

# **CHILDREN AND YOUTH WITH DISABILITIES**

**Strategy for involvement and inclusion of  
children and youth with disabilities in the  
development work of DPOD and its member  
organisations**

**2011-2014**



Disabled People's Organisations Denmark

## 1 Introduction

The present strategy for including children and youth complements the overall strategy for the Mini-Programme in 2011-2013. Several projects financed by DPOD's Mini-Programme have addressed specific needs and situations of children and young people with disabilities, while a number of interventions have also sought to incorporate young people, and to a certain degree children, in development activities. The present strategy is based on these experiences, which are mapped out and presented here. The strategy seeks to inspire and provide guidance regarding how to involve children and youth with disabilities in development activities. It also discusses how to address specific needs of children and youth with disabilities in Mini-Programme activities.

Children and youth are obviously two overlapping, yet separate categories which should be approached differently<sup>1</sup>. Nevertheless, efforts to uphold the rights of all persons with disabilities, regardless of age, must take account of how to strengthen their participation and opportunities to have their own voices heard. Children's rights will often extend to their parents as well (or relatives or other caretakers). Both children and young people with disabilities have a fundamental right to be included in society, consulted, heard and involved as much as possible in all activities and efforts affecting their lives. This also encompasses development activities aimed at improving their rights and living conditions. Development activities should use methods to ensure that children and youth are consulted and supported in expressing themselves about their needs and wishes for the future.

## 2 Context

### 2.1 The situation of children and youth with disabilities

According to the UN, the number of underage persons with disabilities is estimated to be around 200 million out of a global population of 2 billion (between 0 and 18 years)<sup>2</sup>. Other estimates mention that almost 180 million young people (defined as those between 10 and 24 years) live with some kind of disability and that almost 80% of them live in the developing world<sup>3</sup>. However, there is a tendency to underreport disability in many developing countries.

---

<sup>1</sup> Definitions of children/adolescents/youth and other age-related categories vary both in specialist literature and in different cultural contexts. In legal terms, a "child" is sometimes defined as anyone below 18 years of age. However the category 'children' is divided into childhood (up to 10 or 15 years), while the term 'adolescents' is used for the age group of 10-15-year-olds, sometimes up to 18 years. "Youth" is used by some to refer to the age group from 19 to 24 years (UNICEF and World Bank), even up to 34 years (Danish Youth Council).

<sup>2</sup> Save the Children, p. 1 with reference to the *UN Disability Factsheet*, UN, New York 2006

<sup>3</sup> Nora Ellen Groce; *Adolescents and youth with disability: Issues and challenges*, Asia Pacific Disability Rehabilitation Journal, vol. 15, no.2, 2004.

The list of specific issues and problems faced by children and youth with disabilities is long:

- ❖ Children and youth with disabilities are disproportionately likely to live in poverty.
- ❖ Children and youth with disabilities are vulnerable to both physical and sexual abuse.
- ❖ Child mortality (percentage dying before their fifth birthday) among children with disabilities may be as high as 80%, even in countries where the average figure for all children has fallen to below 20%.
- ❖ Parents and medical professionals who euthanize children with disabilities often receive reduced sentences and use 'mercy killing' defence.
- ❖ At least 90% of children with disabilities across the developing world have no access to education.
- ❖ Access to the labour market, vocational skills development, and self-employment is highly limited.
- ❖ Access to justice is often denied because children and youth with disabilities are not considered to be reliable witnesses.
- ❖ Youth and adolescents are often neglected in development activities targeting children and/or adults with disabilities.
- ❖ Lack of respect for the sexuality of persons with disabilities affects young people in particular.
- ❖ Young people with disabilities tend to suffer even more from stigmatization, social isolation and discrimination.

Sources; Save the Children, *See Me, Hear Me – A guide to using the UN Convention on the Rights of Persons with Disabilities to promote the rights of children*, 2009, p. 1 and Leonard Chesire, *Disability, Young Voices Global Statement*, Johannesburg, South Africa, 17 February 2010. [www.LCDisability.org/youngvoices](http://www.LCDisability.org/youngvoices)

On the other hand, children and youth with disabilities represent a great potential and resource for the disability movement. In many countries there is a need for targeting and engaging young people with disabilities, in particular, in order to rejuvenate and strengthen disabled people's organisations.

