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INTERNATIONAL YEAR OF DISABLED PERSONS (IYDP)

SUMMARY

This information document, entitled 'Comprehensive review of Unesco's contribution to the International Year of Disabled Persons (1981)', is circulated in connection with the Executive Board's consideration, under item 7.1.2 of the provisional agenda, of recent decisions and activities of the organizations of the United Nations system relating to the International Year.

In order to reduce current stocks of coloured paper, all documents for the 114th session of the Executive Board will be printed on salmon-pink paper.
Comprehensive review of Unesco's contribution to the International Year of Disabled Persons (1981)

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INTRODUCTION

BACKGROUND TO THE INTERNATIONAL YEAR OF DISABLED PERSONS
(IYDP, 1981)

1. It was at its thirty-first session, by resolution 31/123 adopted on 16 December 1976, that the United Nations General Assembly proclaimed the year 1981 International Year of Disabled Persons, with the theme 'full participation'. In that resolution, the General Assembly recalled its resolutions 2856 (XXVI) of 20 December 1971 proclaiming the Declaration on the Rights of Mentally Retarded Persons, 3447 (XXX) of 9 December 1975 proclaiming the Declaration on the Rights of Disabled Persons and 31/82 of 13 December 1976 on the implementation of the Declaration on the Rights of Disabled Persons. In resolution 31/123, the Assembly also invited all Member States and the organizations concerned to give their attention to the establishment of measures and programmes to implement the objectives of the Year, and requested the Secretary-General to elaborate, in consultation with Member States, Specialized Agencies and the organizations concerned, and to submit to the General Assembly at its thirty-second session a draft programme for the International Year of Disabled Persons.

2. The basic objectives of the Year as set forth in General Assembly resolution 31/123 were as follows:

- helping disabled persons in their physical and psychological adjustment to society;
- promoting all national and international efforts to provide disabled persons with proper assistance, training, care and guidance, to make available to them opportunities for suitable work and to ensure their full integration in society;
- encouraging study and research projects designed to facilitate the practical participation of disabled persons in daily life;
- educating and informing the public of the rights of disabled persons to participate in and contribute to various aspects of economic, social and political life; and
- promoting effective measures for the prevention of disability and for the rehabilitation of disabled persons.

3. The General Assembly subsequently considered activities in preparation for the International Year at its thirty-second, thirty-third, thirty-fourth and thirty-fifth sessions. It set up an intergovernmental Advisory Committee composed of representatives of twenty-three Member States, one of whose tasks was to consider the draft Plan of Action for the IYDP proposed by the Secretary-General. The Advisory Committee also prepared a draft long-term world programme of action designed to ensure the follow-up to the activities and strategies drawn up for the IYDP.

4. In order to promote and co-ordinate activities connected with the IYDP, the United Nations Secretary-General appointed in January 1980 an Executive Secretary for the IYDP responsible to the Centre for Social Development and Humanitarian Affairs (Department of International Economic and Social Affairs),
Vienna (Austria). Later, in February 1981, he appointed the Assistant Secretary-General for Social Development and Humanitarian Affairs as special representative of the Secretary-General for the IYDP.

5. The Plan of Action for the International Year of Disabled Persons to be implemented by the Secretary-General included a recommendation to the effect that regional commissions, other regional intergovernmental organizations and/or interested governments should convene regional or subregional meetings or seminars relating to the objectives of the International Year. Regional meetings were accordingly organized in 1980 and 1981 in all regions of the world to consider the implementation of the Plan of Action and to seek long-term solutions to the problems of preventing disability, rehabilitating disabled persons and providing them with equal opportunities. In that context the regional meetings also considered a number of related technical co-operation problems.

6. In addition, an international expert seminar on technical assistance in connection with services for disabled persons and technical co-operation among developing countries was held at the Vienna International Centre from 12 to 23 October 1981.

7. Lastly, four inter-secretariat meetings involving most of the organizations in the United Nations system, with which specialized non-governmental organizations were associated, were held in Geneva between 1977 and 1980, their main purpose being to contribute to preparing the draft Plan of Action for the IYDP and thereafter to co-ordinate the various organizations' programmes, especially with regard to public information. In 1981 two other meetings were held, in Paris and Vienna respectively, during which consideration was given primarily to the final draft of the Plan of Action, measures to be taken to ensure more effective co-ordination with regard to prevention and rehabilitation, the follow-up to the Vienna international expert meeting and the terms of employment offered to disabled persons by the international organizations within the United Nations system.

I. Unesco's programme in 1981 and the International Year of Disabled Persons

A. Background

8. Since its Constitution includes a declaration by governments on behalf of their peoples that 'the wide diffusion of culture, and the education of humanity for justice (...) are indispensable to the dignity of man', Unesco could not fail to associate itself fully with the International Year of Disabled Persons, which called for world action aimed at securing greater justice for the disabled persons to whom it is so often denied (one out of ten human beings).

9. By unanimously adopting resolution 7.081 at its twenty-first session (Belgrade, 1980), the General Conference clearly demonstrated the determination of Member States to associate the Organization fully with the International Year of Disabled Persons and, to that end, to consolidate the previously scattered components of an extensive, many-sided programme covering all Unesco's fields of competence.

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1. See Annex I.
10. The only specific provision in document 20 C/4 for action on behalf of
disabled persons was for the continuation and expansion of efforts 'to
encourage Member States to give adequate attention to education for the handi-
capped'. The Plan also provided for continued co-operation 'with other parts
of the United Nations system in programmes for the education and rehabilitation
of the handicapped' (Draft Adjustments to the Medium-Term Plan (1977-1982),
Annex to Chapter V, p. 11). The adoption of resolution 7.08 thus marked a
turning-point by making specific reference to programmes in all the Organiza-
tion's fields of competence, so that to educational activities were added others
concerning the natural sciences, the social sciences and culture and communica-
tion, with emphasis on the intersectoral character of all these activities.

11. The Director-General had already decided on the constitution of an inter-
sectoral working group under the chairmanship of the Deputy Director-
General, which was set up in February 1980. Fourteen meetings were held in
1980 and 1981, resulting in the collection and dissemination of material pro-
viding information on the IYDP and concerted action in continuing the specific
activities of the various sectors.

B. Projects in Unesco's regular programme relating to the
International Year of Disabled Persons

1. Education

1.1 Special education

12. Education for disabled persons should be regarded as a fundamental means
of ensuring equality, full participation in all aspects of social and cul-
tural life and the full development of the personality.

13. Although special education has always been regarded as coming within
Unesco's sphere of competence, it was not until 1966 that a comprehensive
programme was devised to that effect. At its fourteenth session, the General
Conference unanimously adopted as a starting-point for the Organization's future
activities in that field resolution 1.133 authorizing the Director-General to
'develop a programme in special education for handicapped children and young
people on the basis of voluntary contributions from Member States'.

14. Over the past decade, and naturally to an even greater extent in 1981,
Unesco has placed particular emphasis in its special education programme on:

(a) establishing and developing relations with United Nations Specialized
    Agencies and specialized non-governmental organizations;

(b) conducting comparative studies on a worldwide scale on various subjects
    concerning disabled persons;

(c) co-operating with Member States by means of technical and/or financial
    assistance provided in response to the wishes of the various countries
    and focused mainly on planning, personnel training and educational
    materials.

15. In particular the Sector contributed extensively in 1981 to preparing and
holding the Torremolinos Conference, and to taking follow-up action which
will be described in detail in a separate chapter. It also carried out the
following projects:
Subregional project on special education for English-speaking African countries (Nairobi, Kenya)

16. This two-year project, financed from funds-in-trust provided by the Swedish Government, illustrates the growing interest of the public authorities concerned in the development of education for children and young people needing special attention. The programme is based on co-operation with governments in East and Southern Africa to enable them to develop their activities according to their priorities and means and to take part in training administrative staff, teachers and other personnel working with disabled persons and their families.

Regional seminar on special education planning (Nairobi, Kenya, 20-31 July 1981)

17. This was the first important step in the subregional project for English-speaking countries of East and Southern Africa. Thirteen countries were associated with the seminar: Botswana, Ethiopia, Kenya, Lesotho, Malawi, Mauritius, Seychelles, Somalia, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. It was attended by twenty-five participants from twelve countries, and by observers from UNDP, ILO, WHO, UNICEF and SIDA (Swedish International Development Authority).

18. It was agreed that the project would place emphasis on the organization of training seminars for teachers working with children with visual, auditory or mental handicaps. Four seminars were planned. The first was held in Malawi from 2 to 20 November 1981 for educators of visually handicapped children, and the other three will be held in 1982. The reports of these seminars will be widely disseminated. The activities undertaken will be continued and evaluated in the course of 1982.

Meeting of experts on integration of severely and multiple-handicapped persons into general and vocational education, Heidelberg, Federal Republic of Germany, 26-30 October 1981

19. The purpose of the meeting, which was organized by Unesco and financed by the Federal Republic of Germany, was to consider the extent of the integration of severely and multiple-handicapped persons into general and special education. Nineteen experts from fifteen countries represented all the geographical regions. Nine observers also attended the meeting. In the course of the meeting, general principles were drawn up which served as a basis for proposing strategies to Member States.

