**Committee on the Rights of Persons with Disabilities**

**Guidelines for reports about the Conventions or treaties**

Plain English version of:

**Guidelines for reports about the Conventions or treaties**

**Note:** Please note this is not a United Nations official document.

**What is in this paper Page**

1. About this paper 3

2. How to organize the information 4

3. Telling us about General Provisions 7

4. Telling us about rights 8

5. Telling us about boys, girls and women with
disabilities 21

6. Telling us about things countries must do 22

7. Definitions 23

Some words are explained in the text.

Others are in **bold** and there is a list definitions at the end of the paper.

**1. About this paper**

The **United Nations** (UN) is a place where all the countries of the world come together.

They meet to agree how to make the world a better and safer place for everyone.

Many countries sign the United Nations **Convention** on the Rights of Persons with Disabilities. This is an agreement that says persons with disabilities should have the same support and treatment as everyone else.

We are the UN Committee on the Rights of Persons with Disabilities. Our job is to check that persons with disabilities all over the world get their **rights**. We help countries understand what to do to make sure persons with disabilities get their **rights**.

Countries that sign the Convention agree to send reports to the Secretary General of the United Nations to say how they are using the Convention. They must send these reports:

* 2 years after they sign the Convention
* At least every 4 years after that
* Whenever we ask for a report.

We look at these reports and can ask countries to give us more information about something in their report.

This paper tells countries how to write these reports and what to put in them. It will help all countries do this in the same way. If countries follow the guidelines, we might not need to ask them for extra information about things in the report.

Countries write the reports because it is something the Convention says they must do.

But it is also a really good chance to look at **human rights** in their country and think about anything they could do better.

It helps them think about:

* Whether all their laws support **human rights**
* How they check whether people have these rights
* Any problems with using the Convention
* How to do the things they need to

Involving organizations of persons with disabilities in writing the reports will give a better picture of what things are like for persons with disabilities. Countries should tell us how they do this.

Countries must think about **diversity** and say what is happening for different people with different disabilities.

These guidelines will make sure reports on the Convention on the Rights of Persons with Disabilities will be written in the same way as reports on other **human rights** agreements.

**2. How to organize the information**

All reports on **human rights** agreements have 2 parts, the core document and the Convention or treaty-specific document.

**The core document**

This part of the report should tell us about the country and how they protect **human rights** and stop **discrimination**. It should also say how many persons with disabilities live there, broken down into age, **gender**, ethnic group and type of disability.

**The Convention or treaty-specific document**

This part of the report should not say the same things as the core document. It should tell us about how the country is using the Convention:

* What laws they have changed
* How they use these laws to give people the rights in the Convention
* How this compares to persons without disabilities
* Whether this has changed things for persons with disabilities

The report should look at each right in the Convention and say:

* How the country plans to give persons with disabilities this right and what resources it will use
* Whether the country has laws that stop **discrimination** against persons with a disability
* How they check what is happening for each right in the Convention and when they think persons with disabilities will have all these rights
* What they have done to make sure everything they do as a member of international organizations gives people their rights in the Convention
* How each right is included in their laws, with examples to show how they used them
* How their laws help **victims** get justice if they do not have the rights in the Convention
* Things they have no control over that stop people getting their rights. And what the country is doing about this
* Information and numbers for the last 4 years to show how many people have each right. Broken down into **gender**, age, type of disability, ethnic group and whether people live in the town or the country

This part of the report should be no longer than 40 pages. **Paragraphs** should be numbered in order.

Countries should email us the report by email and also send printed copies.

**Initial reports**

A country’s initial (first) report after they sign the Convention is made up of 2 parts, the core document and Convention or treaty document.

It is their first chance to tell us how well the country is keeping to the Convention.

The Convention has different parts called articles. Each article talks about something countries must do to make sure persons with disabilities have one of the **rights** in the Convention.

