

## **AGENDA 22**

### **LOCAL AUTHORITIES**

#### **DISABILITY POLICY PLANNING INSTRUCTIONS FOR LOCAL AUTHORITIES**

#### **REVISED VERSION**

The Swedish Aphasia Association, The National Association for the Prevention of Asthma and Allergies, The Swedish Association of Breast Cancer Societies, The Swedish National Association for Deaf, Hearing Impaired and Language Impaired Children, Swedish Federation of Disabled Persons, Swedish Hemophilia Society, The Swedish Association for the Electrosensitive, The Swedish Association for Persons with Difficulties in Reading and Writing/Dyslexia, The Association of the Swedish Deaf-Blind, The Swedish National Society for Persons with Mental Handicap, The Swedish Association for Rehabilitation of Head Injured Persons (BrainPower), The Heart and Lung Patients Association, The Swedish Heart-Children's Association, The Swedish Association of Hard of Hearing, The Swedish Ostomy Association, The Swedish Association of Neurologically Disabled, The Swedish Psoriasis Association, The Swedish National Association for Disabled Children and Young People, The Swedish Rheumatism Association, The National Society Autism in Sweden, The Swedish Cystic Fibrosis Association, National Association for Hematological Diseases, The Federal Organisation for People Living with HIV, The Swedish Association of People with Stomach and Bowel Diseases, The Swedish Association of Kidney Patients, The Swedish Association for Social and Mental Health, The Swedish Association for Persons Disabled by Accidents or by Polio, The Coeliac Society of Sweden, The Swedish Diabetic Association, The Swedish Epilepsy Association, The Swedish Association of Laryngectomees, The National Association of Stammerers, The Swedish Stroke Association, The Swedish Parkinson's Disease Association, The Swedish Association of Rare Disorders

## **AGENDA 22**

### **Is to implement the UN Standard Rules by drawing up disability policy plans.**

**THE STATE, THE COUNTY COUNCIL,** the municipality, the enterprise, the organisation etc. shall

- establish co-operation with the organisations of persons with disabilities as equivalent partners,
- together with the organisations of persons with disabilities, review its own activities to see how they live up to the Standard Rules,
- together with the organisations of persons with disabilities, compile an inventory of the needs of persons with disabilities,
- bridge the gap between present-day resources and the needs of persons with disabilities in a separate disability policy plan,
- write in the plan how the disability aspects are to be included in all future decision-making,
- write in the plan how the co-operation with the organisations of persons with disabilities is to proceed in future,
- evaluate and revise the disability policy plan at regular intervals.

**The organisations of persons with disabilities** shall

- be given the necessary preconditions to be able to live up to its role of experts on its own issues,
- monitor the fulfilment, evaluation and revision of the plan.

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## **HUMAN RIGHTS ARE THE BASIS**

Decisions by local authorities impact the everyday lives of persons with disabilities. The decisions may concern things like housing, education or care. This being so, it is important that the authorities should include disability aspects in all their decision-making.

The United Nations have unanimously adopted the "Standard Rules on the equalisation of opportunities for persons with disabilities". The Standard Rules are an excellent implement for structuring disability policy. The Swedish organisations of persons with disabilities have devised a method, known as Agenda 22, concerned with drawing up disability policy plans based on the Standard Rules.

The basic ideas are few in number, viz: human rights are the basis of this work, and it is through co-operation between the organisations of persons with disabilities and the local authorities that the best results can be achieved.

This material is entitled "Agenda 22 – Local Authorities -Disability policy planning instructions". It deals with ways in which an authority can draw up a disability policy plan together with the organisations of persons with disabilities. The material includes suggestions concerning the work from idea to plan. Agenda 22 consists of three main parts:

- Characteristics of a good disability policy plan
  - Equal partners
  - From idea to disability policy plan
- At the end of the material there is a set of questions concerning the UN Standard Rules. These questions can be used when the local authority and the organisations of persons with disabilities come to inventory compliance with the Standard Rules.

Swedish local authorities have adopted this method and disability policy plans are being drawn up nation-wide. We now hope that other countries also will be able to benefit from this method, and so we have modified the material so that it also can be used outside Sweden.

The location of decision-making powers on these everyday matters can differ from one country to another. It is to the decision-makers concerned that this publication is addressed.