Unesco International symposium on structures and services for handicapped children and their families, Washington, D.C., United States of America, 7-11 December 1981

20. The purpose of this symposium was to determine strategies for the improvement of the education, medical care and social services available to handicapped children (from birth to the age of 8 years) and their families, especially in developing countries. The symposium studied the early detection of risk factors and handicaps in children, programmes which could be adopted (at home or in institutions), parent education, and the training of professional and auxiliary workers. The symposium was attended by thirteen participants, in addition to observers from national governmental organizations. The final report will be published by Unesco.
21. Special education activities in 1981 also included the production of a number of new studies, publications and audio-visual material. A case in point was *Innovation and practical applications in special education*, a slide presentation accompanied by a commentary in English, French, Spanish and Arabic on examples of practices which are well suited to the educational needs of handicapped children and young people. Examples are taken from different geographical regions and concern various types of handicap: 'The living classroom' (Ethiopia), 'Education of spastic children' (India), 'Towards total education' (India), 'Education of handicapped pupils in normal classes' (Italy), 'Early intervention with deaf children' (World Federation of the Deaf), 'Early childhood stimulation' (Jamaica).

22. *World Braille Usage*, a publication issued in English, French and Spanish, includes a study of Braille as a means of communication. It reviews research in the field, the use of Braille, the selection, publication and distribution of documents in Braille, different Braille code systems, etc.

23. *Handicapped children*, a work published in English and French in February 1981, deals particularly with early detection and intervention. It contains selected case-studies from nine countries: Argentina, Canada, Denmark, Jamaica, Jordan, Algeria, United Kingdom, Sri Lanka and Thailand.

24. *Au-delà des limites* ('beyond the bounds') is the title of an audio-visual presentation on the prevention of handicaps, education and social rehabilitation, made up of slides from a variety of countries. The commentary expresses the views of a group of researchers, educators and handicapped children or their parents. (Available in English, French and Spanish.)

25. The review *Prospects* published a section on special education in its November 1981 issue, while *New Education*, a journal published by UNEDBAS (Regional Office for Education in the Arab States), devoted its December 1981 issue to the education of handicapped persons.

1.2 Physical education and sport for handicapped persons

26. Research on physical activity, the exercise of motor functions and sport as an integral part of certain stages in education and functional therapeutics is regarded as being of primary importance. Accordingly, Unesco has concluded a contract with an international non-governmental organization in category B (the International Council on Health, Physical Education and Recreation) for an extensive international survey on the development of physical education and sport for handicapped persons. This survey is currently being carried out.

1.3 Activities of the Regional Offices

(a) Regional Office for Education in Africa (BREDA, Dakar)

27. This Regional Office has contributed to the IYDP in two ways.

28. An initial study phase devoted to all aspects of the problem of education for mentally handicapped persons revealed first, the importance of public information, and second, the importance of the integration of mentally handicapped persons in educational systems.

29. After investigating the priorities adopted in these two fields by Member States in the region, BREDA launched an operation designed to create greater awareness of this issue among the public by publishing a special bilingual
issue (French and English) of its journal, *Eduafrica*, and by organizing a multimedia exhibition. The latter was devoted to the theme of methods and techniques for the education and rehabilitation of handicapped persons with a view to developing special education in the region, and it featured a number of speakers and demonstrations of the use of educational equipment.

(b) Regional Office for Education in Latin America and the Caribbean (OREALC, Santiago)

30. OREALC's activities have been oriented towards the production and presentation of material designed to illustrate and supplement Unesco translations, the updating of a bibliography on special education, and an exhibition of documents prepared by eight countries in the region.

31. Following the seminar on special education in Cuenca (Ecuador), in which OREALC participated, a consultant was engaged to prepare a list of priorities for projects to be supported in Argentina, Brazil, Chile, Paraguay, Peru and Uruguay. A questionnaire was sent to the special education centres in the region to determine the actual situation of handicapped children. Through a continuing exchange of correspondence with these centres OREALC is able to strengthen its promotional role in the region.

32. Lastly, informational material was distributed to the Associated Schools in Chile, which has taken the initiative in organizing a number of international meetings relating to the IYDP.

(c) Regional Office for Education in Asia and the Pacific (ROEAP, Bangkok)

33. In connection with the IYDP ROEAP's activities included the organization of seminars and exhibitions and the collection and publication of documents. The seminars, which were devoted to various aspects of special education, were held in the Philippines and Japan. Four exhibitions made Unesco publications and documents on special education known to the public. Particular attention was paid to a survey of existing documentation, especially in connection with programmes, materials and methods in use in the region. A booklet was published for builders of schools with a view to encouraging them to eliminate architectural barriers.

(d) Regional Office for Education in the Arab States (UNEDBAS, Beirut)

34. For UNEDBAS, the IYDP was marked by a number of translations, case-studies and missions in several countries of the region. Translations into Arabic included the section on the education of handicapped persons contained in Issue No. 24 of the journal *New Education*, which was widely distributed in the region, and also the Unesco publication entitled *Constructive education for special groups*.

35. Case-studies were devoted to the situation of the most disadvantaged children not attending school in the Sudan, the People's Democratic Republic of Yemen and the Yemen Arab Republic.

36. In addition, a consultant mission to Jordan, the Sudan and the Sultanate of Oman contributed to the promotion of special education.

2. Natural sciences

37. In the Science Sector the Division of Scientific Research and Higher Education is carrying out a study of the effects of malnutrition on the physical and mental development of young children. This study, entitled
'Nutrition and Development', is part of a programme to determine research priorities in relation to human needs (Contribution to the determination of research priorities in relation to human needs and social objectives). In point of fact, there is still a good deal of uncertainty about the respective effects of nutritional, biological and environmental factors; in addition, the socio-cultural influences which tend to resist any effective countermeasures are still imperfectly understood.

38. The study is to be carried out in collaboration with the World Health Organization (WHO), UNICEF, and the International Union of Nutritional Sciences (IUNS). The International Brain Research Organization (IBRO), which is contractually associated with the project, will hold its first World Congress in Lausanne, Switzerland, from 1 to 6 April 1982, during which substantial attention will be paid to the question of handicaps and how to prevent them.

39. In its initial phase, the study will deal with four Mediterranean countries: Algeria, Italy, Portugal and Spain. Each of the countries concerned will fund a national pilot project.

40. This initial phase will be followed by multidisciplinary methodological research activities (to be funded by UNDP) involving the nutritional sciences, biology, chemistry, genetics, neurophysiology, sociology and cultural anthropology.

41. The most prominent feature of 1981 was the research work carried out in preparation for the launching of the project, which was also examined in the committee on prevention at the World Conference held in Torremolinos. The members of the committee unanimously recognized the project's originality and utility in connection with the establishment of future programmes for the prevention of handicaps. This work will be followed by a series of seminars (one for each pilot region) to define in greater detail how research will be carried out in the light of local conditions.

3. Social sciences

3.1 Socio-economic analysis

42. Socio-economic analysis aims in particular to prepare and use indicators for the analysis and planning of economic and social development. One of the objectives of the programme in 1981 has been to develop, first, tools for the analysis of social considerations in respect of handicapped persons, and second, tools for the use of decision-makers and planners with a view to achieving a better evaluation of the situation and more effective planning of measures affecting handicapped persons.

43. A meeting of experts on the development and use of social indicators relating to handicapped persons, organized in collaboration with the Belgian authorities, was held in Brussels from 7 to 10 December 1981. It was attended by sociologists, administrators, social workers and doctors. The bulk of the subject-matter discussed at that meeting was provided by a document produced by the Secretariat, entitled 'Social indicators and social integration of the handicapped', prepared by Unesco for the Brussels meeting (ref. SS-81/CONF.605/3). This study was the outcome of work done by a Belgian multidisciplinary team whose research was directed along three main lines:

search for simple indicators which could be used to inform the political authorities and the sectors concerned about the results achieved in such fields as the prevention and detection of handicaps, education, work, transport, recreation, etc.;
comparison of the impact of different policies on behalf of the handicapped with the objectives sought;

identification of factors by means of which statistical analysis could be made to yield comparable data.

44. The participants in the Brussels meeting recommended that Unesco should devote particular attention to the development of social indicators specific to special education (which, as is well known, includes both children and adults). They also emphasized that in order to encourage the development of social indicators it was necessary to conduct a series of case-studies in certain countries, the underlying principle of which should be considered at the regional level.

3.2 Human rights

45. As part of the promotion of research on measures designed to guarantee human rights and fundamental freedoms, a booklet was published entitled The protection of the rights of disabled persons afforded under various international instruments. A compilation originally undertaken for the International Year of the Child by The Hague Academy of International Law, this is an exhaustive survey covering texts of worldwide applicability as well as regional agreements. It was originally published in French, and was subsequently translated into English and Spanish and brought out in the form of a digest for the IYDP.

4. Culture

46. Many years ago the Division of Cultural Development analysed the importance of the various forms of art and artistic creativity for therapeutic purposes or for the full development of handicapped persons, whether as creators or as members of the public.