Countries should use their initial report to tell us things about each of these articles that are not in the core document:

* How laws affect persons with disabilities and what happens if people break these laws, particularly for women and children
* Anything that stops persons with disabilities having these rights, even if this is only happening for a short time

Information from legal and other papers that shows how people can take action if they do not get the rights in the Convention

**Periodic reports**

After their initial report, countries must send a report at least every 4 years.

These are called periodic reports and should have the same 2 parts as the initial report, the core document and Convention or treaty document.

The report should cover the time since the last report and tell us what is happening for each article in the Convention. Countries should tell us if nothing has happened with any of the articles.

Countries should tell us these things about the Convention:

* Whether they did the things their last report said they needed to, and why they have not done any of these things
* Information about anything else they did to make the Convention work and whether this has improved things
* Anything they think might stop persons with disabilities having their human rights and freedom. Including how the country plans to get over these barriers

Countries should show how things they did have stopped **discrimination** against persons with disabilities and helped them have their **human rights**.

Periodic reports should also say how countries plan to use the Convention for persons with different disabilities, especially those who face **discrimination** for other reasons.

Countries should tell us if there is a big change that affects the way it is using the Convention.

**Exceptional reports**

Sometimes we ask a country for extra reports. These guidelines do not affect those reports.

**Other things countries should tell us**

When countries report on the Convention they should also tell us about:

* Things they did that are in other agreements and reports about persons with disabilities and rights
* Things we asked them to do

**Reservations** and **declarations**. This is when a country says it will not do exactly what the Convention says it should or says what it thinks a part of the Convention means for them

Any parts of reports to the International Labour Organization that have information about rights in the Convention

The **Optional Protocol**. Many **human rights** agreements have an extra part that countries can choose to sign. If a country has signed the Optional Protocol to the Convention they should tell us how they are making this work and if there are any barriers that stop them

**3. Telling us about the General Provisions**

**Articles 1 to 4 of the Convention**

General Provisions are the rules for using the Convention. Countries should tell us:

* The definition of disability that they have used to collect information and which disabilities they have included
* Whether their laws support **human rights**, respecting persons with disabilities and making buildings and services **accessible** for everyone. They should tell us about any laws or ways of working that **discriminate** against disability
* Examples of reasonable changes and how they stop things being more difficult for persons with disabilities than other people
* What they are doing to make sure their laws and plans follow the Convention. Examples of how this gives persons with disabilities their rights
* Examples of how **anti-discrimination** helps persons with disabilities, of different **gender** and ages, have each right in the Convention
* Which rights have happened without delay and which rights need more planning to make them happen. What difference the new rights have made
* How much persons with disabilities, including women and children, have been involved in planning and checking laws and rules to make the Convention work. The ages and **gender** of people involved
* Whether the country gives persons with disabilities more protection than the Convention says they should
* How they make sure the Convention is used in all parts of the country and in everything that happens there

**4. Telling us about rights**

**Article 5. Equality and not discriminating**

This article says everyone is equal and should have the same rights and protection from the law.

Countries should tell us:

* Whether persons with disabilities have the same protection from the law as other people
* How laws about **discrimination** give persons with disabilities the same chances as other people, including making changes to make services or buildings **accessible**
* Plans to give every person with a disability the same rights as other people

**Article 8. Raising awareness**

This article says countries must tell other people about the rights of persons with a disability.

Countries should tell us how they help other people understand that persons with disabilities should be respected for what they can do and what they can give to society.

They should tell us about:

* How they have done this with the public, schools and colleges and the **media**
* What they have done to help persons with disabilities and other people understand the Convention and the rights it gives people

**Article 9. Accessibility**

This article says persons with disabilities have the right to live independently and get involved in all the same things as other people.

Countries should tell us:

* How they make sure persons with disabilities have the same chance as other people to have **access** to transport, information, communication buildings and services. This includes signs in buildings and streets
* Their rules and guidelines for **accessibility**, how they check they are being used and what action they take if organizations break these rules
* If they say buildings and services must be **accessible** when they pay other people to build or run them
* Their plans to get rid of things that stop persons with disabilities using places or services. This includes saying what will happen and when

**Article 10. The right to life**

This article says every person has the right to life.

