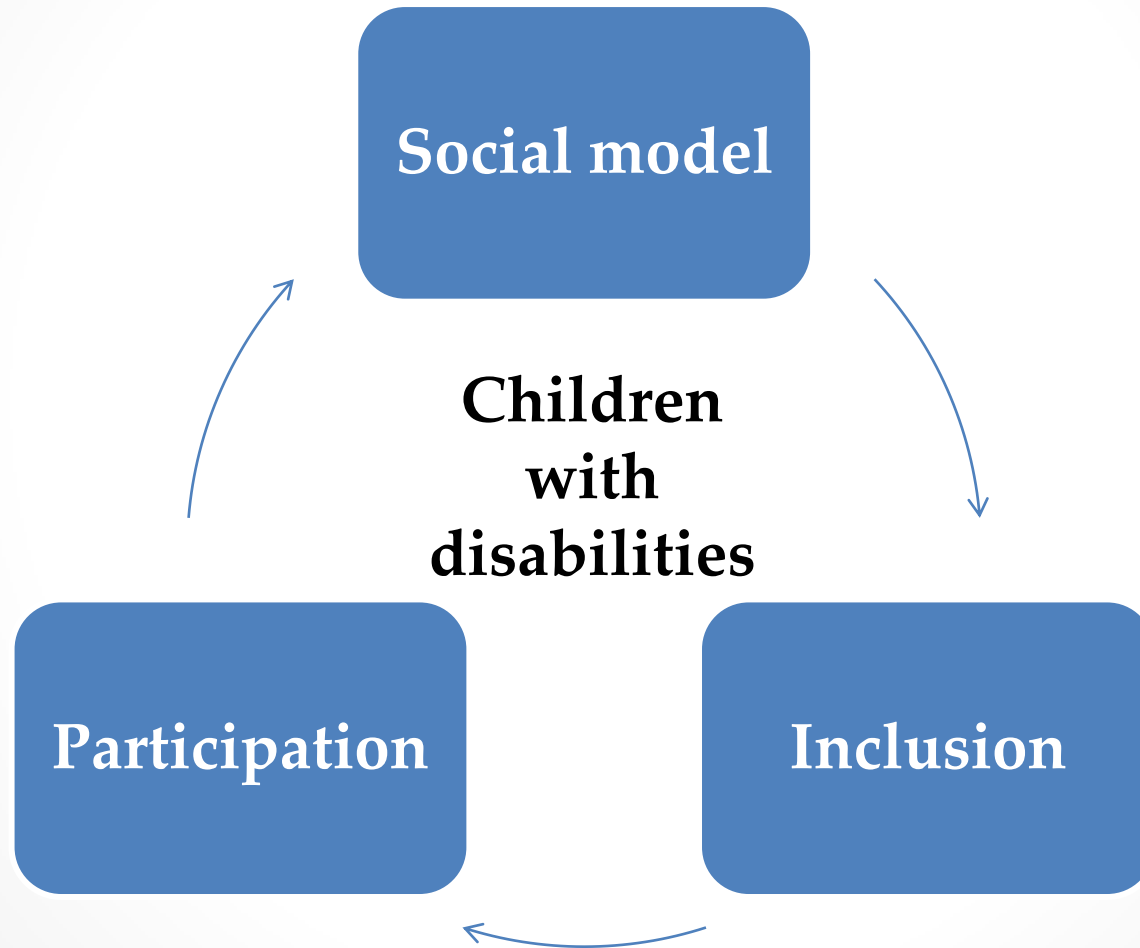
Overview

- Understanding CRC and CRPD on participation of children with disabilities
- Participation in practice
- Addressing the barriers
- Benchmarks for measuring the realisation of participation rights for children with disabilities

The context

- Inadequate data but estimates of between 100-150 million children with disabilities aged 0-18
- Many in institutions - isolated and silenced
- Out of school – where many opportunities for participation arise
- Infantilised and excluded from participation because of assumptions of incompetence
- Most initiatives exclude children with disabilities
-