## **2.2 International Conventions related to children and youth with disabilities**

The UN Convention on the Rights of Persons with Disabilities (CRPD) constitutes the overall framework for policy work and advocacy by disabled people's organisations (DPOs) worldwide. As for the particular ways of including and advocating for *children and youth* with disabilities, the CRPD is complemented by the UN Convention on the Rights of the Child (CRC). The two Conventions constitute a strong frame for advocating for the inclusion of children and youth with disabilities.

**The UN Convention on the Rights of the Child (CRC)** was adopted by the UN General Assembly in 1989, and has since been ratified by 193 states. Article 2 affirms the right to non-discrimination, and includes disability as a specific ground for protection against discrimination. The CRC Committee emphasises non-discrimination as one of four principles which underpin every single article of the convention. It implies that all the rights specified in the CRC are also extended to

children with disabilities. Article 23 explicitly addresses children with disabilities, stating that disabled children should “enjoy a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate the child’s active participation in the community”. The rights of children with disabilities to special care, assistance, education, vocational training, rehabilitation and healthcare are also mentioned in Article 23. Nevertheless, since these rights are “subject to available resources”, the wording of Article 23 is rather weak, and the rights of children with disabilities are better protected and promoted through Article 2 and other provisions of the same convention, while Article 23 is mainly useful for raising awareness.

Government reports on the implementation of the CRC show some, albeit slow, progress. A lot remains for governments to do in order to fulfil their obligations. The governments mostly report on children with disabilities under Article 23, while the CRC Committee often refers to the rights of children with disabilities under other articles.

**The UN convention on the Rights of Persons with Disabilities (CRPD)** was adopted by the General Assembly in 2006, entered into force in May 2008, and has since been ratified by nearly 100 states. It provides for the full realization of all human rights and fundamental freedoms of all persons with disabilities, including children and youth with disabilities

Article 7 explicitly addresses the rights of children with disabilities, stipulating that all necessary measures shall be taken to ensure their full enjoyment of all human rights and freedoms – on an equal footing with their non-disabled peers. It also holds that the best interest of the child shall be the primary consideration. Furthermore, states must ensure that children with disabilities have the right to express their views freely on all matters affecting them, and that their views are given due weight in accordance with their age and maturity, on an equal basis with other children, providing them with disability- and age-appropriate assistance required to realise their rights.

In addition, a number of articles prescribe specific measures to address the situation of children and youth with disabilities, such as the right to an identity (3), access to justice (13), freedom from exploitation, violence and abuse (16), liberty of movement and nationality (18), respect for home and the family (23), right to education (24), and participation in cultural life, recreation, leisure and sports (30).

A central aspect of the Convention is that it commits the signatory states to developing and implementing legislation and policies to consult with and actively involve persons with disabilities, including children and youth with disabilities, through the organisations that represent them.

In combination, these two UN conventions provide a legal framework for the rights of children and youth with disabilities. However implementation is proceeding slowly, being hampered not only by resource constraints, but also by reluctance to listen to the voices of children and youth with disabilities, even within the disability movement. The challenge is to ensure that the rights of children in general are extended to those who have disabilities, and likewise, that the rights of persons with disabilities include those who are children and young.

## 2.3 Children and youth in Danish development cooperation

Specific guidelines for children and youth in Danish development cooperation, published in 2005, draw attention to children and youth with disabilities as an important target group:

*“There are between 120 and 150 million disabled children and young people in the world. Extremely few of these children attend school. Non-formal education is a crucial alternative for this group of children if the regular school system, due to attitudes and structure, is inaccessible. Often the latter is the case, as governments do not prioritise children with disabilities<sup>4</sup>.”*

The new Danish strategy for development “Freedom from poverty – freedom to change” underlines the importance of children and youth, who make up half the world population and are the future of any society. It states that Danish development assistance will ensure that “special consideration is given to very vulnerable groups of children and youth (not further defined)”<sup>5</sup>.