Countries should tell us:

* Whether their laws protect persons with disabilities and give them the same chance to live as other people
* Whether persons with disabilities die just because they have a disability

**Article 11. Times of risk and humanitarian emergencies**

This article says countries must keep persons with disabilities safe if there are wars, emergencies or natural disasters.

Countries should tell us what they have done to involve persons with disabilities in planning what happens if there is an emergency in the country.

They should also say how they will make sure persons with disabilities get the aid they need. This includes accessible toilets in refugee camps and emergency shelters.

**Article 12. Everyone is equal under the law**

This article says the law is the same for everyone. But sometimes people with disabilities face **discrimination**.

Countries should tell us:

* How they make sure the persons with disabilities have the same chances as other people to make their own decisions. This includes owning property, making decisions about money and not having these taken away from them just because they have a disability
* If they still have laws that stop persons with disabilities having **legal capacity** and how they plan to get rid of these
* How they make sure persons with disabilities have support to understand what the law says they can do and to manage their money
* What **safeguards** they have to find out and respect the person’s choices and stop someone putting pressure on them to make a decision.
* What they have done to tell other people that the law is the same for everyone, including persons with disabilities

**Article 13. Access to justice**

This article says persons with disabilities have the same right to have access to justice as everyone else and should not be **discriminated** against.

Countries should tell us:

* What they have done to make sure persons with disabilities can **have access to** all stages of the **legal system**
* What they have done to give people who work in the legal system and prisons training about respect and the rights of persons with disabilities
* What changes they have made so persons with disabilities of any age can be involved as **victims**, **witnesses**, members of the **jury** or **defendants**

What changes they have made so children with disabilities can be involved

**Article 14. Freedom and safety**

This article says persons with disabilities have the right to be free and to be safe. No one should take away this freedom just because they have a disability.

Countries should tell us:

* What they have done to give persons with disabilities this right and make sure other people cannot take away a person’s freedom just because they think they have a disability
* How they are getting rid of laws that allow other people to shut away someone just because they have a disability or keep them in services away from other people
* How they make sure that persons with disabilities who do need to lose some freedoms, still have all their other **human rights**

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

This article protects persons with disabilities from torture or cruel, inhuman or **degrading** treatment or punishment.

Countries should tell us:

* How they make sure medical research or experiments only happen if persons with disabilities have support to decide if they want this or not
* If they include persons with disabilities in national plans to stop torture

**Article 16. Freedom from exploitation, violence and abuse**

This article protects persons with disabilities from **exploitation**, violence and abuse both inside and outside their home. Especially women and children with disabilities.

Countries should tell us:

* How their laws and plans protect persons with disabilities from violence, **exploitation** and being abused. They should tell us how they give extra protection to women and children
* How they use social protection to support persons with disabilities, their families and carers. And how this helps people look out for and stop violence or abuse, especially against women and children with disabilities
* What they have done to set up independent organizations to check services and make sure persons with disabilities are safe
* What they have done to give **victims** with disabilities the support and services they need to recover and get back to living their lives
* How they make sure services for **victims** of violence are **accessible** to persons with disabilities
* How different laws and plans, including those for women and children, help them look into complaints about **exploitation**, violence or abuse against person with disabilities. How they punish people who do this

**Article 17. Protecting the integrity of the person**

This article says everyone has the right to control what happens to their mind and body.

Countries should tell us:

* How they make sure no one gives persons with disabilities medical or other treatment unless they agree to it
* How they protect persons with disabilities from being forced **sterilization** and women or girls being forced to have an **abortion**
* If they have independent organizations with plans to check that persons with disabilities have this right. And how these organizations do this

**Article 18. Freedom of movement and nationality**

This article says persons with disabilities should have the same freedom as other people to move from country to country, choose where they live and choose their nationality.

