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

**Guidelines for periodic reports on rights of people with disabilities.**

Plain English version of:

**Guidelines on periodic reporting to the Committee on the Rights of Persons with Disabilities, including under simplified reporting procedures.**

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

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**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**.

We ask countries that sign the Convention to write **periodic reports**. These reports show progress and tell us how things are going. They help us understand how well countries are using the Convention and following the **Agenda for Sustainable Development**.

In 2009 we wrote the first guidelines to help countries write these reports. A lot of things have changed since then and in 2013 we made it simpler for countries to report to us.

This paper is about the new guidelines and tells countries how to send us reports. It will also help community organizations, groups of persons with disabilities or other organizations be involved in the reports. This will make sure that countries use the Convention to give everyone their **human rights**.

**2. Periodic reports**

Countries use **periodic reports** to give us regular updates on persons with disabilities and their rights. They say if the country is doing the things in the Convention. They tell us about things that stop people getting these rights or stop the country doing what they should.

Countries do not have to tell us about everything in the guidelines. The guidelines should help countries think about the things that are important for them.

It is important for community organizations, groups of persons with disabilities, **human rights** groups or other people or organizations to understand how the guidelines work. This will help them decide what information to send for their country’s report.

Countries should think about human rights and tell us about:

* Changes to laws and rules
* How they are doing things
* What this means for persons with disabilities.

If they can, countries should break down the information to show how it affects different groups of people. For example:

* Men and women
* People of different ages
* People from different ethnic groups
* People who live in the town or the country.

**3. What countries should tell us in reports**

The Convention has different parts called articles. Each article talks about something countries must think about to make sure persons with disabilities have these **rights**.

Countries write **periodic reports** to tell us what they plan to do and show what has changed for persons with disabilities.

These are the things we need to know about each article.

1. **Purpose**

The purpose or aim of the Convention is to make sure all persons with disabilities have the same **human rights** and freedoms as other people

Countries must really mean to change things. They should give us information about:

* What they have done to make their laws and plans support persons with disabilities and their **human rights**
* How they will make sure language respects persons with disabilities and their **human rights.** What they have done to stop describing people by what they cannot do or talking about them in a bad way.
1. **Definitions**

This article explains what the Convention means when it uses certain words.

Countries should tell us what public and private organizations understand and do about designing products, buildings and services to be **accessible** to everyone. This includes aids and technology to help persons with disabilities.

1. **General principles**

This article explains what countries must do when they sign the Convention. Countries should tell us what they are doing to make their laws and plans follow the Convention.

1. **What countries must do**

In their periodic reports countries should tell us what they are doing:

* To change or get rid of laws and plans that **discriminate** against persons with disabilities, or take away their human rights and freedoms

* To make sure their plans for everyone also protect persons with disabilities and their **human** **rights**
* To get rid of **discrimination** against persons with disabilities by people or organizations
* To **research** new technology and use what they find out to help persons with disabilities with information and communication
* To give persons with disabilities things that help them, such as equipment, technology and **accessible** information
* To train staff and other people who work with persons with disabilities about the Convention
* To plan how to use all the **resources** they can to give persons with disabilities these rights without delay. This includes saying when things will happen
* To plan how much of their budget to spend on persons with disabilities. They should say which groups of people they will spend this on and what parts of the country they live in
* To support and involve different organizations of persons with disabilities in decisions about making the Convention work. This should involve women, girls and children with disabilities and they should have independent support to help them be involved
* To make sure the Convention is used in all parts of the country and in everything that happens there.

1. **Equality and not discriminating**

The Convention says everyone is equal.