Stockholm  
October 2001

## Equality of opportunity – a human right

**Persons with disabilities sometimes need more support from the community to achieve the same living conditions as other citizens. That support must never be regarded as a privilege, it is a human right.**

For persons with disabilities everyday life can be full of obstacles large and small which prevent people from running their own lives. But things do not have to be this way. There are solutions which could eliminate many unnecessary obstacles. The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities were introduced in 1993 for the purpose of ensuring that persons with disabilities have the same rights as other citizens.

In order to ensure these rights, deliberate, systematic planning is needed. Local authorities are often responsible for a host of fields affecting people's everyday life. They have therefore a special responsibility. A disability policy plan is therefore needed which in order to implement the Standard Rules. The organisations of persons with disabilities are necessary partners in the process of drawing up disability policy plans.

### Use the knowledge

**Close co-operation with the organisations of persons with disabilities, is essential in order for local authorities in order to be able to plan rationally and cost-effectively.**

It is only persons with disabilities themselves who know what living with a disability is like. This being so, it is a waste of resources for society not to use all the knowledge present in the organisations of persons with disabilities. Failure to use that knowledge means that progress towards an equal society will probably be slower than it needs to be. The local authority incurs additional work and expense – what it had intended to will not work in practice and therefore has to be planned all over again.

Standard Rule 18 describes how the role of the organisation of persons with disabilities can be "to identify needs and priorities and to participate in the planning, implementation and evaluation of services and measures concerning the lives of persons with disabilities". This means that the organisations are to be accepted as experts on their own issues and must always be consulted on matters concerning them. This makes it important to find good procedures whereby local authorities and the organisations together can draw up good disability policy plans.

### On the basis of the UN Standard Rules

**The UN Standard Rules are 22 in number and consist of standpoints concerning the responsibilities of States, disability policy guidelines and proposals for concrete action.**

The Standard Rules are based on the principle that all citizens are of equal dignity and therefore have the same rights. It is the concern of the society to ensure that resources are fairly distributed.

The Standard Rules are also based on what is termed the environment-related concept of handicap. That means, a handicap can occur in the encounter between persons with disabilities and their surroundings. The causes may be deficiencies of the physical environment or a gap between the service which society offers and the actual needs of persons with disabilities.

Thus it is not the individual who must be adapted and re-modelled in order to fit in with society, it is society which has to be planned so that all citizens have the same opportunities.

The 22 Rules are divided into three groups: Preconditions, Target Areas and Implementation Measures.

### Preconditions

The first group of rules, dealing with prerequisites of participation on equal terms, consists of four rules. It begins with the importance of **Awareness raising**, Rule 1, everywhere in society about the needs, rights and potentialities of persons with disabilities. There must also be good **Medical care**, Rule 2, and good **Rehabilitation**, Rule 3, implemented at the right time. Society must be able to offer **Support services**, Rule 4, and technical aids appropriate to the needs of each individual.

### Target Areas

The second group of Rules describes the responsibilities of society in eight important target areas. First comes the question of **Accessibility**, Rule 5. If society is to be equal, it must also be accessible to everyone. This applies to the physical environment and also to the availability of information and communication between people.

All children and young persons must, according to their aptitudes, receive equivalent **Education**, Rule 6. Persons with disabilities must also be able to obtain **Employment**, Rule 7, on the same conditions as everyone else. Society must take upon itself to ensure that persons with disabilities have sufficient **Income maintenance and social security**, Rule 8, even if the nature of their disability limits or excludes opportunities of paid work. Everyone has the same rights to **Family life and personal integrity**, Rule 9, persons with disabilities must not be

discriminated against in matters of sexual relations, marriage or parenthood. Persons with disabilities must also be able to avail themselves of **Culture**, Rule 10, amenities both as recipients and in an active capacity. The same goes for **Recreation and sports**, Rule 11, both in-and outdoors activities. Churches and religious assemblies should be accessible so that persons with disabilities will be able to practise their **Religion**, Rule 12, freely.

### Implementation

The last group consists of ten overarching rules. Through **Information and research**, Rule 13, society is to augment knowledge concerning the needs of persons with disabilities and in this way is to lay the foundations of consistent **Policy-making and planning**, Rule 14, with disability aspects included in every context. **Legislation**, Rule 15, shall give persons with disabilities a legal basis of participation and equality and **Economic policies**, Rule 16, shall be framed in such a way that disability questions are included as a natural part of ordinary budgeting work. **Co-ordination of work**, Rule 17, shall ensure that the resources of the societies are efficiently used.