A virtuous circle

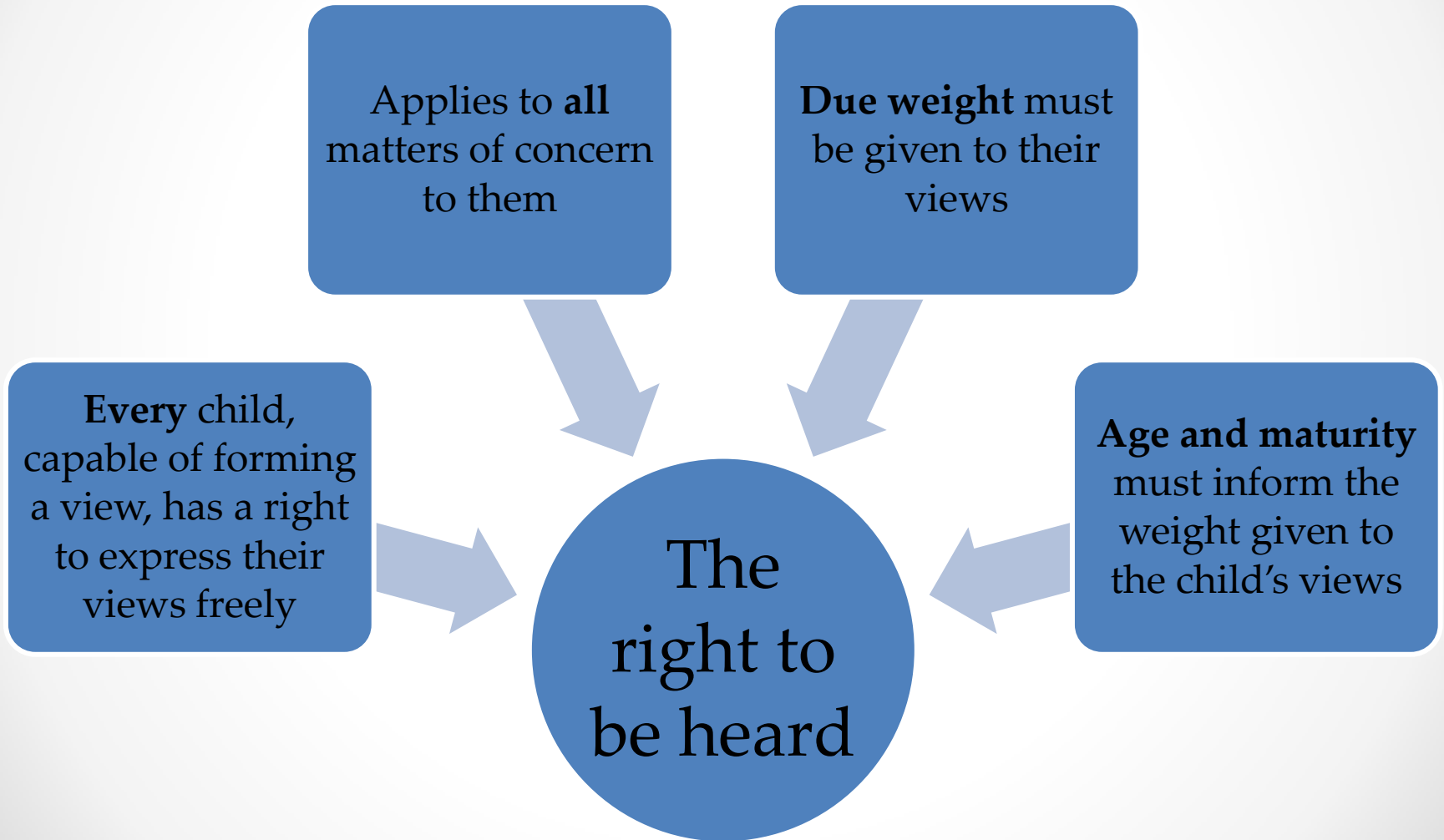


What participation rights do
children with disabilities
have?