Countries should tell us:

* How they will make sure persons with disabilities have the same protection from the law as other people
* How they will change laws about **discrimination** to give persons with disabilities the same chances as other people to have **access** to information, buildings and services
* How they will take action against people or organizations that **discriminate** against persons with disabilities
* The numbers of persons with disabilities who complain about **discrimination.** How old they are, whether they are men or women, who they complained about and whether they took legal action
* Whether public and private organizations are making changes so persons with disabilities can use information, buildings or services
* How they plan to have enough money and staff to make sure persons with disabilities have equal rights
* How they will make sure rules about **terminating** pregnancies do not **discriminate** against disability.
1. **Women with disabilities**

Women and girls are often treated less fairly than men. If they also have a disability they can be discriminated against because of this too.

In their periodic reports countries should tell us:

* How their laws and plans will give women and girls with disabilities all the **rights** and freedoms in the Convention
* How they will make sure plans about disability think about **gender.** And plans about **gender** think about disability
* Positive things they are doing to give power to girls and women with disabilities and involve them in organizations that make decisions.
1. **Children with disabilities**

The Convention says children with disabilities should have all the same **rights** and basic freedoms as other children.

Countries should tell us:

* What they will do and how they will pay to include children with disabilities in family life, community life and services
* About laws and rules to stop children with disabilities being left alone, neglected or kept in services away from other people
* How they check that children with disabilities are moving back into local communities and can **have access to** the services they need
* How they are telling the public, families and staff that children with disabilities have the same **rights** as other children
* What changes they are making so new plans and laws about children with disabilities focus on what is right for the child
* How they find out what children with disabilities think about things that affect them
* How they involve children with disabilities and their organizations in making decisions.
1. **Raising awareness**

The Convention says countries must help other people understand about the rights of persons with a disability.

Countries should tell us about:

* 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
* How persons with disabilities and their organizations are involved in planning and checking ways to raise awareness
* How they are working to get rid ofthings like **stigma**, **prejudice**, bullying, hate crime and bad language against persons with disabilities. And how they check whether things are changing
* How they will make sure anything private organizations say about persons with disabilities respects their **human rights**
* How schools and colleges will teach children of all ages to respect the **rights** of persons with disabilities
* How they will make sure newspapers, Television and radio think about **human rights** for persons with disabilities and train their staff to respect them.
1. **Accessibility**

The Convention 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 about:

* Plans they have written with persons with disabilities and their organizations to get rid of things that stop them using places or services. This includes how they will take action against people who break these laws

* How they will make sure new public buildings and services are designed for anyone to use and **accessible** for persons with disabilities. This includes signs and information
* How their laws and plans will make sure every person with a disability can use safe transport that they can afford
* How many people in the country can use local public transport. How old they are, whether they are men or women and whether they have disabilities
* How they are making sure all public information and communication meets international rules about being **accessible** for persons with disabilities
* How much of the open space in their cities is **accessible** to everyone
* How they plan to train people to design buildings, products and services that anyone can use. How they will check if these make **access** better for persons with disabilities
* How they plan to give persons with disabilities support from guides, readers and sign language **interpreters** to use public buildings and services.

1. **The right to life**

The Convention says every person has the right to life.

Countries should tell us:

* How they are using laws and rules to protect persons with disabilities and stop people taking away their right to life because of their disability
* How they plan to get rid of things that keep persons with disabilities away from other people, kill adults, children or babies with disabilities or do not give them the medical care they need
* What they have done to help everyone understand that the lives of persons with disabilities are as important as other people’s lives
* How persons with disabilities will have the information and freedom to make their own choices about medical care if their lives are at risk.
1. **Times of risk and humanitarian emergencies**

Countries must make sure persons with disabilities are safe and have their **human rights** if there are wars, emergencies or natural disasters.

Countries should tell us:

* What they have done to involve persons with disabilities and their organizations in planning what happens if there is an emergency in the country
* What they have done to include persons with disabilities in plans to keep people safe and rescue people in danger. This includes having information in formats and languages that everyone can understand
* How the **media** will get information about emergencies to persons with disabilities, especially those who often get left out
* How they will keep persons with disabilities safe in dangerous situations with the equipment, shelter and communication they need
* How they will have **accessible** emergency housing and build new homes after the emergency that everyone can use
* How they will train people who work in rescue and emergency services to think about **human** **rights** and move everyone away from danger. This means not leaving people behind because of their age or disability.
1. **Everyone is equal under the law**

The law is the same for everyone. But sometimes people with disabilities face **discrimination**.