## 3 Strategic objectives of efforts to include children and youth with disabilities

The overall framework for interventions supported through the Mini-Programme is the UN Convention on the Rights of Persons with Disabilities (CRPD). In relation to the work with children and youth with disabilities, the CPRD is complemented by the UN Convention on the Rights of the Child (CRC). The Mini-Programme seeks to boost the participation and improve the living conditions of children and young people with disabilities in developing countries with reference to the conventions and their specific articles on the rights of children and youth with disabilities.

A central pillar of activities under the Mini-Programme is partnership between organisations from the North and the South. The focus on inclusion of children and youth will feature prominently in all partnerships and to a certain degree in DPOD’s international alliance building. Children and youth with disabilities are directly involved and assisted in claiming their own rights. However, efforts targeting children with disabilities will often include their parents, relatives or caretakers as well.

The overall objective of the present strategy is to strengthen the focus on and involvement of children and youth with disabilities in the Mini-Programme’s support of advocacy, awareness-raising campaigns, monitoring of the implementation of UN conventions, capacity and organisational development of national DPOs, and promotion of civil society networks and alliances. The aims are to:

- Promote the participation and consideration of children and youth with disabilities whenever relevant in all interventions.
- Strengthen the disability movement in the South by involving young people (and children), who represent the future of their organisations.

---

<sup>4</sup> Children and Young People in Danish Development Cooperation – Guidelines, Danida, p. 9.

<sup>5</sup> Strategy for Denmark’s development cooperation “Freedom from poverty – freedom to change”, 2010, p. 16.

- Support and experiment with concrete approaches to promoting the inclusion of children and youth with disabilities within the disability organisations (consultation, working methods, meetings, organisational structures, etc.) and in all activities of funded interventions (consulting with children and youth with disabilities in needs assessments, organisational analyses, surveys, baseline studies, etc.).
- Give priority to interventions aimed at improving the conditions of children and youth with disabilities and their caretakers. This encompasses efforts to promote innovative approaches and methods in rehabilitation, education, and (self-)employment, in order to combat discrimination, isolation and stigmatisation, as well as to overcome the dependency of children and adolescents with disabilities in relation to their caretakers.

### **3.1 Proposed strategic focus areas in relation to children and youth**

1. The right of young people with disabilities to have a voice and exert influence in the disability organisations and of children with disabilities to be heard and consulted whenever possible.
  - Support for the establishment of youth wings, youth activities and organisational development aimed at including younger people with disabilities.
2. The right to a life with dignity and freedom from stigmatisation, neglect, being hidden away, overprotection, violence and abuse.
  - Support for parental organisations and self-help groups who target children with disabilities, for young people who combat discrimination, for instance in sports activities, and for awareness-raising about children and youth with disabilities.
3. The right to inclusive education, whose contents and teaching methods are tailored to children with disabilities.
  - Support for concrete education initiatives targeted at children and youth with disabilities and for advocacy measures linked to these.
4. The right to jobs and self-employment.
  - Support for preparation of labour market strategies and of strategies for enabling young people with disabilities to engage in self-employment.

#### **4 Focus area I: Involvement of children and youth with disabilities as active participants in disability organisations**

The majority of disability organisations are dominated by older age groups. Young people with disabilities often find it difficult to play a role. This springs, not least, from traditional hierarchies with young people at the bottom. The organisations could do more to address the specific situation of children and youth with disabilities, allowing young people with disabilities greater influence on the mode of operation, methods and approaches with a view to making organisational work more attractive to the younger age groups.

#### **DPOD and the Mini-Programme will support Danish DPOs and their Southern partner organisations to:**

- Promote the involvement of young people with disabilities in disability organisations through the creation of youth wings and other initiatives to attract young people.
- Strengthen the focus on children's rights and conditions through direct support for children with disabilities and parental organisations.
- Focus on the rights of children and youth with disabilities in the monitoring of national legislation and in the implementation of international conventions (CRPD and CRC).