47. During the IYDP, the Culture Sector engaged in the following activities:

48. A folder on Iceland's experience with an experimental arts workshop for handicapped persons was distributed to all Member States, public and private artists' associations, National Commissions, cultural documentation centres and cultural institutes. This interesting experiment constituted a highly useful demonstration of the possibilities afforded by the visual arts as a means of expression for handicapped persons.

49. A national workshop and seminar on the artistic creativity of the deaf was held last December in New Delhi by the Prabha Institute of Fine Arts, Culture and Crafts for Handicapped Persons, New Delhi. The workshop (1-2 December 1981) was attended by 30 participants (15 men and 15 women) from 15 to 30 years of age, of whom 40 per cent were deaf, 40 per cent were partially deaf and 20 per cent had normal hearing. One objective of the workshop was to observe the reactions of handicapped and normal participants in order to compare their creative potential and to bring out the artistic talents of the three groups (normal, those with impaired hearing and the deaf).

50. The seminar proper was attended by 40 specialists in the fields of medicine, public administration, social work, the visual arts, cultural organization, the social sciences, psychology and psychomotor studies. It was held in New Delhi from 17 to 21 December 1981. The examination of numerous themes in the course of the seminar gave professional workers directly or indirectly concerned with handicapped persons an opportunity to discuss the range of socio-cultural problems facing those persons in India and in the world at large.
51. Research on art learning for mentally ill children in Africa (the Blaise
Senghor Centre). In 1981 Unesco also carried out research work on the
artistic activities of mentally ill children in Africa. The conclusion
finally arrived at was that rehabilitation work was closely linked to the re-
production, by the mentally ill individuals themselves, of the endogenous cul-
tural activities which mark their lives: rites of passage or initiation,
yearly harvest or seedtime festivals, marriage celebrations.

52. Dance learning by handicapped persons. Substantial importance has been
attached to dance learning by handicapped persons; as is well known, re-
markable results have been achieved by certain countries in this field, such
dance learning by deaf mutes. In Unesco research has been directed towards
dance as a form of physiotherapy. Two workshops will be organized in 1982 in
Latin America and the Caribbean, one in Argentina and the other in Cuba. The
results of all this work will be compiled for the information of Member States
in a documentary report to be published in 1983.

53. Workshop on the therapeutic use of audio-visual media for persons with
motor handicaps, organized in collaboration with the International Film
and Television Council (IFTC), Paris, 4-8 February 1982. The use of photography,
film and video as a form of communication and expression provides persons with
motor handicaps, impaired hearing, or psychological disturbances caused by the
loss of some physical capacity or of a limb, with a means of communication in
which the eye helps to offset the loss of the physical capacity. With this in
mind, IFTC offered eminently practical technical training in two particular
fields: photography and video. The report on this activity will be reproduced
in the 'Documentary dossier' series, and should emphasize the role of these art
forms in the education, rehabilitation and lifelong education of handicapped
persons.

5. Communication

54. The Division of Book Promotion and the Encouragement of International Cul-
tural Exchanges took an active part in the 18th annual Children's Book Fair
in Bologna, Italy (1 April 1981). During the Fair a seminar, organized jointly
with Unesco, was held on 'The role of children's books in integrating handicapped
children into everyday life'. In addition a revised version of a working docu-
ment with the same title was published in English, French and Spanish. Intended
primarily for publishers, authors and illustrators, the document emphasizes the
need to increase the quantity and quality of works produced for or about handi-
capped children, with a view to facilitating their access to and communication with
the world around them.

55. A contract was signed with the Argentine National Commission for the prepar-
ation of a study of the situation in Latin America regarding Braille books,
especially children's books.

56. The application of information technology to the production of educational
and cultural books for the blind and those with impaired vision was dis-
cussed at an expert symposium held at the Paul Sabatier University in Toulouse,
France, for which Unesco provided financial support.

6. Programme support

6.1 Copyright

57. The Director-General sent a circular dated 18 June 1981 (CL/2795) to all
Member States asking them to encourage the assignment of copyright on
preferential terms in respect of Braille publications or audio-visual materials
designed for handicapped persons.
58. National copyright information centres were sent a similar letter on 19 October 1981. A number of centres informed Unesco of the measures they proposed to take with a view to attaining the desired objective. In addition, a Latin American Braille foundation offered the Organization the use of the 200 titles which it already possessed.

6.2 Statistics


6.3 Public information

60. The Office of Public Information assigned a high degree of priority to the IYDP and preparations for it. As early as March 1980 it turned its attention to the timely production and dissemination of suitable materials designed to inform people throughout the world about the objectives of the Year and about Unesco's contribution to this international event.

61. Much of this material, which was prepared in several languages, was sent out to all Member States in September 1980, so that the recipients were able to examine it before the Year began. Over 200,000 documents of various kinds prepared by the Office were distributed during 1980 and 1981. A circular letter was sent to all National Commissions for Unesco and all IYDP National Committees on 4 June 1981, with a set of materials produced by Unesco.

62. In addition, over 700 individual requests in writing for information about the IYDP, from all parts of the world, were answered in 1981, and a great many telephone calls were received from non-governmental organizations, schools or associations of handicapped persons in France. In this connection close links were established with the French IYDP National Committee.

63. The materials produced by Unesco included:

The Unesco calendar poster for 1981 ('the two candles'), which was the work of the Polish graphic artist Jace Cwikla, the winner of an international competition organized in 1980 by Unesco with the cooperation of ICOGRA (International Council of Graphic Design Associations).

Two issues of the Unesco Courier, published in 25 languages: the January 1981 issue, entitled 'The handicapped tenth of humanity' (with an insert in Braille in the official language editions), and the June 1981 issue, entitled 'New ways to learning'.

Two special issues of Unesco Features: these were collections of articles written in five languages for the press, which were reproduced in dozens of newspapers and magazines in Member States. A consultant assisted with this production and also with the photographic exhibition and the radio programmes referred to below.

An exhibition of 100 photographs entitled 'Full participation and equality', made up of items submitted by 50 National Commissions. This exhibition was
presented at Headquarters and at the Unesco Pavilion in Montreal, while a limited version containing 50 photographs was sent to approximately 40 National Commissions throughout the world. A series of slides was also made from it; 1,000 copies of the series were produced.

Concerts and other artistic events were organized on a number of occasions during 1981, at Headquarters and in Member States, for the benefit of IYDP co-operative action projects, for example six concerts given by the 'Pro Unesco' Orchestra and a piano recital organized by the Permanent Delegation of Uruguay.

On 8 and 9 December 1981 the International Film and Television Council showed at Headquarters some 50 films and cassettes from 20 countries dealing with handicapped persons. A catalogue will be issued in 1982. This event was made possible by the award of a Unesco contract ($15,000).

The film 'Bridges', a co-production with Czechoslovak television, and the film 'Full participation and equality'--by the French producer Serge Bourguignon, which was made in three versions (English, French and Spanish) with finance donated by a private company. Unesco also made a contribution of $10,000 to the film 'It's the same world' dedicated to the IYDP and jointly produced by the United Nations and its Specialized Agencies.

Eleven special radio programmes, nine magazine sequences and six 'Unesco News' chronicles were produced and distributed in Arabic, English, French, Portuguese, Russian and Spanish.

A widely circulated leaflet in five official languages set out the objectives of the IYDP and the activities planned by Unesco towards their achievement. Several National Commissions produced national language versions of the leaflet.

An entertaining Braille booklet for blind children aged between 6 and 10, entitled 'Red Thread Riddles' and originally published in English, was adapted into French, German, Italian and Spanish thanks to a large contribution from a private company.


The Japanese National Commission and the Unesco Centrum Nederland adapted into Japanese and Dutch some of the information material devised by Unesco for the IYDP, and distributed it widely.

64. The Office of Public Information also sought to provide the public with opportunities for taking part directly in the pursuit of IYDP objectives:

By attending public performances:

A world song contest for children entitled 'Children helping Children' was organized with the assistance of the New York Office of Unesco and the participation of 80 countries. The winning poem, 'I am but am but a Small Voice', written by Odina E. Batnag, 9 years old, from the
Philippines, was set to music by the British singer Roger Whittaker. On 9 October 1980, an unusual concert was organized at New York's Radio City Music Hall and was attended by over 6,000 spectators: two records were recorded. The royalties earned by the winning song will be contributed to a project under Unesco's Co-operative Action Programme.

On 16 November 1981, a gala concert was held in the Salle Pleyel in Paris with the participation of world ballet stars including Vasilyev and Maximova of the Bolshoi, Merle Park of the Royal Covent Garden Ballet of London and Carla Fracci of La Scala of Milan. The proceeds from the concert, a sum of $20,000, will go to a Unesco programme for handicapped children. The concert was filmed for television, and the profits from the sale of the film will also go to the same programme.

By accepting invitations from the Visitors' Information and Reception Service (VIR):

Each year some 15,000 people, mainly in groups of 20-50, visit Unesco Headquarters. Chiefly from France, but also from various other countries, they wish to obtain information about the Organization and its objectives. Throughout 1981, emphasis was placed on the goals of the IYDP, and visitors were given the available documentation.