Right to participation

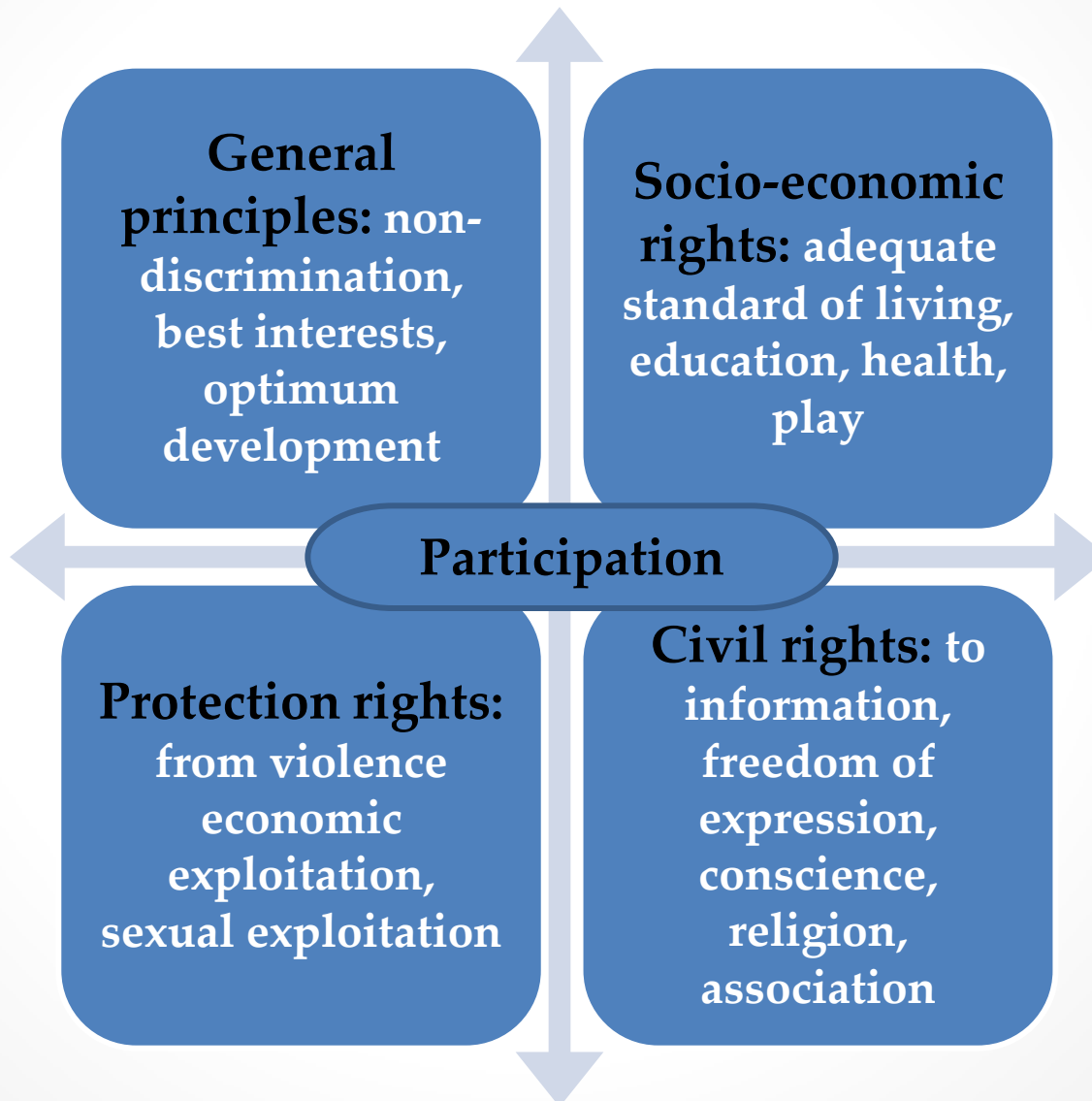
CRC	CRC General Comment: children with disabilities	CRPD
<p>Article 12 establishes the right to express views</p> <p>General principle to be considered in the realisation of all other rights</p> <p>Articles 13 -17 recognise children as active agents</p> <p>Article 5 respects the evolving capacities of children</p> <p>Article 23 – right of children with disabilities to participate fully</p>	<p>Children with disabilities must be entitled to participate on the same basis as other children</p> <p>They must be provided with practical measures to make that possible</p>	<p>Article 7 requires provision of age and disability appropriate assistance to participate</p> <p>Article 4 obliges governments to consult with children with disabilities when developing legislation and policies</p> <p>Article 3 requires respect for the evolving capacities of children with disabilities</p>

Unpacking A12 CRC (A7 CRPD)