In their periodic reports countries should tell us:

* What they have done to tell other people that the law is the same for everyone, including persons with disabilities
* How they will make sure the law treats persons with disabilities in the same way as other people. This means getting rid of laws that say other people can make decisions for them
* Whether persons with disabilities have lots of chances to make their own decisions and to live in the community with other people. This includes owning property, making decisions about money and not having these taken away from them just because they have a disability
* How many persons with a disability have someone that a court chose to manage their money for them. And how many persons with disabilities have been given back **legal capacity** since the country signed the Convention
* How they will make sure persons with disabilities have support to understand what the law says they can do. This support should be from someone they choose who should think about them as an individual and what is right for them
* 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 persons with disabilities can do if this happens to them.
1. **Access to justice**

The Convention says persons with disabilities have the same rights as everyone else to get help from police, courts and justice system.

Countries should tell us:

* What they have done to make sure persons with disabilities can **have access to** justice and whether they have a national plan to make this happen
* How persons with disabilities will get the same support as other people to use the law
* What they have done to make changes so persons with disabilities of any age can be involved as **victims**, **witnesses**, members of the **jury** or **defendants**
* How they give persons with disabilities, especially those who live in big services or group homes, **accessible** information about their right to justice and support to use it
* How they will train everyone who works in the police, courts and justice system about the rights of persons with disabilities.
1. **Freedom and safety**

Countries should tell us about:

* How they will get rid of any laws or plans that mean someone can take away a person’s freedom just because they think they have a disability or do not have **mental capacity**
* How they will get rid of any laws or plans that allow other people to shut away someone with a disability, force them to have treatment, or keep them away from other people. Laws about mental health should say that the person must agree to be treated in hospital
* How they will make sure persons with disabilities have the right support to take action if their freedom is taken away
* What they are doing to give persons with disabilities the same legal rights as other people
* How they will get rid of any laws that say someone with a disability cannot stand for trial or be **prosecuted** for a crime
* What they are doing to close down big services that keep persons with disabilities away from other people because they might be a danger to themselves or other people
* How they will make sure plans to change the way people behave instead of sending them to prison, do not force persons with disabilities to have treatment or medication.
1. **Freedom from torture or cruel, inhuman or degrading treatment or punishment**

Countries should tell us about:

* What they have done to change laws and the way people work so no one is tortured, punished or treated in a way that is **degrading**. This means persons with disabilities should never be abused, punished or given too many drugs to manage their behavior. They should not have medical treatment or be involved in research unless they agree to it
* How they make sure medical research or experiments only happen if persons with disabilities have support to decide if they want this or not
* How they make sure persons with disabilities who are held somewhere they do not choose, are safe and well-cared for. This includes checking services where persons with disabilities live
* How they investigate and take action against anyone who tortures a person with disabilities or treats them badly. And what they do to make things better for that person
* How they train staff, families and carers to understand that persons with disabilities have the **right** to be physically and mentally safe.
1. **Freedom from exploitation, violence and abuse**

The Convention says persons with disabilities should be safe from **exploitation**, violence and abuse both inside and outside their home.