On 19 November 1980, a 'Young People's Human Rights Day' was organized at Headquarters on the topic 'I, a disabled person, and you ...'. Over 300 young people, more than 100 of whom were disabled, exchanged views and made recommendations aimed at improving the integration of disabled people in education, leisure pursuits, work and everyday life. A booklet was published in English and French as a record of the meeting, and given extensive distribution.

In addition, several information sessions were organized for the Centre français d'information et de documentation jeunesse (French Centre for Youth Information and Documentation--CIDJ) about Unesco and disabled persons.

By purchasing IYDP postage stamps:

Almost 70 countries, and the United Nations Postal Administration, have issued postage stamps bearing the acronym of the IYDP. These stamps have been put on sale to the public by the Unesco Philatelic Service, both through its Newsletter and at the Gift Shop in the Organization's Headquarters.

Further, all post leaving Unesco during 1981 was franked with the slogan and symbol of the IYDP.

6.3a Unesco Clubs and Associations

65. Throughout the Year, in virtually every country where they exist (nearly 80 Member States), friends of Unesco groups mounted very varied activities, of which only a few of the most outstanding can be mentioned here.

66. A European Regional Conference on the IYDP was held in Mayrhofen from 22 to 26 October 1981 by the Austrian Federation of Unesco Clubs, in collaboration with the World Federation of Unesco Clubs and Associations, established
in July 1981, whose first activity it was. The Conference, held under the auspices of the Austrian Head of State, gave 40 participants from 10 countries the opportunity of describing their achievements and laying the foundations of a programme of work for 1982 and the following years.

67. Many Clubs have sought to alert the public, and more especially school-children, to the objectives of the Year: a case in point was the Moroccan Federation, which held public events in 15 of the country's major towns, each comprising a round table on the topics of the Year, a film screening followed by discussions, and visits to institutions for the disabled, while the public was admitted to the exhibition prepared by Unesco and to a display of art and craft works made by disabled people.

68. In most parts of the world, Clubs or Associations held competitions with prizes, most of them open to children and adolescents, on subjects related to the objectives of the International Year; some of them even organized sports competitions for the disabled.

69. Like the Moroccan Federation, many also held exhibitions of art by the disabled. One such was the National Federation of Unesco Associations in Japan, which exhibited at Unesco Headquarters pottery made by young people from Takenoko Mura, a village for the disabled. A small group from the village came specially to Paris and gave daily pottery demonstrations.

70. In some cases, participation took the form of contributions to special projects for the disabled in the Third World sponsored by the Unesco Co-operative Action Programme. In many places social action programmes were conducted to improve the living conditions of the disabled and to promote communication between them and other members of society.

6.3b Co-operative Action Programme

71. In connection with the International Year, the Co-operative Action Programme financed 22 projects submitted by 19 Member States through National Commissions, agencies of the United Nations system or non-governmental organizations. A sum of $126,000 was collected thanks to the programme's correspondents in member countries and in response to letters sent both to groups and individuals by the office dealing with the Co-operative Action Programme. The sums earmarked for the different projects (listed in the section on the financial aspects of the IYDP) reflect the allocation decided on by those taking part in the programme.

72. As regards the use of the funds, the Co-operative Action Programme concentrated on specific projects designed to provide schools, centres and other institutions catering for disabled people in the developing countries with the teaching equipment and supplies most urgently required: hearing aids, Braille typewriters, cassette recorders and large-character typewriters, etc.

73. The funds were also used to purchase educational toys, tools for workshops specializing in vocational rehabilitation, and in some cases to expand premises.

74. A catalogue of Co-operative Action Programmes entitled 'Co-action for the Disabled' was published in 18,000 copies (in Arabic, English, French and Spanish) and sent to Unesco's usual correspondents. Dutch, German, Japanese and Norwegian versions were produced locally.
C. The Torremolinos World Conference

75. On the occasion of the International Year, the World Conference on Actions and Strategies for Education, Prevention and Integration was held under the auspices of Her Majesty the Queen of Spain and of the Director-General in Torremolinos, Málaga, Spain, from 2 to 7 November 1981.

76. Agreement on a conference had been reached in principle at the General Conference of Unesco held in Belgrade in 1980, when Member States unanimously adopted resolution 7.08, which in particular invited the Director-General 'to collaborate with the Spanish Government in preparing for a Conference, to be organized in 1981 with the help of the competent intergovernmental and non-governmental organizations (in particular the United Nations, WHO, FAO, ILO and UNICEF), at which the main lines of international action in favour of special education and in favour of prevention, of re-education and of assistance for the physically and mentally handicapped would be studied and defined'.

77. The Spanish Government, which was responsible for organizing this Conference, drew up the agenda and decided which speakers to invite, while likewise providing suitable conference facilities. Unesco was closely associated with all phases of this operation.

78. The Conference was convened to consider matters relating to education in the wider context of action on behalf of the disabled, whether by governments, associations or international governmental or non-governmental bodies. It had the additional purpose of providing a forum for an unrestricted exchange of experience, views and information concerning the desirable thrust of the policies that such bodies might pursue, in a broadly multidisciplinary context, in order to promote the prevention of disablement and the education and rehabilitation of the disabled.

79. The topics of education and the current and future needs of the disabled, prevention, re-education and the main lines of national and international policies were discussed in three committees. Four hundred participants attended from 80 countries in all five continents. Five international organizations of the United Nations system were represented, together with UNICEF and UNDP, six regional intergovernmental organizations and 14 international non-governmental organizations. It should be emphasized that the participants included many disabled persons, who spoke both to deliver speeches and during discussions.

80. The Declaration that was unanimously adopted at the end of the Conference reflects the broad lines of the conclusions reached in the committees, and expresses the determination of the disabled to win the right to speak on their own behalf: it was to a large extent the work of the disabled, and sets out the considerations that should guide international organizations and governments in order to achieve recognition in the fields of competence of Unesco of the rightful claims of the disabled to equality and full participation. With its wealth of content, the Declaration deserves to be seen as a blueprint for future programmes on which Unesco could draw in future years. It was unanimously agreed, at the proposal of the Chairman of the Conference, that this Declaration should be known and published as the 'Sundberg Declaration', in honour of Nils Ivar Sundberg, the Unesco official responsible for the special education programme from 1967 to 1981, who died at Torremolinos during the Conference, on 4 November 1981. (N.B.: the text of this Declaration is appended to the present document.)
D. **The financial aspects of Unesco's participation in the International Year of Disabled Persons**

81. It should be remembered that, although it was Unesco's wish to associate its Member States and Secretariat fully in the International Year, this was not an event for which it bore the prime responsibility. As is known, that responsibility was incumbent on the United Nations. This reminder may be useful in explaining why Unesco's regular budget included no specific provision in 1981 with a view to the general co-ordination and organization of United Nations participation in the IYDP: more specifically, **21 C/Resolution 7.08** was adopted without any kind of budgetary provision.

82. It is none the less true that Unesco's participation in an event of this kind—which in this case proves to have been very active—could not fail to include a variety of financial aspects on which a certain amount of information is available.

83. First, as regards the regular programme, there were appropriations corresponding to projects all of which, on the basis of the guidance given in resolution 7.08, are considered as contributions to the IYDP, but most of which would have taken place even if 1981 had not been singled out internationally in this way. With this in mind, it may be useful to itemize the expenditure which can be charged to these projects under the different chapters and sub-chapters of document **21 C/5** Approved:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>$97,000 (including an amount of $28,000, corresponding to the preparation and holding of the Torremolinos Conference, which may be considered as chargeable to an exceptional activity to which the IYDP gave rise)</td>
</tr>
<tr>
<td>Social sciences</td>
<td>$5,500</td>
</tr>
<tr>
<td>Culture</td>
<td>$38,500</td>
</tr>
<tr>
<td>Communication</td>
<td>$21,700</td>
</tr>
</tbody>
</table>
| Co-operation for Development and External Relations | $44,500
| Public Information                      | $101,400     |

As is the usual practice in the case of intersectoral activities, this sector was given central responsibility for co-ordination and organization within the Secretariat. The Director-General found it possible by means of internal budgetary adjustments to provide the sector with the finance required to engage the services of a consultant and a secretary for 11 months.

Of this total, $25,700 corresponds to additional funds released through internal budgetary adjustments.
84. It should also be noted that Unesco's participation in the IYDP was supported by various extra-budgetary resources. These took the shape of voluntary official or private contributions, which in certain cases made it possible for projects included in document 21 C/5 Approved to be satisfactorily executed or expanded, or for direct assistance to be given to projects (for example 23 projects under Unesco's Co-operative Action Programme) concerned chiefly with handicapped children in developing countries. The Secretariat was thus able to use a total of $537,000 from extra-budgetary sources for such purposes; of that total, $166,000 came from government authorities (Belgium, the Federal Republic of Germany, the Netherlands, Sweden and the United States of America), while $170,000 was contributed by private companies, $55,000 by the United Nations Fund for the IYDP, and $126,000 was received under the Co-operative Action Programme.