#### **Possible future actions:**

- ❖ Mobilising and training (in leadership, group dynamics, etc) children and youth with disabilities to become active in disability organisations.
- ❖ Conducting a dialogue with Southern partner organisations on methods as well as on organisational structures and cultures where young members and activists thrive, considering, for instance, the systematic use of sports activities, including in the training of trainers.
- ❖ Integrating the issues of children and youth into cooperation and research, e.g. when making organisational assessments and other project design activities.
- ❖ Involving Danish youth wings in partnership activities and providing for twinning arrangements within the projects.
- ❖ Conducting a dialogue with Southern partners on advocacy and monitoring of children and youth-related articles of CRPD and CRC.
- ❖ Adding the involvement of youth to the curriculum of the Global Line course, and ensuring a dialogue between Danish organisations and Global Line students on youth strategy.
- ❖ Initiating assessments and discussions about how to involve young people with disabilities in international alliance work and advocacy.

#### 4.1 Mapping of experiences and learning among DPOD member organisations regarding focus area I: Involvement of children and youth as active participants in disability organisations

What are DPOs already doing?	Learning and <i>good advice</i>
<ul style="list-style-type: none"> <li>• Support for youth wings in Uganda and Ghana has involved young people in partner organisations (DHF and DBS), strengthened advocacy and given a stronger voice to the blind.</li> <li>• Cooperation between the Danish umbrella organisation of youth with disabilities (SUMH) and the youth wing of the Ugandan umbrella organisation for people with disabilities is intended to inspire new methods and approaches to organisational work, such as campaign-oriented efforts, young activists and volunteers deciding which activities to prioritise, creative meetings, etc.</li> <li>• Involvement of young Danes in project groups (DBS).</li> <li>• Training of young promoters and advocates (LEV).</li> <li>• Support for capacity development of parental organisations and self-help groups (DBS, LEV, BDIA, PTU) and campaign against divorce (LEV).</li> <li>• Interviews with children for research purposes and baseline studies about their needs, using appropriate questioning methods, including the use of photography, role plays, etc. (NHF Norway).</li> <li>• Dialogue with Global Line students about their visions and ideas for increasing youth involvement in their organisations.</li> <li>• Participation of young members of Southern DPOs in the Danish Youth Council's youth leader programme.</li> <li>• Sports activities to attract young people to organisational work (DHF).</li> <li>• Support for youth-house activities (DHF).</li> </ul>	<ul style="list-style-type: none"> <li>○ Promote a close dialogue between the mother organisation and its youth wing on how to strengthen youth work, agreeing on a mutually beneficial degree of autonomy.</li> <li>○ Carefully assess the new youth wing's capacity to assume responsibility for project and financial management.</li> <li>○ Consider youth-oriented activities, offers, networking, etc. <u>within</u> the organisations as an alternative to setting up a separate youth wing.</li> <li>○ Avoid the creation of complex structures, giving priority to activities and new ways of working with young people, such as campaigns, networking, etc.</li> <li>○ Notice that participation in Global Line and the Danish Youth Council's youth leader programme requires the organisations and their leaders to carry out preparations and make the most of participants' learning after the course.</li> <li>○ Do not blame it on the disability concerned, when children with disabilities experience the same problems as other children in relation to education.</li> <li>○ <u>Forge relations</u> to other types of youth organisation and support the participation of young people with disabilities in these (avoiding the tendency to isolate young people with disabilities).</li> </ul>

## **5 Focus area II: Freedom from neglect, shame, overprotection, violence and sexual abuse – (freedom to live, play, act, engage in recreation, do sports, and go through rehabilitation).**

Articles 3, 13, 16 and 30 of the CRPD state the rights related to this focus area. Stories abound about children and adolescents with disabilities suffering from superstition about their condition, violent upbringing and being hidden away. So do the stories about parents' feelings of guilt, shame and powerlessness in relation to their sons and daughters with disabilities, often due to false notions and lack of access to information. Conversely, there is ample and highly encouraging evidence of how this can be overcome through awareness raising, sports activities, and training of parents and children.