Countries should tell us:

* About their plans to protect all persons with disabilities and how all their laws and plans protect people from being abused because of their gender or disability
* How they train staff and help the public look out for and stop violence or abuse against persons with disabilities, especially women and children
* How they find out about **exploitation**, violence and abuse and make sure information and safe places are **accessible** to persons with disabilities
* How they look into complaints about **exploitation**, violence or abuse against person with disabilities. How they punish people who do this and make things better for people who are abused
* What numbers of people have been physically or sexually **harassed** in the past 12 months. Broken down into **gender**, age, type of disability and where it happened
* What they have done to help families, carers and people who work in health services to recognize and report different types of abuse and stop it happening again
* What they have done to set up independent organizations to check that people are safe.
1. **Protecting the integrity of the person**

The Convention 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. This includes forcing women or girls to be **sterilized** or have an **abortion**.

1. **Freedom of movement and nationality**

The Convention says persons with disabilities should have the same freedom as other people to move from country to country and choose their nationality.

Countries should tell us:

* How they make sure people do not lose their right to belong to a particular nation just because of their disability
* What they have done to stop **discrimination** against persons with disabilities because they cannot get or use the paperwork to move in and out of countries. This includes making any changes to support people to apply to move to another country for safety
* How they make sure babies with disabilities are **registered** as soon as they are born and given a name and a nationality. This is important for children in refugee camps or who live in places away from other people
* How they help parents understand that babies with disabilities have the right to be **registered**, given a nationality and live with their parents if they can.
1. **Living independently and being included in the community**

Being independent and being part of society are important **human rights**.

Countries should use periodic reports to tell us:

* How they have changed laws to give every person with a disability, however much support they need, the right to choose where they live and who they live with
* How they support persons with disabilities to decide how they want to live in the local community and what services they need
* What they have done to give persons with disabilities lots of different support to choose from in the community and to make sure they manage their own support
* How they tell persons with disabilities about services and support that can help people of different ages, gender or disability to live independently
* How they will make sure persons with disabilities are not treated worse than other people if the country has to make cut backs. How they will support them to still live independently and spend time with other people in the community
* How they make sure persons with disabilities have lots of different things to choose from in the community because services, housing and buildings are **accessible** to them
* How they will work on plans for community services with people with disabilities and their organizations
* What plans they have to close down large services away from other people and involve organization of persons with disabilities in this
* How they will retrain staff from large services away from other people, so they understand how to support persons with disabilities to live independently in the community
* How they collect good information about the numbers of people with disabilities who live in the local community and if people think this gives them more choice and control. The numbers should be broken down by age and **gender**.
1. **Personal mobility**

The Convention says persons with disabilities have a right to aids and equipment to help them move around.

Countries should tell us about:

* What they have done to help persons with disabilities get equipment, technology or support they can afford to help them be more independent
* How they encourage organizations and companies to research and design good, affordable mobility aids
* How they are training adults and children with disabilities and their staff about moving around
* How much public money they spend on helping persons with disabilities go where they want when they want to.
1. **Freedom of expression and opinion and access to information**

The Convention says persons with disabilities should be able to say what they think and have support to communicate and understand information.

Countries should tell us:

* How their laws give persons with disabilities this right
* How they make sure persons with disabilities get the same public information as other people in **accessible** ways that do not cost them more
* How they make sure private companies make their information **accessible** to persons with disabilities
* How many websites meet rules about **accessibility**
* What they have done to recognize sign languages as official languages and use them in education, work and the community
* How many programs on television and the internet have sign language, audio description and subtitles.
1. **Respect for privacy**

Countries should tell us:

* What they have done to protect persons with disabilities from having their letters or other communication interfered with, wherever they live. And to stop anyone saying or doing anything that makes them look bad to other people
* How they have made it easy for persons with disabilities to complain if they think someone has taken away their right to privacy
* How they make sure people and organizations that support persons with disabilities understand the right to privacy
* How health and care services keep private information about persons with disabilities safe, wherever they live.
1. **Respect for home and the family**

The Convention says persons with disabilities have the same rights as other people to marry, be part of a family, be parents and have relationships.

