

## DECLARATION

### *From children and adolescents with disabilities*

We, children and adolescents with disabilities are an important part of society. We have the right to inclusion and participation in an accessible quality education system, free from abuse, violence, harassment and discrimination, on equal terms with other students.

For this reason we, girls, boys and adolescents with disabilities have the right to:

- That disability is recognized as part of diversity and human condition.
- That equality and accessibility be promoted as a basis for our personal and social development in educational settings and in the community, based on the human rights model for persons with disabilities.
- Choose where to live and learn, providing early and comprehensive information, services and support to us and our families.
- Study in an educational environment free of prejudice, stereotypes and harmful practices. Mutual respect, dignity and the value of our rights should be promoted in all classrooms and school grounds.
- Be part of the student community where we can freely express our opinion and participate with equal opportunities in the decision making process of the educational community.
- Be educated in adaptive, safe and dignified environments that allow us to achieve the maximum development of our academic potential, through an inclusive and participatory pedagogy, taking into account the individuality of each one of us in the application of the curriculum and in diversified assessments.
- Be listened to contribute with ideas in class and to be treated with kindness and respect. If any of us require support mechanisms to express our opinion and will, these must be guaranteed in order to contribute to our educational community.
- Develop freely and to the maximum our personality, our talents and our creativity.



- Study in an educational institution with accessible, barrier-free environments in which we can participate on an equal basis with other students in study groups, collaborative practices, and joint assessment processes among students.
- Study in an educational institution with accessible play, recreational, artistic and sporting activities, including those that take place outside the educational institution (For example: birthday parties, in stadiums and camps).
- Reasonable accommodations that guarantee our education and development with maximum autonomy and recognize our right to personal assistance and shelter to ensure our development, self-esteem, learning and participation both on and offline.
- Choose our educational establishments, which must apply a quality inclusive education system.
- Have teachers, including those with disabilities, who are qualified in Braille and the use of appropriate augmentative and alternative communication modes, means and formats, and accessible educational techniques and materials to guarantee us access to knowledge and information.
- Have teachers and educational institutions that mainstream learning in sign language and the promotion of the cultural and linguistic identity of deaf students.
- Have teachers and institutions who facilitate orientation and mobility skills, promoting peer mentoring and support, understood as such, between students with and without disabilities.
- Universities and grade school teacher training centers include contents on the human rights model for persons with disabilities, and its application in the right to accessible and inclusive quality education in the initial teacher training and ongoing training.
- Equitable access to health and healthcare facilities.
- That all staff of the educational establishment is trained and committed to our rights and good treatment, ensuring our personal integrity and safety.

- That our learning pace is respected, fostering a supportive, diverse and fair school coexistence among students.
- Require schools, pre-university and other educational settings to adopt measures that aim to raise awareness and combat stereotypes, prejudices and harmful practices related to us, focusing in particular on practices that affect girls with disabilities, students with intellectual disabilities and students with intensive support needs.
- Have public policies, protocols, regulations and action plans that aim to prevent and eliminate abusive, violent or harassing behavior in all its forms, including sexual harassment, against us, promoting good treatment and a healthy and harmonious environment in educational settings: Such instruments should instruct prompt and effective action by our teachers and any other member of the educational community.
- Have urban plans that adopt proximity as part of accessibility, ensuring public institutions, services and activities are accessible and reachable.
- Participate as students with disabilities in the formulation of public policies, protocols, regulations and action plans to combat violence, abuse and harassment in educational environments, including cyber-bullying, even if this occurs from outside the establishments. Effective, accessible and timely protection mechanisms must be contemplated and implemented to ensure peaceful and equitable educational environments.
- Have effective control and sanction mechanisms to combat violence, abuse and harassment in educational establishments, perpetrated by any member of the educational community.
- That the State, ministries of education, educational institutions and municipalities implement the human rights model for persons with disabilities, in accordance with the United Nations Convention on the Rights of Persons with Disabilities (CRPD), carrying out permanent actions to raise awareness, especially in the direction of inclusive quality education, always considering universal accessibility.

We call on the media and social networks to adopt a leadership role in raising awareness of the human rights model for persons with disabilities, in accordance with the UN Convention on the

Rights of Persons with Disabilities, with special attention to students with disabilities, recognizing that all persons with and without disabilities are diverse and equal, with the same rights and responsibilities and deserving equal treatment, equal opportunities to education and respect for fundamental human rights.

We call on the United Nations, its agencies and mandates, government at all level and civil society to contribute to the wide dissemination of this Declaration and to incorporate it in their various debates to always emphasize inclusion, accessibility and full and effective participation of children and adolescents with disabilities in the world leaving no one behind.

**"Nothing about us, without us".**

This Declaration had the participation of children and adolescents with disabilities of different regions of the world: Africa, America, Europe, Asia Pacific and Middle East.

This Declaration had the contribution of the Unicef's document: "Voices of children and adolescents with disabilities on the discrimination and violence they experience in their family, school, and community settings".

This Declaration was launched on December 3<sup>rd</sup>, 2021, at United Nations.