### **DPOD and the Mini-Programme will support Danish disability organisations in partnership with Southern partner organisations to:**

- Promote respect and dignity for children and youth with disabilities by fighting parents' tendency to hide and blame, overprotect and be violent to children and youth with disabilities.
- Inform and raise awareness, organize parental groups, promote stimulation, action and treatment, and encourage a view of children with disabilities as a resource and not a burden.
- Promote sports activities for the purposes of pleasure, health and unity between people with different disabilities.
- Promote respect and fight taboos surrounding the sexuality of young people with disabilities.

### **Possible future actions:**

- ❖ Sensitizing family members, the wider community, and decision makers on the rights of children and youth with disabilities.
- ❖ Consulting with partner organisations and youth wings on whether there is a need for specific interventions against violence and sexual abuse.
- ❖ Making the most of positive experiences of sports activities and ensuring coordination between Danish actors to give greater priority to this area.
- ❖ Strengthening links between sports activities, awareness raising and action for rehabilitation and health.
- ❖ Systematising Danish experiences of fighting shame and overprotection.
- ❖ Facilitating contacts to other types of children's and youth organisations, advocating for their inclusiveness to children and youth with disabilities.

**5.1 Mapping of experiences and learning among DPOD member organisations regarding focus area II: Freedom from neglect, shame, overprotection, violence and sexual abuse (freedom to live, play, act, engage in recreation, do and sports, and go through rehabilitation)**

<b>What are DPOs already doing?</b>	<b>Learning and <i>good advice</i></b>
<ul style="list-style-type: none"> <li>• Support for parental organisations and self-help groups and training in methods to stimulate their children with disabilities (DBIA, DB, DBS, LEV, etc.).</li> <li>• Support for information and awareness-raising campaigns that contribute to reducing neglect, shame and feelings of guilt, as well as to convincing parents that violence has no role in bringing up children with disabilities (all DPOs).</li> <li>• Sports activities and choir singing contribute to improving the mental and physical health of children and youth with disabilities and create a shared space for pleasure with other children, youth and their parents (DHIF, DBIA).</li> <li>• Sports activities have proved to be an effective means of mobilising children and youth, of focusing on what they can instead of what they cannot, and of bringing together people with different disabilities, thus reducing stigma and prejudice.</li> <li>• Sports activities bring together parents of children with different disabilities.</li> <li>• Sports combine awareness-raising with action.</li> <li>• Field workers in communities find (often hidden) children with disabilities, informing about the various disabilities and opportunities for action and treatment (DBIA, deaf-blind, DBS, LEV, etc.).</li> <li>• Discussions about overprotection and ill-conceived spoiling of children and youth with disabilities serve to highlight the many abilities and possible contributions of children with disabilities (SUMH, LEV).</li> <li>• Design of appropriate teaching materials against discrimination, e.g. using PowerPoint and other visual tools, (LEV).</li> </ul>	<ul style="list-style-type: none"> <li>○ Never underestimate the impact of bringing young people, children and their parents with disabilities together and giving them tools to support each other.</li> <li>○ Be aware that parents' feelings of guilt and powerlessness are the same in Denmark as in developing countries. Consequently, Danish experiences serve to inform the work in the South.</li> <li>○ Bring children with different disabilities together around sports activities, since this shifts attention from each disability to each child.</li> <li>○ Take up the challenge of identifying the most appropriate sports activities for each disability, and use all possible tools to broaden the target group.</li> <li>○ Ensure that children and youth with disabilities involved in projects and organisational activities are not violated or abused.</li> <li>○ Identify household chores and the like that can be coped with by children with disabilities, always in close dialogue with the children themselves.</li> </ul>

## 6 Focus area III: Education for children with disabilities - inclusive quality education

Both children and adolescents with disabilities face discrimination in terms of lack of access to education. This results in extremely high illiteracy rates among people with disabilities of all ages. Lack of education gives rise to economic disempowerment and prevents democratic participation in society. Article 24 of the CRPD, as well as Articles 2, 28 and 29 of the CRC, affirm the right to inclusive education, in particular for children with disabilities. Furthermore, the UN Millennium Development Goal (MDG) number 2 is to achieve “universal primary education” for all children, thus including children with disabilities<sup>6</sup>. However, much remains to be done to ensure access to education for children with disabilities, including efforts to provide special-needs education tailored to each disability and to implement the principle of *inclusiveness* throughout the formal education system.