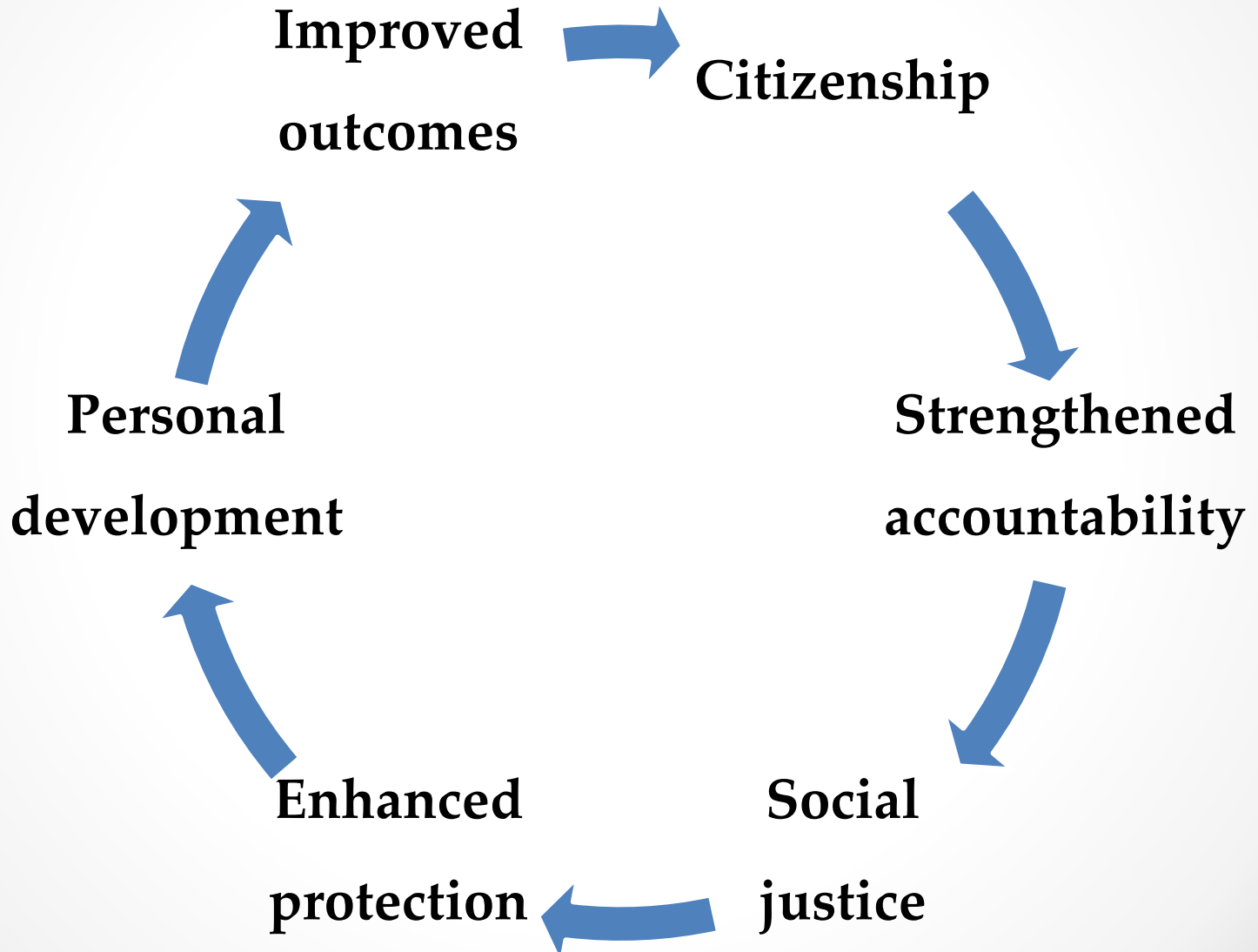


Why does participation
matter?

Participation and the realisation of rights



Benefits of participation



Participation in practice

Approaches to participation

Participation as an end or a means?

Individual or group participation?

Separate or inclusive participation?

What level of participation?