85. It should in fact be emphasized that the Secretariat's total financial contribution to an event such as the IYDP is in practice extremely difficult to calculate. The reason is that Unesco's contribution to the IYDP was not strictly confined to the implementation of the projects included in its programme and mentioned above: the amount of extra work asked of many officials, the translation and reproduction of documents and postage for a large volume of mail are only some examples of the kind of expense that defies accurate calculation. This also applies to the many and varied formalities involved in requests for assistance submitted individually by a very great number of handicapped persons throughout the world, who turned to Unesco as a last resort and for some of whom it was possible to give some relief.

1. To this should be added the total amount of the expenditure incurred by the Spanish Government for the Torremolinos Conference: this figure, which is not known to the Secretariat at the present time, was certainly considerable given the scale of the event.
II. Activities of the Member States in Unesco's fields of competence

86. Member States drew up their programmes in complete freedom of choice, and were not asked to comply with any model whatsoever. This was necessary to ensure that these programmes genuinely corresponded with the governments' priorities and potential.

87. In a circular letter (CL/2777) dated 30 March 1981, the Director-General reminded all the Member States of the terms of resolution 7.08 concerning the International Year of Disabled Persons, suggested examples of activities that might be organized in various fields, and provided a summary of the activities for which Unesco had made provision in its programme for 1981-1983 in connection with the IYDP. States were also requested to keep the Secretariat informed of activities planned or carried out. Very few replies having reached Unesco in the second quarter of 1981, a circular reminder was cabled to all Member States on 9 July 1981.

88. Forty-two countries forwarded to the Secretariat either general information concerning the activities they intended to carry out, samples of the information material produced in connection with the IYDP, or publications or studies of a quality and universal relevance such that they could be classified as reference documents for future activities. Where national programmes were communicated, only a brief outline was provided in most cases. At all events, countries that have stated their intention to hold an evaluation of their IYDP activities will not publish it before the end of the first quarter of 1982.

89. It is, however, quite obvious that the activities listed in the replies received represent no more than the tip of the iceberg. During missions and international conferences it became clear in fact that a whole host of sectoral or local activities were under way, and that governments themselves were not always in a position to draw up an exhaustive list.

90. Furthermore, analysis of the information received has proved complex because of the diversity of its scope: in some cases, for instance, the integration of a few handicapped children into the normal school system was noted, while other reports referred to the systematic integration of all handicapped children. Another difficulty was that some countries adopted legislation in favour of handicapped persons many years ago: obviously, such legislation is unlikely to be reported in the same way as exceptional action in connection with the IYDP. It is also conceivable that areas listed in this document as not being covered by states' programmes may subsequently prove to have been dealt with after all, but without the requisite information being available at the time of writing.

91. In so far as may be judged, the central points for Member States' participation in the IYDP were the National Commissions for Unesco, specially established National Committees for the IYDP and the national sections of international non-governmental organizations. National Committees for the IYDP were set up in 127 countries, consisting of ministers or representatives of several or all ministerial departments under the chairmanship of the Head of State or Minister of Education or Health. Generally speaking, they comprised a number of specialized working groups in which associations of the disabled were represented and in which disabled persons often took part themselves.
92. Very early in the year, the 144 National Commissions for Unesco received a complete set of the documents published by Unesco for the IYDP. It appears that these were made available to the National Committees for the IYDP, which distributed them widely or drew on them in producing their own materials.

93. The activities reported above are classified in diminishing order of their frequency in the programmes reported by the Member States. (Lessons may be drawn from the analysis of this frequency, particularly in respect of the areas which are relatively neglected, and which will therefore require particular attention in the future.)

1. **Information campaigns**

94. Most Member States reported major public information campaigns, generally multimedia, including the production of publications and audio-visual materials aimed at alerting the population as a whole to the situation of the disabled and giving it a 'new insight' into that situation.

95. Certain countries organized information days, others information weeks. From reactions in the press and elsewhere, it appears that the week is a particularly effective unit: there is time to build up interest without tiring the 'receivers', whose sympathies are often sought by many other public-spirited concerns at the same time.

2. **Congresses and meetings**

96. There is no way of counting the innumerable congresses, symposia, seminars or meetings held throughout the world during the International Year. The timetable published by the IYDP Secretariat in Vienna included 206 international congresses for the year as a whole, but the figure must be too small, since some countries had one event per day at national or local level. Unesco took part in a number of them, either by sending specialists or through a financial contribution.

97. These many and varied opportunities for exchange and comparison of experience were apparently a necessary feature. However, their findings are not immediately usable because of the time needed for publishing final reports. The most frequent topics were the various aspects of special education and the rehabilitation of the disabled, and, much more rarely, access to culture, creativity and leisure activities.

3. **Legislation**

98. Not all the measures adopted by public authorities are of direct relevance to Unesco's fields of competence. A distinction should also be drawn between a law on educational integration, which has an immediate impact, and one on access to public transport or buildings, which does indeed make libraries, museums and concert halls accessible to those suffering from a motor handicap, but also, for instance enables them to reach their place of work.

99. Countries which already had relatively comprehensive legislation in respect of disabled persons updated it in connection with the IYDP. Those which had neglected the needs of the disabled have apparently made efforts to give them greater social security and increase their allowances, lightened their tax burden, taken steps to remove architectural barriers,
improved transport facilities and facilitated reintegration in the world of work by providing reserved jobs and sheltered workshops for the disabled.

4. **Education for children and adults**

100. One of the foremost concerns of countries proves to be education for handicapped children and adults, which can rightly be considered as a prerequisite for successful rehabilitation and reintegration in society. It is significant, in that regard, that 95 per cent of the requests made by states under the participation programme are linked to education.

101. The activities mentioned are very varied in character; examples are given below by way of illustration:

'Special' centres or schools have been enlarged, equipment has been improved and new structures created.

Teaching and socio-medical personnel have received additional training, more have been recruited and mobile teams have made efforts to reach the most disadvantaged persons, especially those who are isolated in rural areas.

Meetings have been held to discuss and compare, for example, methods for teaching reading and writing.

Textbooks have been published for special educators.

Efforts have been made to integrate young disabled persons in normal schools. The examples provided by Member States show evidence of wide diversity ranging from compulsory total integration to extensive recourse to placement in special institutions.

National lists have been compiled of the specialized training facilities available to disabled persons. It is often clear from these lists that achievements still fall far short of real needs. For example disabled persons lack readily available practical information (radio programmes are scheduled at inconvenient times, guidebooks are not available in cassette form, television broadcasts all too often lack subtitles), not to mention the infinitely more urgent and unsatisfied needs of disabled persons in the developing countries.

5. **Physical education and sport**

102. The positive role played by physical education and sport in integrating disabled young people and adults in society has been very largely recognized. Events have been organized in all regions of the world, ranging from major Olympic-type events to local sports festivals for schoolchildren.

6. **Culture**

103. The numerous activities in the cultural field mentioned by Member States concerned access to various forms of artistic expression by disabled persons, both as creators and as members of the public, either for specifically therapeutic purposes, or more generally as a factor making for the development of their potentialities.
104. As regards the theatre, the cinema and related art forms, troupes have been set up in different places consisting of disabled actors, especially the mentally handicapped. In one country, a ballet company has been formed bringing together professional dancers, some with normal hearing, others with defective hearing. Elsewhere, pantomimes have been staged by disabled actors, either children or adults, and groups of handicapped song-writers have performed before large audiences.

105. Two particularly interesting ventures warrant mention: one, a puppet-show competition on the subject of the problems raised by physical, mental or emotional handicaps in children; the other, the production of a feature film for children aged seven and above, the projection of which is followed by a session of corporal expression inspired by scenes in the film.

106. A large number of films have been produced throughout the world in connection with the IYDP (in addition to films in support of television campaigns to promote awareness by the public at large). These films, both feature and medium-length, seem to have varied greatly in their approach to the problem: alongside newsfilms showing 'scenes from real life' or major sports events involving the participation of handicapped persons, are works of fiction aimed at making spectators rethink their attitudes and lending themselves to the organization of discussions.

107. Film weeks have been organized for the disabled, and several states note that comprehensive film catalogues have been produced.

108. In the field of music, though several concerts were given to raise funds for assistance to disabled persons, only a few examples have been mentioned of concerts performed by disabled musicians themselves.

109. The plastic arts constitute a field in which considerable efforts have been made to facilitate access by the disabled to creative works and activities, and in many places these resulted in museums providing wide access to disabled persons, notably by improving access facilities for persons suffering from motor disabilities. Some countries went even further and took steps to provide the blind with reproductions of sculptures and three-dimensional pictures. In some cases, museums prepare programmes specially designed for disabled persons. To make it possible for the blind to move about freely in exhibition rooms, they are supplied with special cassettes that help them not only to find their bearings but also provide information about the works exhibited. Museum floor-plans, sketches and diagrams have been produced in relief and are a useful adjunct to the embossed labels customarily used.

110. In several Member States, 'active' visits to museums have been organized for student groups from special schools; such live contact between disabled young people and works of art presupposes close co-operation between educators and museum staff. One country produced and published an art education textbook for the mentally handicapped.

111. During the IYDP a large number of exhibitions of the works of disabled artists were held throughout the world and bore testimony to the creativity, talent and capabilities of persons suffering from severe physical disabilities.
112. Combined exhibitions and sales of craft work not only made it possible to raise funds for disabled creators but also provided evidence of their ability to relate to the cultural traditions of their countries, using their own modes of expression.