### **DPOD and the Mini-Programme will support Danish disability organisations in partnership with Southern partner organisations to:**

- Take advocacy initiatives for inclusive education from the local to the international level.
- Contribute to ensuring that children and youth with disabilities have access to education, including consideration of special needs related to each disability.
- Carry out teacher training and awareness raising activities among teachers and schools on how to include and cater for children and youth with disabilities.
- Conduct interventions aimed at demonstrating and disseminating methods as well as advocating for access to education and training for persons with disabilities.

### **Possible future actions:**

- ❖ Exchanging experiences, including those of education initiatives among Danish DPOs, exploring ways of disseminating and advocating for these experiences to be adapted to other contexts in cooperation with local and/or national education authorities.
- ❖ Holding a dialogue with Southern partner organisations on advocacy opportunities in relation to education sector planning.
- ❖ Facilitating contacts to lead donors in the education sector in programme countries with a view to advocating for inclusion of children and youth with disabilities.
- ❖ Advocating for greater priority to inclusive education in Denmark’s bilateral and multilateral cooperation (e.g. the Fast Track Initiative) in the field of education.

---

<sup>6</sup> In addition to the UN Conventions and the MDGs, the internationally adopted Dakar Framework *Education for All* embraces inclusive education. The UNESCO Salamanca Statement and Framework for Action (1994) on inclusive education was endorsed at the Geneva conference (2008), and the Global Monitoring Report on Education for All 2010 focused on marginalisation, including the plight of persons with disabilities - *Global Monitoring Report reaching the marginalized, 2010, summary p. 27.*

## 6.1 Mapping of experiences and learning among the DPOD member organisations regarding Focus area III: Education for children with disabilities - inclusive quality education

What are DPOs already doing?	Learning and <i>good advice</i>
<ul style="list-style-type: none"><li>• Support for concrete education projects which are assisting children and youth with disabilities, training teachers in concrete methods and approaches, and strengthening school structures to this effect (LEV, Deaf-blind, DBS, PTU).</li><li>• Design and distribution of teaching materials and methods (LEV, deaf-blind).</li><li>• Handover to local authorities of 65 centres in the Philippines dedicated to training teachers and assisting children with disabilities in integrating into schools (PTU).</li><li>• Support for local literacy programme for people with brain injuries (DBIA).</li></ul>	<ul style="list-style-type: none"><li>○ Ensure the sustainability of activities by means of training of trainers, involvement of volunteers, and appropriate locally/nationally owned structures.</li><li>○ Take up the challenge of linking concrete education initiatives with advocacy efforts.</li><li>○ Use regional experiences as showcases instead of trying to emulate Danish elite projects whose costs are prohibitive to most developing countries.</li></ul>

## **7 Focus area IV: Access to jobs and self-employment, vocational training and skills development**

The overall strategic goal of focus area IV of DPOD's Mini-Programme is "to facilitate that people with disabilities engage in meaningful and gainful (self-)employment activities, which provide them with sufficient means to sustain themselves and their immediate dependants". This goal is particularly relevant to those people with disabilities who are young and in the process of entering the labour market.

### **DPOD and the Mini-Programme will support Danish disability organisations in partnership with Southern partner organisations to:**

- Assist in the formulation of policies for improving access to labour market and self-employment, including of young people with disabilities
- Raise awareness of the capabilities of young persons with disabilities to enter into productive and gainful (self-)employment in order to change attitudes and overcome stigmatisation.
- Develop and test innovative models for integration of young persons with disabilities into gainful (self-)employment in the formal and informal sector.
- Contribute strategically towards the implementation of new models for vocational skills development and programmes of entrepreneurship (including access to productive resources, micro-financing, etc.) for young persons with disabilities in alliances with other local development partners.

### **Possible future actions:**

- ❖ Exchanging experiences regarding employment strategies, job inclusion and micro entrepreneurship for youth with disabilities between Danish MOs and Southern DPOs.
- ❖ Systematisation of Danish experiences considered to be useful to Southern partners
- ❖ Conducting advocacy for inclusive vocational skills training for youth with disabilities at all levels.
- ❖ Strengthening of Southern DPOs' capacity to advocate for an inclusive labour market and access to vocational skills development.