The importance of society utilising the knowledge possessed by **Organisations of persons with disabilities**, Rule 18, is a principal theme of the Standard Rules. Rule 18 defines the role which the organisations can play as advisers in the planning, implementation and evaluation of measures concerning the lives of persons with disabilities. In addition, all personnel categories concerned must be continuously provided with **Personnel training**, Rule 19, of such a kind that gives them a knowledge of the needs, rights and potentialities of persons with disabilities. **Monitoring and evaluation of programs**, Rule 20, must be made continuously so the intentions of the Standard Rules can be gradually achieved.

Through **Technical and economic co-operation**, Rule 21, the members of the United Nations can help to improve living conditions for persons with disabilities in the developing countries and support the task of forming organisations of persons with disabilities. Disability aspects must also be a natural component of all **International co-operation**, Rule 22.

### Applications of the Standard Rules

The Standard Rules are not legally binding, they are a political and moral commitment agreed on by the members of the international community.

The word "States" at the beginning of each Standard Rule must not be taken to imply that the Rules only apply to the governmental, nation-wide level of society. The Standard Rules can be used as guidelines for disability policy measures at all levels of society, from national to local, but also in private enterprise, organisations and so on.

## PART 1. CHARACTERISTICS OF A GOOD DISABILITY POLICY PLAN

If the local authority is to be capable of offering the same opportunities to all citizens, a disability policy plan is needed which will systematically endeavour to make society accessible and participatory. A good disability policy plan has to be based on the following fundamental principles:

### • The Standard Rules as guidelines

**The plan must be based on the intentions and substance of the Standard Rules.**

The 22 Rules can be used as a structure when preparing and drawing up a disability policy plan. Local authorities must go through rule by rule and analyse

- **how** society fulfils the standard rules today,
- **what** has to be done to fulfil the rules,
- **how** it is to be done -objectives and measures.

### • Close co-operation with the organisations of persons with disabilities

**The organisations of persons with disabilities should be actively involved in the entire process when a plan is to be drawn up or revised, from planning to implementation and evaluation.**

In a good plan all needs have to be included. Therefore the plan must be based on a proper inventory of the needs of persons with disabilities, made in close co-operation with the organisations.

### • Mainstreaming

**The ultimate objective of disability policy planning by the local authority must be for disability policy measures to be integrated in such a way that these aspects can permeate all activities.**

Accordingly, they must always be factored in from the commencement of all planning – a principle internationally known as “mainstreaming”.

One logical consequence is that policy measures must as far as possible be financed by what we in Sweden call the principle of responsibility and financing, which means that each activity carries its own costs. People hard of hearing need amplifiers in order to be able to use telephones. The extra expense that this entails must be added to the price, not just of telephones with amplifiers but of all telephones, if the principle is to be complied with.

One of the first steps towards mainstreaming is for the finished disability policy plan to be adopted by the supreme policy-making body or assembly of the local authority. The plan must cover every activity within the authority's competence.

### • Women, children and immigrants

**The situation for women, children and immigrants must get special attention in the plan.**

There is a risk that women with disabilities suffer dual discrimination, both as persons with disabilities and as women. This makes it important that a gender perspective is included in the disability policy plan. Dual discrimination is also a reality for immigrants.

Children too are often disregarded. Good habilitation, for example, is essential in order for children with disabilities to be able to live on the same terms as other children.

### • General and individual measures

**Individual measures must always be available to supplement general ones when necessary.**

For example, many questions of accessibility can be dealt with through general measures. If public transports also are adapted to suit people with disabilities, more people, will be able to travel by bus or underground. But there will always be persons who need personally designed service.

### • Freedom of choice

**It is a matter of democratic importance that persons with disabilities should have the same opportunities as everyone else of making their own choices.**

Local authorities must be able to offer a service which gives every citizen the opportunity of participation and individual choice.

### • Society as an example

**Society must set a good example of forward-looking disability policy planning and of communicating the importance of compliance with the Standard Rules in all activities.**

If local authorities provide financial support, for example, for teaching, sports, societies, cultural events and so

on, they can put pressure by making demands on the recipients of the grants.