Consultative participation

- Adult initiated
- Adult led
- Recognises the value of perspectives and experience of children with disabilities

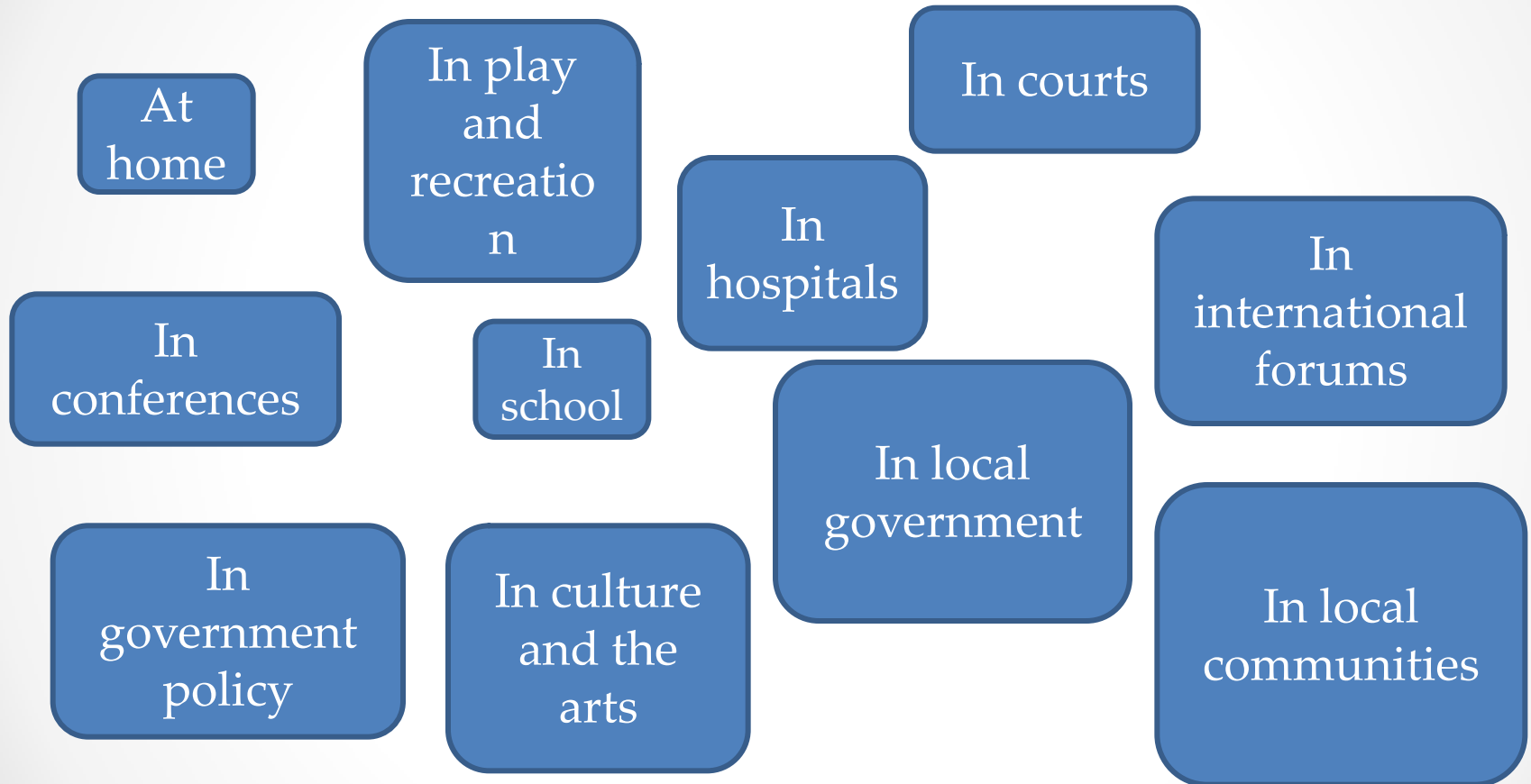
Collaborative participation

- Adult initiated
- Involving partnership with children with disabilities
- Empowering children with disabilities to influence process and outcomes
- Allows for increasing levels of self directed action over time

Child led participation

- Issues of concern identified by children with disabilities themselves
- Adults serve as facilitators rather than leaders
- Children have control over the process