Countries should tell us:

* About laws that make sure persons with disabilities have a nationality and do not lose this right just because of their disability. They should tell us if persons with disabilities have the right to leave or come into the country whenever they choose.
* How they make sure babies with disabilities are **registered** as soon as they are born and given a name and a nationality

**Article 19. Living independently and being included in the community**

This article says that persons with disabilities have the right to be independent and be part of their community.

Countries should tell us:

* If they have **independent living** schemes in the community and **personal assistants** for people who need them
* If they have services that support persons with disabilities in their own homes in the community
* If persons with disabilities have different types of homes and services in the community to choose from
* How easy it is for persons with disabilities to do things in the community and whether services, housing and buildings are **accessible** to them

**Article 20. Personal mobility**

This article says persons with disabilities have the move around and be as independent as possible

Countries should tell us:

* What they have done to help persons with disabilities get equipment, technology or support to be more independent. This includes signals, signs, technology, guides and assistance dogs
* How they make sure equipment and technology is affordable and easy to use
* How they train persons with disabilities and their staff about moving around
* How they encourage companies to research and design good, affordable mobility aids for persons with different disabilities

**Article 21. Freedom of expression and opinion and access to information**

This article says persons with disabilities have the right to say what they think and to choose how to communicate and receive information.

Countries should tell us:

* How their laws make sure persons with disabilities get the same public information at the same time as other people, in **accessible** ways that do not cost them more
* How their laws make sure official forms and information allow persons with disabilities to communicate how they choose. This includes sign language, **Braille** and other **accessible** communication
* How they make sure private companies and the **media** make information **accessible** to persons with disabilities. What action they take if companies will not give persons with disabilities information in different ways
* How many websites meet rules about **accessibility**
* What they have done to recognize sign languages as official languages

**Article 22. Respect for privacy**

This article says all persons with disabilities have the right to privacy and protection of their private life, honour and reputation.

Countries should tell us:

* How health and care services keep private information about persons with disabilities safe
* What they have done to protect information about persons with disabilities being hidden by people who say this protects their privacy

**Article 23. Respect for home and the family**

This article says persons with disabilities have the same rights as other people to marry, be physically able to have children, start a family and have as many children as they choose.

Countries should tell us:

* How they support persons with disabilities to choose to marry and start a family
* What they have done to support persons with disabilities to **have access to** family planning, medical help to have a baby, **adoption** and **fostering**
* How they make sure parents with disabilities get any support they ask for to bring up their children
* How they support parents and children to stay together and do not separate them just because one of them has a disability
* How they support parents of children with disabilities have to bring up their child to avoid them being hidden, left somewhere, not cared for properly or put into services away from other people
* How they plan to get rid of large services away from other people and give children the chance to grow up in their own family or a family setting in the community
* How they stop persons with disabilities being forced to have **sterilization** or **abortion.** Especially women and girls

**Article 24. Education**

This article says persons with disabilities have the right to **inclusive education** where they learn and spend time with other people at every level.

Countries should tell us:

* How they make sure children with disabilities go to **inclusive** primary schools, secondary schools, colleges and universities
* How many boys and girls with disabilities go to nursery school
* If there is a difference between education for boys and girls and if they have laws and plans to get rid of these differences
* About laws that support **inclusive education** and **human rights**. These laws should say organizations must change things to give people with disabilities the same chances as everyone else. Countries should check this happens
* How they make sure schools have **accessible** buildings, learning programs and communication for persons with disabilities. This includes support to be involved
* How many schools train children, adults and teachers to use **Braille**, sign language and other aids for communication and mobility
* How they make sure each child has the right languages, communication, buildings and support to help them learn
* How they train all teachers and education staff about teaching children with disabilities and supporting members of the teaching team with disabilities
* How many students with disabilities go to college or university
* The number of students with disabilities. Broken down into **gender** and what subjects they study
* What changes they have made to help persons with disabilities learn, however old they are
* How they will find out as soon as possible if people need support with their education