113. A large number of ventures mentioned by Member States concerned public libraries, their aim frequently being to supplement traditional libraries with libraries of sound recordings and books set in large type for children and adults with defective vision. One Member State published a textbook for library personnel to make them more acutely aware of the problems that may arise when they are called upon to work with handicapped readers. In other countries mobile libraries have been fitted with ramps to facilitate access by persons suffering from motor disabilities.

III. Activities of international non-governmental organizations

114. The Secretariat sent a circular letter to all non-governmental organizations (24 June 1981; ref. CPX/RIO/2/1.068), requesting their support in implementing IYDP objectives in Unesco's spheres of competence.

115. Sixty non-governmental organizations in categories A, B and C kept Unesco informed of their projects and specific achievements in connection with the IYDP. It is interesting to note that while, predictably, the organizations which by their nature are directly concerned with the problems of the disabled participated actively in the Year, a large number of other non-governmental organizations departed from their habitual concerns and encouraged their members to bring their special interest to bear on implementing the objectives of the Year.

116. Some federations mobilized their member organizations all over the world and sent out questionnaires from which summaries were drawn up of the results obtained. In some cases documents of international scope were established which can be regarded as genuine reference works.

117. The study of reports on activities received by the Secretariat shows that out of the sixty non-governmental organizations concerned, twenty-three focused their efforts on questions concerning the education, re-education and reintegration of disabled persons. The importance of this figure should not be underestimated: some of the international organizations in question have hundreds of national associations and thousands of members.

118. Many NGOs tackled the problem of handicap prevention from the educational aspect, informing mothers or prospective mothers of the risks facing them and their children, and of the simple means within the reach of all of them for avoiding these risks: hygiene, family planning, more balanced diet, and the use of maternity and child-care services.

119. Ten NGOs carried out various artistic and cultural projects (in particular exhibitions, theatre and music festivals, ballets). Some of these events provided an opportunity for emphasizing the therapeutic value of art; there are plans for establishing an international reference centre on this subject through co-operation between a non-governmental organization and the International Fund for the Promotion of Culture.
120. Under a contract awarded by Unesco, the International Film and Television Council selected a large number of films and television programmes on the situation of disabled persons and presented the best ones at a film show at Unesco on 7 and 8 December 1981. An analytical catalogue listing sixty-three titles has been compiled and sent to television agencies with a view to their exchanging films.

121. The themes of tourism, holidays and recreation were broached on a number of occasions, often in an original and innovative way. Studies were conducted and guidebooks published in different countries to enable disabled tourists to have access to sites and monuments. Techniques for organizing cultural activities in holiday centres were discussed and compared at a number of international meetings.

122. Some non-specialized NGOs urged their members to take an imaginative approach to improving the living conditions of disabled persons, suggesting for example the building of a bridge as a short-cut between a village and a school, the adaptation of a national park to the needs of blind visitors, or the setting up of emergency teams for house-calls.

123. A meeting of international non-governmental organizations maintaining consultative relations with Unesco (categories A and B) took place at Unesco Headquarters on 21-22 October 1981 in connection with the International Year of Disabled Persons. The meeting was convened on the initiative of the NGO Standing Committee, pursuant to a resolution adopted by the NGOs at their eighteenth conference calling both for a review of members' specific achievements in the framework of the IYDP and for support for the projects proposed under Unesco's Co-operative Action Programme.

124. During that meeting, the problem of disabilities was reviewed as a whole, including motor, sensory and mental disabilities. Each NGO made recommendations from its special point of view for improving the quality of life of the disabled, and these recommendations were incorporated in a single document. Under the heading of participation, the meeting drew attention to certain ethical and psychological problems which remain largely unsolved (for example, those pertaining to the right to education, to creativity and work, and others concerning the development of awareness on the part of the non-disabled); also problems of a material nature (environmental engineering, guideposts and signs, the design of buildings, equipment).

125. The meeting also classified another set of suggestions under the heading of handicap prevention, by which is meant, in the first place, the need to provide all human beings with the food, environment, medical care, education and working conditions they require in a context of peace and integral development. As regards the prevention of industrial injuries, very special attention should be attached to individual conditions in the Third World. The prevention of traffic accidents, involving particularly children of school age, also calls for the development of a special awareness of this problem among children, parents and drivers, and for special education to this end.

126. The participants then drafted a recommendation requesting governments, public authorities and administrations to take steps to encourage and finance action for improving the living conditions of disabled persons. The measures mentioned in the recommendation are spelled out in detail, and constitute a genuine programme of action; a number of them are to be found in the Sundberg Declaration subsequently adopted at Torremolinos.
IV. Recourse to the participation programme

127. In Annex I to circular letter CL/2728 of 17 June 1980 concerning the Programme of Participation in the Activities of Member States the Director-General indicated that requests submitted for projects for the benefit of the disabled within Unesco's fields of competence would be likely to receive priority in 1981. The Director-General issued a reminder to this effect in his circular letter CL/2777 of 30 March 1981.

128. By the end of 1981 fifty-two states\(^1\) had each submitted one or more projects representing a total amount of $1,552,164. Most of these requests related to special education (education for the blind, the deaf and the mentally handicapped); two concerned physical education and sport, and two the cultural field.

129. It can be stated that nearly $500,000 has been assigned to approved projects up to the end of January 1982. It should be pointed out however that this figure is not necessarily a final one, since the participation programme budget has been approved for the period extending from 1981 to 1983, and requests continue to be received by the Secretariat.

V. Future prospects and conclusions

130. As frequently stated, an event such as the IYDP is not an end in itself and has no real significance unless the activities promoted or strengthened in connection with it are effectively followed up in the years thereafter. It is now already possible to list examples of such follow-up with regard firstly, in the case of Unesco, to certain activities already provided for in document 21 C/5 Approved. It is also possible to draw up certain guidelines with a view to the studies, investigations and activities which the lessons drawn from Unesco's participation in the IYDP suggest as suitable for undertaking in subsequent biennia. It is likewise possible, subject in particular to the decisions still to be taken by the General Assembly, to attempt to define the main lines and forms of continuing short-term and medium-term co-ordinated action within the United Nations system in respect of the disabled.

1. Action within the United Nations system

131. Irrespective of the decisions to be taken regarding the Organization's future activities in respect of disabled persons and the prevention of handicaps, Unesco will be required, as recommended by the United Nations General Assembly resolution 36/77, to continue to co-operate in this field with all the organizations of the system. The long-term world plan of action

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\(^1\) Algeria, Bahrain, Belgium, Benin, Botswana, Brazil, Canada, Central African Republic, Colombia, Cuba, Dominican Republic, Ecuador, Egypt, El Salvador, Ethiopia, France, Ghana, Guatemala, Haiti, Iceland, India, Indonesia, Ireland, Japan, Jordan, Luxembourg, Malta, Islamic Republic of Mauritania, Mexico, Morocco, Nepal, Nicaragua, Nigeria, Pakistan, Panama, Philippines, Poland, Qatar, Republic of Korea, San Marino, Socialist People's Libyan Arab Jamahiriya, Spain, Sri Lanka, Sudan, Switzerland, Syrian Arab Republic, Thailand, Togo, Turkey, United Kingdom of Great Britain and Northern Ireland, Uruguay, Venezuela.
in respect of the disabled, should the Assembly decide to adopt it at its 37th session towards the end of 1982, would provide the general conceptual framework for such co-operation. It is therefore likely that the inter-agency co-ordinating machinery set up for the preparation and subsequently the implementation of the IYDP will be retained, and its secretariat will continue to be provided by the United Nations Centre for Social Development and Humanitarian Affairs. It appears that the purpose of inter-agency co-operation should be to continue to maintain a constant exchange of information on each organization's activities and to identify possible points of complementarity, rather than to establish inter-agency programmes requiring cumbersome machinery for planning and implementation. It can also be assumed that co-operation should give priority to the problems of developing countries and the need to expand technical co-operation activities (including TCDC activities) concerning the prevention of handicaps and the improvement of the situation of disabled persons.

2. Activities of the Unesco Secretariat in 1982 and 1983

132. Unesco's regular programme for the period 1982-1983 includes activities which are bound to form part of the follow-up to the IYDP.

133. First, in the field of special education and as part of the subregional project for the English-speaking African countries, three training seminars for teachers of deaf and mentally handicapped children will be held in Kenya, Zambia and Zimbabwe.

134. Second, with a view to the integration of disabled young persons in the normal education system, a study will be carried out to ascertain the extent to which the training received by teachers enables them to recognize and meet the needs of the disabled children placed in their care. The findings of this study will be drawn on for the preparation of a handbook for teacher-training institutions.

135. A meeting of experts on the development of physical education and sport for the disabled will be organized in the United States of America, in collaboration with an international non-governmental organization.

136. Under the 'Nutrition and development' project referred to above, prepared by the Science Sector and centred on the prevention of handicaps, two seminars will be held in Africa. In addition, a meeting will be organized jointly by Unesco and the International Brain Research Organization (IBRO) on the theme 'Nutrition and the development of the nervous system' in Baroda (India). An international symposium on 'the biology of human milk' will be held in Bellagio (Italy), organized jointly by WHO, Unesco and the Rockefeller Foundation.