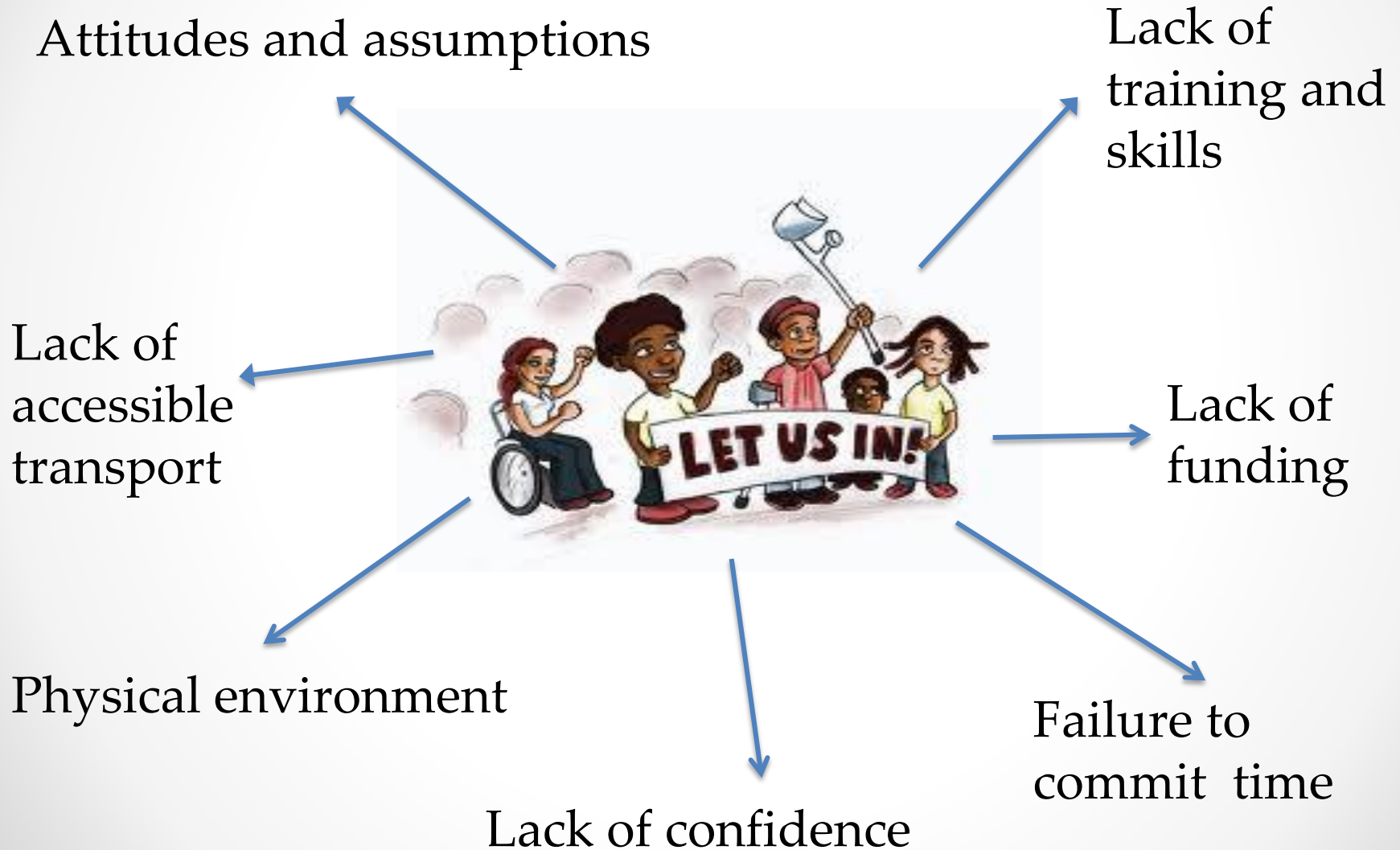
Where should participation take place?