**Article 25. Health**

This article says persons with disabilities have the **right** to be as healthy as possible. This includes affordable health and **rehabilitation** services in their local community that are right for their **gender.**

Countries should tell us:

* How laws make sure persons with disabilities can **have access to** the same good quality health services as other people. Including services for **sexual and reproductive** health
* How they make sure persons with disabilities can **have access to** free local **rehabilitation** services
* Whether persons with disabilities get screening checks to find other health problems early. Especially for children, women, older people and people in country areas
* How they have used the law to make sure persons with disabilities have **accessible** information about health care and health services
* About rules to make sure staff in health and care services are trained about **rights** and persons with disabilities. Including staff in country areas
* How the law makes sure persons with disabilities only have health treatments they understand and agree to
* How they stop **discrimination** against persons with disabilities for health insurance, life insurance and other types of insurance the law says they need
* How they make sure persons with disabilities can **have access to** and use toilets, showers and bathrooms
* How they use Braille and **accessible** information to tell more people about how to stop **HIV/AIDS** and **malaria**

**Article 26. Habitation and rehabilitation**

This article says persons with disabilities should be as independent as possible and involved in all aspects of life. **Rehabilitation services** help someone get back to health or normal life after they are ill or become disabled.

Countries should tell us:

* About housing and **rehabilitation** services that help persons with disabilities with health, employment, education and social care. This includes getting support as soon as you need it and having support from other persons with disabilities. They should tell us if they have these services in country areas as well as towns
* How they make sure persons with disabilities only have housing and **rehabilitation** services if they agree to them
* How staff in housing and **rehabilitation** services are trained to support persons with disabilities
* How they make sure staff in housing and **rehabilitation** services understand that technology can help persons with disabilities be more independent
* How they work with other countries, especially developing countries, to share ideas about using technology to help persons with disabilities be more independent

**Article 27. Work and employment**

This article is about the right of persons with disabilities to work and earn money. It protects persons who are born with a disability or those who become disabled while they are working.

Countries should tell us:

* How laws and different ways of working give persons with disabilities the same rights and choices as other people about having a job
* Whether plans to help all persons with disabilities have real jobs are make a difference
* Whether plans to support persons with disabilities to get a new job if the company changes and they are made **redundant,** make a difference
* Whether they give money or other support to make changes to help persons with disabilities have jobs. This includes support to work for themselves or set up their own business
* What they have done to help more persons with disabilities have ordinary jobs
* What they have done to stop **harassment** of persons with disabilities at work
* Whether persons with disabilities can **have access to** training and employment services, including those about working for yourself
* Whether there is a difference between the numbers of men and women with disabilities who have jobs. Whether they have plans to make it easier for women to get jobs
* Which people with disabilities they think find it hardest to get jobs and how they plan to change this
* How they make sure persons with disabilities have the right to join a trade union
* How they help persons who become disabled while they are working, to get training and support to help them keep their job
* Information about the numbers of persons with disabilities who work for cash in hand and pay no tax. How they will help them have proper jobs and **social protection**
* How the law protects make sure persons with disabilities from being sacked unfairly or being forced to work or **exploited**
* What they have done to help persons with disabilities who have skills and training, to get a job or go back to work after a break
* How they make sure students with disabilities have the same chance as other people to get a job
* How they make sure persons with disabilities have the same chance as everyone else to use technology to do things like work from home

**Article 28. A good standard of living and social protection**

This article says person with disabilities should have a good standard of living. **Social protection** means things that give everyone the same chances in life. For example, having enough food, basic healthcare, going to school or money to help pay for things.