Countries should tell us:

* About laws that give persons with disabilities these **rights**
* How they support persons with disabilities to marry and start a family
* How they make sure persons with disabilities have the information they need about **sexual and reproductive health** services, in ways they can understand
* How they protect the right of persons with disabilities to be able to have children and stop them being forced to have **sterilization** or **abortion.** Especially women and girls or where the court has chosen someone to make decisions for them
* How they protect the **rights** of persons with disabilities to be a guardian or adopt a child if this is the best thing for the child
* How they make sure parents with disabilities get any help they ask for to bring up their children
* What support parents of children with disabilities have to bring up their child in the family home or community
* How they support parents and children to stay together and do not separate them just because one of them has a disability
* 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.
1. **Education**

The right to **inclusive education** means persons with disabilities learn and spend time with other people.

Countries should tell us:

* 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 their education plan will support these laws. How they work on this plan with organizations of adults and children with disabilities and have enough money to do the things in their plan
* How they make sure children with disabilities go to **inclusive** primary and secondary schools. This means fewer children with disabilities do not go to school, only go part time or go to schools away from other children
* How they will make their ministry of education responsible for **inclusive education**
* Other actions they are taking to give persons with disabilities the right to **inclusive education**
* How many inclusive schools and colleges have **accessible** buildings, learning programs and communication for persons with disabilities
* How many learners with disabilities stay in schools or colleges away from other people. How many have support and go to **inclusive** schools or colleges
* How many learners with disabilities finish primary school, secondary school and college compared to other people. How many women and girls with disabilities have **access** to education at all levels
* How many schools have electricity, the internet for learning and accessible separate toilets for males and females and places to wash their hands
* How they make sure schools do not refuse to teach children because of their disabilities
* How they make sure children with disabilities have the support they need to get the same education as other local children. This includes their own support plan to say how they learn best
* How they will find out if people need support with their education and communication
* How they will help people learn and use **Braille**, sign language and the right communication for learners who are deaf-blind. And how schools that all children go to will have teachers trained in this
* How they train all teachers and education staff about **inclusive education.** And how many teachers are trained in this
* About laws that say everyone has the right to **inclusive education** at every level, and how the country will pay for this.
1. **Health**

Persons with disabilities have the **right** to be as healthy as possible.

Countries should tell us:

* How persons with disabilities can **have access to** the same free or affordable health services and information as other people. Including services for **sexual and reproductive** health
* How they have used the law to make sure persons with disabilities have **accessible** information about health care and health services
* How much of their money they plan to spend on making healthcare services more **accessible** in both towns and in country areas
* What they have done to make sure persons with disabilities get screening checks to find other health problems early. This is especially important for children, women, older people and people in country areas
* How everyone with a disability, especially women and girls and people in country areas, can use all their local health services
* About laws that say persons with disabilities must agree to having treatment, especially **for sexual and reproductive** health
* About rules to make sure staff in health and care services are trained about **human rights** and how to support persons with disabilities
* How they will stop **discrimination** against persons with disabilities for health insurance, life insurance and other types of insurance
* How they will stop services **discriminating** against persons with disabilities by refusing to give them the health care they need. This is especially important for older people and women.
1. **Habitation and rehabilitation**

Countries that sign the Convention should help persons with disabilities 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:

* How housing and **rehabilitation** services think about **human rights** and work together as soon as possible to give people the support they need. This includes technology to help them be more independent
* How they make sure persons with disabilities can choose to **access** housing and **rehabilitation** services. And organizations of persons with disabilities are involved in planning these services
* How many housing and **rehabilitation** services are in each part of the country and how they make sure these services are close to where people live
* How they make sure staff in housing and **rehabilitation** services for persons with disabilities are trained about **human rights**

* How they work with other countries to find out about equipment, mobility aids or technology that can help persons with disabilities be more independent
* How many persons with disabilities think **rehabilitation** services are good quality and work for everyone.
1. **Work and employment**

Countries should tell us about:

* How laws and different ways of working give persons with disabilities the same rights and choices as other people about having a job
* How much they have involved persons with disabilities and their organizations in plans to help them get work
* What they have done to give persons with disabilities the chance to have jobs away from special workshops. If people work in these workshops they should be paid fairly for the work they do
* How they stop **discrimination** against persons with disabilities, especially women, in all areas of employment. This includes making sure people are paid fairly for the job they do
* How they make sure persons with disabilities are safe and healthy at work, safe from abuse and have the same chances as other workers
* What they have done to help persons with disabilities challenge **discrimination** in employment. How many people have complained and what happened with their complaints
* How they make sure persons with disabilities have the right to join a trade union
* How they will use their laws, money and other **resources** to make sure persons with disabilities have support and training for work
* How they will make sure persons with disabilities, especially women, have the chance to get a job, keep a job, go back to work after a break or get a new job
* Ways they support persons with disabilities to work for themselves or set up their own business
* How many persons with disabilities work in public services, broken down into numbers of men and women
* Whether the things they have done have helped more persons with disabilities have jobs in private companies
* How they make sure employers make changes to give persons with disabilities the same chance to work as other people. This includes training about these changes and what action people can take if they think they are **discriminated** against
* How persons with disabilities, including people who become disabled while they are working, get training and support to help them get and keep a job
* The number of persons with disabilities who work in private and public organizations, compared with persons without disabilities. Broken down into **gender** and types of jobs
* How much men, women and persons with disabilities earn each hour for different types of jobs
* How many people do not have a job. Broken down into **gender**, age and persons with disabilities
* How they will check that persons with disabilities are not forced to work, be **exploited** or be **slaves**.
1. **Having a good standard of living and social protection**

**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 about:

* How they are making sure persons with disabilities, especially children and women, have all these things
* How they can be sure that cut backs when the country has less money will not affect persons with disabilities more than other people. This is very important for children, women, older people and person with disabilities who do not have much money
* How they will make sure plans for **social protection** are **accessible** to persons with disabilities and give them enough money for things that cost more if you have a disability. This includes having **accessible** information about the plans
* Laws and rules that make sure **benefits** and other money for persons with disabilities is paid directly to them
* How many persons with disabilities have to live on half the amount of money that other people have. Broken down by age, **gender** and persons with disabilities
* How they make sure persons with disabilities can **have access to** toilets and other facilities in public places
* How much of all their money for social care is spent on persons with disabilities
* How they think about issues for persons with disabilities and make sure they have **social protection**. A breakdown of all the different people they help to get social protection
* How their plans to help people have enough money include persons with disabilities. Especially women, girls and older people
* How they make sure persons with disabilities who often get left out can have access to plans for **social protection** to help them pay the extra costs of having a disability
* What they have done to make sure persons with disabilities have support, training, help with money, **respite** care and support to live independently in the community
* What they have done to include persons with disabilities in plans for public housing that is **accessible** to everyone
* How they will make sure persons with disabilities get pensions and other **benefits**.
1. **Being involved in political and public life**

The Convention says everyone has the right to be involved. This means things like standing for **election**, **voting** or being on a **jury**.

Countries should tell us about:

* How many people in the country think everyone has the chance to be involved in decisions. Broken down by gender, age, disability and **ethnic** group
* 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
* People who work in public organizations. Broken down by **gender**, age, disability and **ethnic** group
* What they have done to make sure persons with disabilities can choose who they **vote** for and **vote** in private. With support if they want it
* How they have made sure **voting** is **accessible** to persons with disabilities
* What they have done to support persons with disabilities stand for **election**, be **elected** and take on public roles
* What they have done to involve persons with disabilities, especially women and children with disabilities, in local and national decisions
* What they have done to help persons with disabilities get involved with voluntary organizations, political parties and groups that are interested in what happens in the country
* How they have supported persons with disabilities to set up and run local and national organizations to speak up about their rights.
1. **Being involved in the arts, recreation, leisure and sport**

The Convention says everyone has the right to get involved in all areas of life.