137. Several activities are planned with a view to facilitating the access of disabled persons to books, and the possibility of producing Braille books in Africa for children and adolescents will be studied in collaboration with a non-governmental organization. Two publications are planned: an illustrated leaflet on the theme of books and handicapped children, and an annotated bibliography of books for or about handicapped children. Unesco will also take part in a seminar on the theme of writing books for handicapped children, to be organized by a Member State in collaboration with a non-governmental organization. There are also plans for preparing, with assistance from a non-governmental organization, a handbook on how handicapped children, especially the mentally handicapped, can use books which have been written for non-handicapped children.
138. In line with the Florence Agreement and its Protocol, work will continue in co-operation with a non-governmental organization on the study of the possibilities of importing material for the blind and other disabled persons. Similarly it was decided at recent meetings of the Committees of the Berne Convention and the Universal Copyright Convention (Geneva, 30 November-7 December 1981) to set up a working group to prepare a draft model law containing special provisions for facilitating the access of disabled persons to copyright works. The working group will be established jointly by Unesco and WIPO and will hold its first meeting in Geneva from 25 to 27 October 1982.

139. Publication of the quarterly selection in Braille from the Unesco Courier (in English, French and Spanish) will be continued in 1982. In addition, the campaign launched under the Co-operative Action Programme will be continued in Member States with a view to securing contributions to projects adopted during the IYDP or to new projects submitted by Member States.

3. Possible guidelines for future activities

140. The guidelines that can reasonably be adopted for future activities regarding the disabled are of two kinds. First, the work already in hand should undoubtedly be continued and amplified, and this applies equally to the Organization’s programmes and to activities at national level. Second, shortcomings need to be identified and appraised in an attempt to remedy them; in other words, there should be an awareness of the fact that some problems are not dealt with, or are not dealt with in a sufficiently systematic way, and that a solution to them is correspondingly remote. What is missing from national IYDP programmes, as communicated to the Secretariat, is highly significant in this regard.

141. As regards education, the paths to be followed now seem to be clearly marked out: promoting the right of the disabled to education and facilitating their integration in the normal educational structures, without thereby neglecting the development of individualized teaching and educational technologies which will make allowances for differences and the specific needs of individuals. The Organization will both continue and strengthen its work on these lines. At the national level, the information compiled during the IYDP shows that the various aspects of the problems of education for the disabled are at least being tackled, and it seems that they frequently receive the priority they deserve. The same cannot be said with regard to action in Unesco’s other fields of competence.

142. As regards culture, and even though positive changes are being introduced which will result in more effective participation by the disabled in the cultural life of the community to which they belong, it is clear that a great deal remains to be done. Habits, attitudes, prejudice and ignorance still seem to constitute a barrier to contacts between the disabled and the non-disabled. In addition, there are still a large number of physical and architectural obstacles, for instance those which prevent those suffering from motor disabilities and confined to a wheelchair from going from their homes to cultural institutions, even if such institutions have been properly fitted out for them.

1. With, however, a significant reservation due to the disparity in the resources available for this purpose as between the rich and the poor countries. This represents a general problem discussed below.
143. Furthermore, and this concerns the social sciences, little knowledge is available as to the place of the disabled in society. Their place varies with each culture, which determines attitudes and behaviour patterns. For a more perceptive understanding of the relations between the non-disabled and the disabled, a comprehensive group of comparative socio-cultural studies would have to be undertaken which would make it possible to propose not so much stereotyped solutions as approaches suited to the realities of the human environment. Brief bibliographical investigations reveal that little has been done along these lines. Such studies, while complex, would have the cardinal merit of being based on cultural identities, thereby combating the dangerous tendency, here as in so many other fields, to transpose systematically to the developing countries socio-cultural patterns taken from the industrialized countries. Undoubtedly there is a vast area to be explored here. Furthermore, an effort should be made to develop social indicators relating to the education of disabled persons so as to analyse the problems involved and plan programmes accordingly.

144. The same comments apply to the field of communication. It is true that during the IYDP the mass media gave fairly substantial coverage to certain campaigns to develop public awareness, but there is no reason to assume that disabled persons were systematically invited to take part in the preparation of broadcasts concerning them, as had been suggested many times, particularly in the circular letter sent out by the Director-General. Admittedly it can be appreciated that such participation might have raised practical problems during the IYDP which those in charge of the media were not yet in a position to solve. This is one more reason for suggesting that efforts be made in the future, by means of suitable information and training for all, to identify ways and means of ensuring the 'full participation' of disabled persons in the formulation of the collective message conveyed by the media, irrespective of whether that message specifically concerns them or relates to communication problems as a whole.

145. In addition it must be noted that, generally speaking practically no attention is given to the 'prevention' aspect either in the Organization's programmes (with the exception of the proposed study on the effects of malnutrition on the development of the brain) or in the IYDP programmes mentioned by Member States. However, and this emerges clearly from the conclusions of the Torremolinos World Conference, the prevention of handicaps is obviously not solely a matter for medical science. Accidents in the home, for instance, which are the cause of a very high percentage of handicaps, may to some extent be prevented by means of information provided in the context of home economics. Similarly, health education, in the broadest sense, and nutrition education in particular, may prevent the appearance or development of a large number of handicaps resulting from poor hygiene or ill-balanced diet. Similarly again, education to combat drug addiction also has an important role to play, especially in regard to alcoholism, the cause of all too many accidents and serious congenital malformations. It therefore seems that the Organization could introduce into its regular activities an aspect relating to the 'prevention of handicaps' which would supplement the more specific action taken by WHO and UNICEF.

146. We have left to the end, in order to give it the prominence which unfortunately it deserves, the most serious problem to emerge from Unesco's participation in the IYDP. The contributions provided both by Member States and by international governmental and non-governmental organizations in respect of Unesco's fields of competence clearly reveal a tragic
disparity between the situation of disabled children and adults in industrialized countries and those in developing countries. In the developed countries provision is made generally, albeit insufficiently, for the disabled. Prevention is organized by means of genetic counselling, the supervision of pregnancies requiring special attention, systematic screening at birth and the mother and child-care facilities available to all. The resources available for special education and rehabilitation help to promote equality of opportunity. Progress is being made in legislation and the provision of financial assistance.

147. This situation is far from satisfactory, but it is improving; in contrast, however, the plight of hundreds of millions of disabled persons living in the developing countries is often tragic. Since poverty and disablement are all too often indissociable, remedial action can be organized only on the basis of the improved distribution of available resources. If, as is desirable, the Organization is to continue the work of the IYDP on well coordinated lines to prevent handicaps and improve the situation of disabled persons, it will be important to bear in mind that 80 per cent of handicaps occur in the developing countries and that a particularly intensive effort therefore needs to be made in the name of co-operation and solidarity.
International Year for Disabled Persons

The General Conference,

Recalling United Nations General Assembly resolution 31/123, which proclaims 1981 the International Year for Disabled Persons, and its resolutions 32/133, 33/170 and 34/154,

Considering that General Assembly resolution 31/123, in addition to inviting, in the first instance, the Member States themselves to give their attention to the establishment of measures and programmes to implement the objectives of the Year, requests the United Nations Secretary-General to elaborate a draft programme in consultation with the Specialized Agencies,

Recalling the Declaration on the Rights of Mentally Retarded Persons and the Declaration on the Rights of Disabled Persons adopted by the United Nations General Assembly, by resolution 2856 (XXVI) in 1971 and by resolution 3447 (XXX) in 1975 respectively,

Considering the spirit of resolution 103 which was adopted at its twentieth session and to which the Director-General refers in paragraphs 11, 27, 44, 67 and 68 of the Introduction to the Draft Programme and Budget for 1981–1983 (21C/5),

Considering the decision adopted by the Executive Board at its 105th session, in which it invited the Director-General to strengthen and develop the Organization’s activities on behalf of children and to re-examine the entire programme for physically and mentally handicapped children,

Emphasizing that the Organization should devote itself not only to ensuring the genuine integration of the disabled into society, in accordance with the theme ‘full participation and equality’ proclaimed for the International Year for Disabled Persons by the United Nations General Assembly, but also to working as far as possible and within its fields of competence, towards preventing handicaps and reducing the effects which such disablement may have on effective integration of the persons concerned into society,

Wishing UNESCO, within its fields of competence, to be closely associated with the objectives assigned to the International Year for Disabled Persons by the United Nations General Assembly,

Noting with satisfaction that the Draft Programme and Budget for 1981–1983 provides for many activities which, carried out in contact with the other organizations of the United Nations system, will collectively constitute the basis of UNESCO’s contribution to the International Year, and which concern in particular Themes 1/5.3/03 (Promotion of education for handicapped young people), 1/5.4/06 (Promotion of physical education and sport as an integral part of lifelong education), 2/4.3/01 (Promotion of international co-operation in scientific research and training, in particular in the neuro-biological sciences and interdisciplinary brain research), 2/4.3/03 (Contribution to determining research priorities linked with human needs and the goals of society), 3/3.4/01 (Elaboration and application of indicators for analysing and planning social and economic development and training therein), 3/1.5–2.3/04 (Intensification of teaching and information activities for the promotion of human rights, peace and international understanding), 4/3.6/03 (Promotion and dissemination of research on books and reading) and 4/9.4/05 (Promotion of access to the mass media),