Countries should tell us:

* Examples of how they make sure persons with disabilities have clean water, food, clothing and housing
* How they make sure persons with disabilities have services, equipment and other support they can afford and help to pay for the extra costs of having a disability
* How they make sure plans for **social protection** and stopping **poverty** are **accessible** to persons with disabilities
* About their plans for public housing and **benefits** for persons with disabilities
* What they know about links between **poverty** and disability

**Article 29. Being involved in political and public life**

This article says everyone has political rights. This means things like standing for **election**, **voting** or being on a **jury**.

Countries should tell us:

* How their laws and rules get rid of things that stop persons with disabilities, especially people with learning disabilities or mental ill-health, from having and using these rights
* What they have done to make sure persons with disabilities can **vote**, with support if they want it
* How they make sure **voting** is **accessible** to persons with disabilities
* How they check whether persons with disabilities have the right to be involved in political and public life
* If they support persons with disabilities to set up and run local and national organizations to speak up about their rights

**Article 30. Being involved in the arts, recreation, leisure and sport**

This article says everyone has the right to get involved in arts, recreation, leisure and sport and use all their talents and skills.

Countries should tell us:

* What they have done to help persons with disabilities get involved in the arts with other people and develop their skills and talents
* How they use the way they plan and pay for services to make sure persons with disabilities can **have access to** the arts, leisure, tourism and sport. Including children with disabilities
* What they have done to make sure laws about copying books do not stop people who cannot read from having access to them in other ways. This includes working with other countries on international agreements
* What they have done to support deaf people
* What they have done to help persons with disabilities get involved in sport and win prizes and medals
* What they have done to help children with disabilities have the same chance as other children to get involved in play, recreation, leisure and sport. This includes activities at school

**5. Telling us about boys, girls and women with disabilities**

**Article 6. Women with disabilities**

Although the articles say men and women have the rights, women are often treated less fairly than men. The reports should say what countries are doing to stop women facing extra **discrimination** and give them all the rights and freedoms in the Convention.

Countries should tell us:

* Whether their laws and plans recognize that women and girls often face more **discrimination** than men and boys
* Whether girls and women with disabilities have the same rights and freedoms as men and boys
* Whether girls and women with disabilities have the same rights and freedoms as girls and women without disabilities

**Article 7. Children with disabilities**

The reports should give us more information about what the country is doing to make sure children with disabilities have all the same **rights** and basic freedoms as other children. In particular, how everything they do is based on what is right for the child.

Countries should tell us:

* The principles or things they keep in mind for every decision about boys or girls with disabilities
* Whether boys and girls with disabilities are free to say what they think about things that affect them. Whether they have the right support, for their age and disability, to do this
* Any important differences between what happens for boys and girls with disabilities
* Whether other people think children with disabilities have the same rights as other children

**6. Telling us about things countries must do**

**Article 31. Collecting numbers and information**

Countries should tell us:

* What they have done to think about **human rights** and freedoms when they do **research** and collect information about rights in the Convention. This includes having **safeguards** and keeping personal information safe
* What they have done to involve organizations of persons with disabilities in **research** and collecting this information

**Article 32. Working with other countries**

This article says it is really important for countries to work together and support each other to use the Convention.

Countries should tell us about:

* How they make sure they involve persons with disabilities when they work on projects with other countries
* How they use funds they are given to help persons with disabilities in the right way and show what they have done with them
* Any projects and plans just to help persons with disabilities and how much they spend on these
* What they are doing to include vulnerable groups like women and children
* What they do to make sure organizations of persons with disabilities are properly involved when they plan these projects
* How they include rights for persons with disabilities when they write plans that affect everyone
* How they are building their skills by sharing ideas and experiences and learning from other countries
* How make sure all their plans for **Development Goals** are based on **rights** for persons with disabilities
* How they are sharing ideas about how to use technology to support persons with disabilities

**Article 33. Making the Convention work and checking whether things get better**

Countries should tell us:

* Whether one or 2 parts of the government are responsible for things to do with the Convention
* How they will make sure different parts of government work in the same way at every level
* Whether they have set up a way to check how they use the Convention and respect **human rights.** This should include checks by independent organizations
* How they will involve the public, especially persons with disabilities of both **genders,** in checking how the Convention is used and in working on the report
* How they make sure disability issues are on the **agenda** for all government departments and they all understand rights for person with disabilities
* How government departments are working on plans for persons with disabilities
* How much of their money they will spend on making the Convention work and checking how things are going

**7. Definitions**

|  |  |
| --- | --- |
| **Word** | **What it means** |
| **Abortion** | deliberately stopping a pregnancy. |
| **Accessible** | whether something is easy to get into, understand or use. |
| **Adoption** | when someone who is not a child’s natural parent takes on all rights and responsibilities of being their parent. |
| **Agenda** | a list of things to talk about and do. |
| **Development** **Goals** | things countries will do to make the world a better place for persons with disabilities. |
| **Benefit** | money a government pays to someone with a disability to help them pay for things. |
| **Braille** | a way of writing things so blind people can feel the words under their fingers. |
| **Convention** | an agreement between different countries. |
| **Declaration** | when a country says what it thinks a part of the Convention means for them.. |
| **Defendant** | a person in a court case who is accused of breaking the law. |
| **Degrading** | taking away your self-respect. Making you feel ashamed. |
| **Discriminate** | treat someone worse than other people because of who they are. |
| **Diversity** | understanding that everyone is different and including people of different ages, abilities, gender and ethnic groups. |
| **Election** | an organized way to choose members of local or national government. |
| **Exploitation** | treating someone unfairly so you benefit or do well from it. |
| **Fostering** | to take care of a child that is not your own, usually for a short time. |
| **Gender** | being a man or a woman. |
| **Harassment** | to bully or frighten someone. |
| **HIV/Aids** | a long-term health condition where your body cannot fight off diseases. It can be life –threatening. |
| **Human Rights** | basic rights and freedoms that should happen for every person in the world. |
| **Inclusive education** | when children with disabilities learn the same things in the same places as other children. |
| **Independent living** | you have everything you need to help you have control over your life and make decisions about your life. |
| **Jury** | a group of people in court who decide if a person is guilty or innocent |
| **Legal capacity** | means that anyone over 18 years old can make legal agreements or decisions. |
| **Malaria** | an infectious disease carried by mosquitos that kills many people in poorer countries. |
| **Media** | ways of communicating with lots of people. Things like TV, radio, newspapers or the internet. |
| **Optional protocol** | many **human rights** agreements have an extra agreement that countries can choose to sign after they sign the main agreement. |
| **Paragraph** | a separate piece of writing in a longer paper, usually about one idea. |
| **Personal assistant** | someone who supports you to live your day to day life and take part in everyday activities that other people take for granted. |
| **Poverty** | being extremely poor. |
| **Redundant** | when you no longer have a job because there is no work for you. |
| **Register** | to put on a list. When babies are born they should be registered so they have a legal name and all the rights that other people have. |
| **Rehabilitation** | helping someone get back to health or normal life after they are ill or become disabled. |
| **Research** | a planned and organized way to find out about something. |
| **Reservation** | when a country says it will not do exactly what the Convention says it should.  |
| **Rights** | things that should happen for every person. |
| **Safeguard** | a way to protect something or someone. |
| **Sexual and reproductive rights** | the right to enjoy safe sexuality and keep well and healthy. The right to decide whether or not to have children and support to have healthy children. |
| **Social protection** | things that give everyone the same chances in life. For example, having enough food, basic healthcare, going to school or money to help pay for things. |
| **Sterilization** | an operation to stop someone being able to have a baby. |
| **United Nations** (**UN**) | a group of 193 different countries that work together to try to make the world a better and safer place for everyone. |
| **Victim** | a person who is harmed, injured, or killed by a crime or accident. |
| **Vote** | an organized way to choose between one or more people. |
| **Witness** | - a person who sees a crime or accident happen |