**7.1 Mapping of experiences and learning among the DPOD member organisations regarding Focus area IV: Access to jobs and self-employment, vocational training and skills development.**

<b>What are DPOs already doing?</b>	<b>Learning and <i>good advice</i></b>
<ul style="list-style-type: none"> <li>• Support for the Ugandan youth wing’s preparation of a labour market strategy, including entrepreneurship (SUMH).</li> <li>• Identification of work areas for persons with sight disabilities (DBS).</li> <li>• Labour market project in support of young people with disabilities and parents of children with disabilities (DBIA).</li> <li>• Identification of work areas for people with brain injuries, including children being trained as shoemakers (DBIA).</li> <li>• Establishment of a network of cooperatives and other enterprises composed of persons with disabilities in Cape Town (DPOD).</li> </ul>	<ul style="list-style-type: none"> <li>○ Respect – and discuss – wishes to improve conditions for self-employment and micro-business – without venturing into unrealistic projects.</li> <li>○ Keep in mind that micro-business management is not only about hard skills, but also about a mindset of entrepreneurship, including risk-taking and decision-making, which many young people with disabilities have never been encouraged to embrace (by their family, the school system and society).</li> </ul>

## 8 Links to literature on participation of children and youth with disabilities

- UNICEF, *The Annotated Resource Guide on Strengthening the Participation of Children and Adolescents with Disabilities*, Gender, Rights and Civic Engagement Section (GRACE), Policy and Practice Group UNICEF Headquarters. December 2010
- Save the Children, *Participation – Spice it up! Practical tools for engaging children and young people in planning and consultations*, 2003, [www.savethechildren.org.uk/en/54\\_2346.htm](http://www.savethechildren.org.uk/en/54_2346.htm)
- Save the Children, *Starting With Choice: Inclusive strategies for consulting young children - Clear guidance on equipping young children, including those with disabilities, to make choices*, 2004, [http://www.savethechildren.org.uk/en/54\\_2356.htm](http://www.savethechildren.org.uk/en/54_2356.htm)
- Save the Children, *Think of Me, Think of You - An anti-discrimination training resource for young people by young people*, 2004, [http://www.savethechildren.org.uk/en/54\\_5245.htm](http://www.savethechildren.org.uk/en/54_5245.htm)
- Save the Children, *See Me, Hear Me – A guide to using the UN Convention on the Rights of Persons with Disabilities to promote the rights of children*, 2009
- Leonard Chesire Disability, *Young Voices Global Statement*, Johannesburg South Africa, 17 February 2010. [www.LCDisability.org/youngvoices](http://www.LCDisability.org/youngvoices)
- Asia Pacific Disability Rehabilitation Journal, *Adolescents and Youth with Disability: Issues and Challenges – Developmental Articles*, Nora Ellen Groe. Vol. 15, No.2 – 2004
- Marieke Boersma, *Community Based Rehabilitation, what do we do to protect children with Disabilities from Violence?*, University of Amsterdam
- Bob Ransom, *Missing Voices: Children with disabilities in Africa*, 2008, <http://www.africanchildforum.org/>
- Social Protection & Labor – The World Bank, *Disability and International Cooperation and Development: A Review of Policies and Practices*, Janet Lord, Aleksandra Posarac, Marco Nicoli, Karen Peffley, Charlotte McClain-Nhlapo and Mary Keogh. SP Discussion Paper No. 1003 – May 2010
- EFA Global Monitoring Report 2010, *Reaching the marginalized – Summary*, Education for All, UNESCO 2010
- Danida – Ministry of Foreign Affairs Denmark, *Children and Young People in Danish Development Cooperation – Guidelines*
- Danida – Ministry of Foreign Affairs Denmark, *Inclusion of Disability Aspects in Danish Development Co-operation*, 2004. Status since the Nordic Ministers' meeting in Copenhagen, Final Report, 8 November 2004