I. Invites the Director-General:
(a) to disseminate and promote the objectives and activities of the International Year for Disabled Persons by all the means available to the Organization;
(b) to encourage the Member States to use the facilities offered by the Participation Programme for the purpose of promoting the activities of the International Year at the national level and, more specifically, those activities organized by the National Commissions;
(c) to promote, on the occasion of the International Year, projects with which non-governmental organizations and foundations active in this most important field are associated;
(d) to ensure, in collaboration with the competent organizations and through appropriate activities such as seminars, symposia, studies and publications, the effective application of the knowledge available to, *inter alia*, special education, the prevention of physical and mental disablement, re-education through work, and the promotion of the creative participation of disabled persons in cultural life, and the timely provision of adequate support for fundamental research conducted in the interest of human and social progress with the aim of obviating the occurrence of handicaps that can be avoided or attenuated;

(e) to stimulate the interdisciplinary study of physical and mental handicaps from the educational, preventive, occupational and other points of view, in collaboration with the competent international institutions, specifically by providing the necessary support for relevant environmental, biological and nutritional studies connected with physical and mental development and conducted within a socio-cultural framework;

(f) to collaborate with the Spanish Government in preparing for a Conference, to be organized in 1981 with the help of the competent intergovernmental and non-governmental organizations (in particular the United Nations, WHO, FAO, ILO and UNICEF), at which the main lines of international action in favour of special education and in favour of prevention, of re-education and of assistance for the physically and mentally handicapped will be studied and defined;

(g) to continue, in collaboration with the other organizations of the United Nations system, to set in motion a joint policy aimed at providing equal employment conditions to persons having a physical or mental impairment when they are qualified and when a reasonable prognosis does not suggest a significant change in the individual's skills and ability to serve the organization in the near future;

2. *Also invites* non-governmental organizations to encourage the adoption of the objectives set forth or assembled in this resolution and to give Unesco their support in making its contribution to the International Year for Disabled Persons;

3. *Makes a solemn appeal* to the Member States to prepare in 1981 programmes and activities, specifically of a legislative and institutional nature, capable of being converted within Unesco's fields of competence into effective contributions to the achievement of the objectives of the International Year for Disabled Persons, which cannot be attained without a lasting and persistent effort, and for which the Year must represent the starting-point.
ANNEX II

SUNDBERG DECLARATION*

The World Conference on Actions and Strategies1 for Education, Prevention and Integration organized by the Spanish Government in co-operation with Unesco and held in Torremolinos, Málaga, Spain, from 2 to 7 November 1981,

Bearing in mind the Universal Declaration of Human Rights and other relevant instruments of the United Nations and particularly the Declaration of the Rights of the Child, the Declaration on the Rights of the Disabled Persons and the Declaration on the Rights of the Mentally Retarded Persons,

Stressing the urgent need to apply the conclusions and suggestions of the present Conference, the principles which inspire the Long-Term Plan of Action of the United Nations Advisory Committee of the International Year of Disabled Persons and such guidelines as provided by recent recommendations, declarations and programmes of action,2

Deeply concerned at the fact that ten per cent of the world population is affected in one way or another by handicaps and that the prospects are worsening,

Reaffirms the need to ensure full observance of these guidelines and declarations;

Emphasizes that prevention3 is a most important action and that all strategies conceivable on the basis of present knowledge should be applied to avoid handicaps, with every family and every person being provided with the necessary services;

Underlines the importance of rehabilitation4 and integration5 as far as possible of disabled persons, steps being taken to ensure that every person receives rehabilitation services and other support and assistance that might be needed to reduce the handicapping effects of disability, in order to bring about the maximum possible integration of disabled persons and enable them to play a constructive role in society;

Mindful of the crucial importance of education, science, culture and information in the life of all persons, and wishing to implement the above-mentioned recommendations and principles, with a view to promoting the self-fulfilment of all disabled persons and their full participation in social life,

1. Participation by 103 countries, 6 international and 4 regional organizations, 17 international governmental and non-governmental organizations, listed in annex.
3. For example, recommendations of the Joint Commission of WHO and the International League of Societies for the Mentally Handicapped; Plan Nacional Español de Prevención; UNICEF Programme of Action for 1982/1983.
4. Rehabilitation International: 'Declaration of the Charter for the 80s'.
5. OECD report on 'the Education of the Handicapped: Adolescent Integration in the School'.

Affirms that public authorities, competent organizations and society as a whole should take into account, when preparing any medium- or long-term strategy concerning disabled persons, the fundamental principles of participation, integration, personalization, decentralization (sectorization), and interprofessional co-ordination, such that:

(a) full participation of disabled persons and their associations in all decisions and actions concerning them shall be ensured;

(b) disabled persons shall have the benefit of all services and participate in all activities of the community; likewise actions and strategies of a general character decided on for the community as a whole shall take due account of disabled persons;

(c) disabled persons shall receive from the community services adapted to their specific personal needs;

(d) through decentralization and sectorization of services, the needs of disabled persons shall be taken into account and satisfied within the framework of the community to which they belong;

(e) the activities of the various professional organizations and special bodies catering for the needs of disabled persons shall be co-ordinated in such a way as to promote the overall development of their personality;

Urges governments, competent governmental and non-governmental organizations, public opinion, persons who are disabled, their families and all those who are associated in one way or another with their everyday life, educators, researchers, managers, statesmen, to disseminate and put into practice the principles of the following Declaration, which it

Unanimously decides to adopt and solemnly proclaims:

Article 1

Every disabled person must be able to exercise his fundamental right to have full access to education, training, culture and information.

Article 2

Governments and national and international organizations must take effective action to ensure the fullest possible participation by disabled persons. Economic and practical support must be given to actions aimed at the educational and health-care needs of disabled persons, and for the establishment and running of associations of disabled persons or their families. These associations must take part in planning and decision-making in areas that concern disabled persons.

Article 3

Disabled persons must be given the opportunity to utilize their creative, artistic and intellectual potential to the full, not only for their own benefit but also for the enrichment of the community.

Article 4

Educational, cultural and communication programmes in which disabled persons are to participate must be conceived and implemented within a global framework of lifelong education. In this respect, more attention should be given to the educational aspects of vocational rehabilitation and training.
Article 5

So as to put the maximum of their capacity at the service of society, all persons with handicaps, especially those with communication problems, must have access to educational, cultural and information programmes adapted to their specific needs.

Article 6

Education, training, culture and information programmes must be aimed at integrating disabled persons into the ordinary working and living environment. Such integration must begin as early as possible in the person's life. In order to bring this about, disabled persons must receive appropriate education and training, whatever their personal situation (in institutions, at home, in schools, etc.), for as long as necessary.

Article 7

In order to reduce the incidence of handicaps and their harmful effects, governments have the responsibility, in co-operation with non-governmental organizations, for ensuring early detection and appropriate treatment. Educational programmes, in which information and guidance for parents plays a very important role, must be organized from early infancy.

Article 8

Family participation in the education, training, rehabilitation and development of all disabled persons must be increased. Appropriate assistance must be provided to help the families to fulfil their role in this area.

Article 9

Educators and other professionals responsible for educational, cultural and information programmes must also be qualified to deal with the specific situations and needs of disabled persons. Their training must, consequently, take account of this requirement and be regularly brought up to date.

Article 10

In view of the media's influence on public attitudes, and with a view to increasing the level of public awareness and solidarity, the content of the information disseminated by the media as well as the training of media staff must include aspects corresponding to the needs and interests of disabled persons and prepared in consultation with their associations.

Article 11

Disabled persons must be provided with the facilities and equipment necessary for their education and training. To this end every effort must be made to enable the necessary equipment to be manufactured in the developing countries.

Article 12

All projects concerning urban development, the environment and human settlements should be conceived in such a way as to facilitate the integration and participation of disabled persons in all community activities, particularly in the field of education and culture.
Article 13

Research aimed at increasing knowledge and its application in furtherance of the aims of this Declaration, especially for adapting modern technology to the needs of disabled persons and reducing the cost of fabrication of equipment, must be encouraged and the results of such research disseminated widely in order to promote the education, cultural development and employment of disabled persons.

Article 14

Positive action on the part of governments, firms, professional organizations and trade unions is required to introduce special career guidance, recruitment, training and job advancement schemes in order to increase the career opportunities of disabled persons.

Article 15

Greater international co-operation among governmental and non-governmental, regional and interregional organizations, including technical assistance with the particular aim of setting up data banks and regional centres for personnel training and the preparation and dissemination of programmes, is a prerequisite for implementing the principles set forth in the present Declaration.

Article 16

It is the responsibility of states to implement the present Declaration; to this end they should take all possible legislative, technical and fiscal measures and ensure that disabled persons, their associations and specialized non-governmental organizations participate in the elaboration of such measures.