In other words, at all levels of society and in all settings

Addressing the barriers

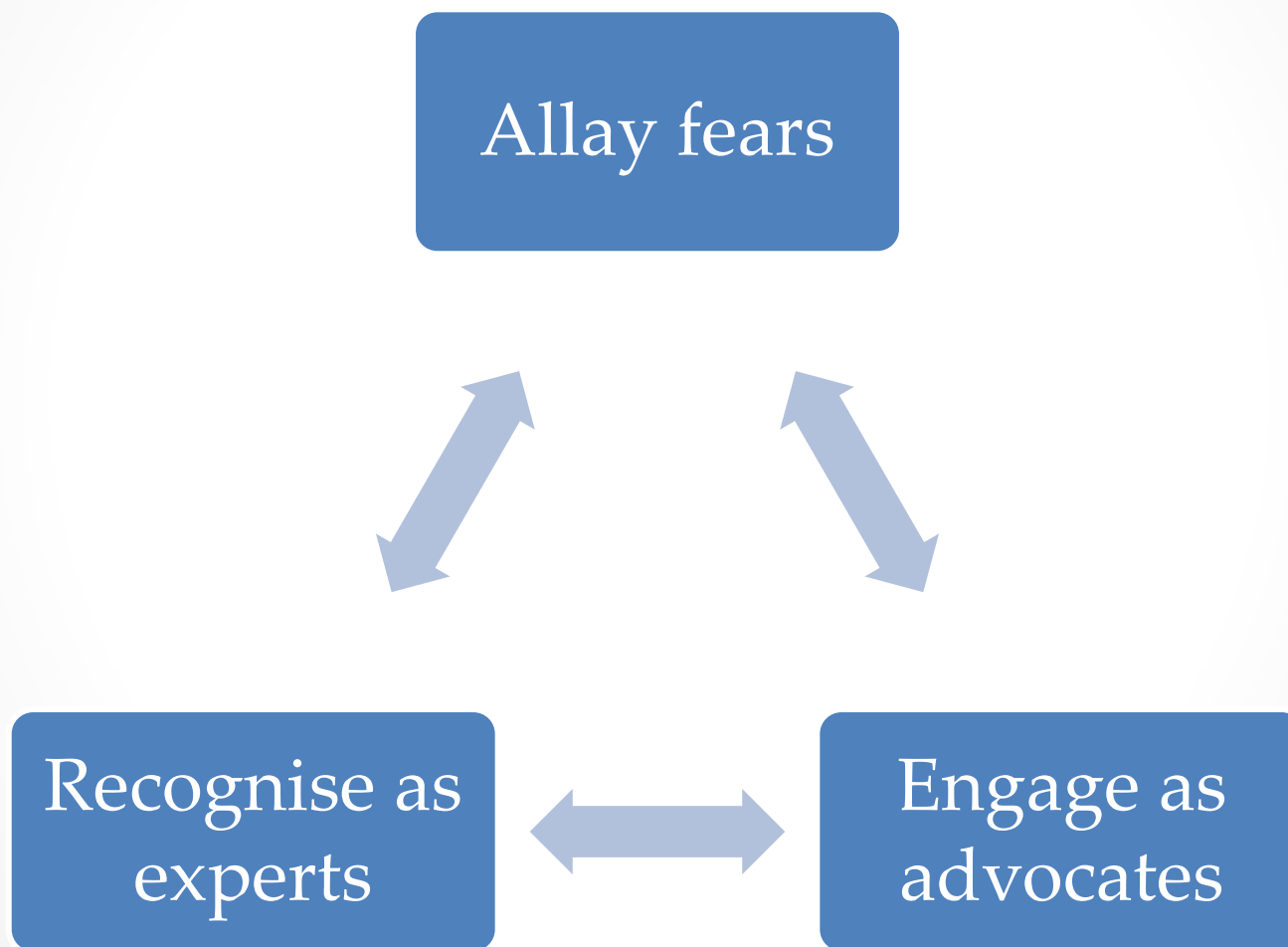
What are the barriers facing children with disabilities?