Countries should tell us:

* 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
* How they use things like technology to make television, theatre, films and other arts **accessible** to persons with disabilities
* What they have done to help persons with disabilities get involved in the arts with other people and develop their skills and talents
* What they have done to make sure laws about copying books do not stop people who cannot read **accessing** 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 have the same chance as other people to get involved in sport at all levels
* What they have done to help persons with disabilities organize, have training and get involved in sport and leisure activities just for persons with a disability
* 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
* What they have done to make sure persons with disabilities can have access to public recreation, tourism, leisure and sport services that are open to anyone
* How much of their money for sport they plan to spend on activities organized by persons with disabilities.
1. **Collecting numbers and information**

Countries should tell us:

* What they have done to collect information about **human rights** and things that stop persons with disabilities doing the same things as other people
* What they have done to think about **human rights** and freedoms when they collect information and decide what it means. This includes having **safeguards** and keeping personal information safe
* What they have done to involve organizations of persons with disabilities in collecting this information
* What they have done to make sure all services and organizations collect the same information in the same way so it gives a true picture of what is happening
* What they have done to break down the information so they can see if it is harder for some people to get these **rights** because of their age, **gender** or type of disability
* What they have done to make sure they share this information in ways that are **accessible** to all persons with disabilities.
1. **Working with other countries**

Countries should tell us:

* How made sure all their plans for **Sustainable Development Goals** are based on **human rights** for persons with disabilities
* How they include rights for persons with disabilities, of different ages and **gender,** when they write plans that affect everyone
* How they will check how international plans like **Sustainable Development Goals** affect persons with disabilities
* How they made sure they involve persons with disabilities when they work on projects with other countries
* What they have done to make sure organizations of persons with disabilities are properly involved when countries plan these projects
* How they are working with organizations of people with disabilities to share ideas and experiences, so countries learn from each other. This includes sharing ideas about how to use technology
* How they will support smaller or countries with fewer **resources** to collect good information about persons with disability. Broken down into income, age, **gender**, ethnic group, nationality, where they live and type of disability.
1. **Making the Convention work and checking whether things get better**

Countries should tell us:

* Which part of the government is responsible for checking that **rights** for persons with disabilities are included in all plans and laws
* How they will make sure different parts of government work in the same way, so these **rights** are included at every level
* What they have done to check whether national organizations use the Convention and think about independence, choice and resources for persons with disabilities to have their **human rights**
* How they will involve persons with disabilities of different ages and **gender** in checking whether the Convention is being used

We will update these Guidelines in the future if we find something else works better.

**4. Word bank**

|  |  |
| --- | --- |
| **Word** | **What it means** |
| **Abortion** | deliberately stopping a pregnancy. |
| **Accessible** | whether something is easy to get into, understand or use |
| **Agenda for Sustainable Development** | this plan says how countries will 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. |
| **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. |
| **Election** | an organized way to choose members of local or national government. |
| **Exploitation** | treating someone unfairly so you benefit or do well from it |
| **Gender** | being a man or a woman |
| **Harass** | bully or frighten someone |
| **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. |
| **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. |
| **Media** | ways of communicating with lots of people. Things like television, radio, newspapers or the internet |
| **Mental capacity** | being able to make your own decisions, with support if you need it. |
| **Periodic reports** | reports that show progress and tell us how things are going |
| **Prejudice** | when you dislike someone without any real reason |
| **Prosecute** | take legal action against someone |
| **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 |
| **Resources**  | money, materials, staff, and other things you have and can use to do things properly. |
| **Respite** | a short break |
| **Safeguard** | things that should happen for every person. |
| **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. |
| **Slave** | someone who is forced to obey or work for another person |
| **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 |
| **Stigma** | something that marks you out as different and can make you feel ashamed |
| **Terminate** | bring to an end. Force something to stop |
| **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. |