The invisibility of children with disabilities

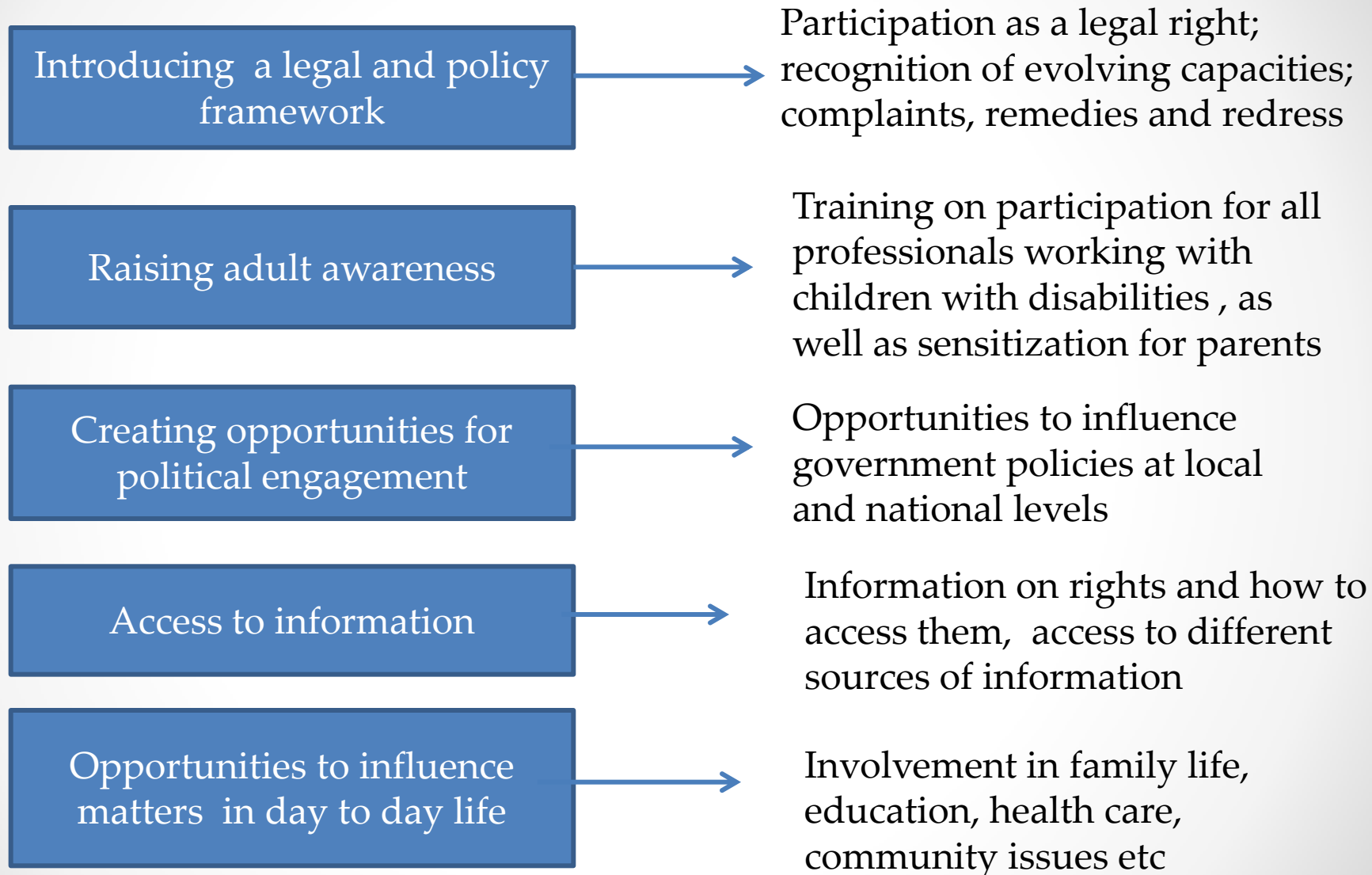
- Children with disabilities are often hidden from view
- Necessary to reach out to find them:
 - Disabled People's Organisations (DPOs)
 - Children's organisations
 - Community mapping
 - Situation analyses, research and surveys
 - Community-based services and institutions

Involving parents and caregivers



Benchmarks for measuring the realisation of participation rights

Moving towards entitlement



Conclusion

The right to be heard extends to every child, including children with disabilities

BUT

It will not happen unless explicit measures are taken to remove the barriers

It must be understood as an entitlement not a privilege

THEREFORE

All duty bearers must take action to ensure its full realisation

Participation is fundamental to the dignity and humanity of every child with a disability

AND

Represents a WIN-WIN for each child and the society s/he lives in





Universidad
Carlos III de Madrid
www.uc3m.es

**Instituto de Derechos Humanos
“Bartolomé de las Casas”**



**COMITÉ ESPAÑOL
DE REPRESENTANTES
DE PERSONAS
CON DISCAPACIDAD**