Sometimes public authorities put activities out to contract. In the procurement of such services, it must be stipulated that the contractor has the knowledge necessary to eliminate the risk of persons with disabilities being discriminated. The local authority can also set a good example by employing persons with disabilities.

- **Future co-operation with the organisations of persons with disabilities**

**The disability policy plan must describe how the local authority shall cooperate with the organisations of persons with disabilities in the future**

The plan must state what consultative groups that are needed and how they are to work rationally. Representatives of the organisations of persons with disabilities are to play an advisory role, as envisaged in Standard Rule 18. The authority will have to consider whether this entails a training responsibility and whether the representatives are to be paid attendance allowances.

- **Objectives**

**The local authority's disability policy plan must have long-term objectives laying down that persons with disabilities are to have the same rights as other citizens.**

These objectives can very well be defined with reference to the opening sentence of each of the Standard Rules.

- **Concrete measures**

**The objectives are achieved through concrete measures which have to be clearly stated the plan.**

It must be written down **what** is to be done, **when** each measure is to be completed, **which agency** is responsible for implementation and **how** the measure is to be **financed**. This is very important for the consistent achievement of the objective and also because the plan has to be evaluated.

- **Evaluation and revision**

**Procedures of evaluation and revision must be described in the disability policy plan.**

The plan must be evaluated annually by a working group with representatives of organisations of persons with disabilities and the local authority. Alternatively, the authority can appoint a special "auditor" to evaluate compliance with its disability policy plan. The plan also needs to be revised at regular intervals.

## PART 2. EQUAL PARTNERS

The Agenda 22 approach is based on two inventories:

- What service does the local authority offer to its citizens?
- What support do persons with disabilities need from the community?

The plan must bridge any gap between the two inventories.

### Equal conditions

**The organisations of persons with disabilities shall be equal partners and be included in the entire process when the plan is made.**

The organisations must be involved from the planning until the policy-making bodies adopt the plan. As a logical consequence of the authority endorsing the UN Standard Rules, this endorsement – in keeping with Rule 18 – must logically be reflected by the way the work of drawing up a disability policy plan is organised.

### Time and money

**To enable the representatives of the organisations of persons with disabilities to do their job properly, it is a good thing if they can be remunerated.**

A good disability policy plan must be systematic and well-constructed enough to withstand the political and economic fluctuations. To be able to do this properly the representatives need to spend a lot of time and could therefore need to be paid for their contribution.

### Agenda 22 group

**The work with a disability policy plan can be organised by an Agenda 22 group.**

This group can plan and direct the work, compile analyses and proposals and prepare the final draft version of a disability policy plan. The working group must comprise equal numbers of representatives of the authority and the organisations of persons with disabilities.

### Working groups

**Working groups can be appointed to compile inventories of municipal activities.**

They can also propose measures to be taken. The working groups should be recruited on the same lines as the Agenda 22 group, so as to achieve an equal, representative balance between local authority and the organisations of the disabled.

### The organisations of persons with disabilities

**The organisations of persons with disabilities can collect and compile data concerning the community support needed by persons with disabilities.**

### PART 3. FROM IDEA TO DISABILITY POLICY PLAN

#### The finished plan must relate to the full range of local authority activities.

This being so, the task of compiling a plan should be located directly under the supreme policy-making body or assembly appointing the Agenda 22 Group. Work on the plan can be organised in the following way:

The supreme policy-making agency or assembly of the local authority decides that a disability policy plan is to be drawn up. Agenda 22 Group is appointed which plans and directs the work and compiles analyses and proposals. A draft disability policy plan is prepared. The plan is adopted by the supreme decision-making body or assembly of the local authority. The inventories should be of the organisations of persons with disabilities will enable them to discover both opportunities and shortcomings that others don't notice. The inventories conclude with each activity preparing a written summary and proposing measures to be taken.

**STAGE 1 – inventory of relation to the Standard** **activities of local authorities in Rules**

**This work needs to be based on an open-ended inventory of reality, Working groups make inventories of activities provided by the local match the needs of persons**

**on an open- to show the extent to which the services authority with disabilities.**

The organisations of persons with disabilities make inventories of their needs of public service.

An inventory of this kind can be prepared. The plan is adopted by the supreme decision-making body or assembly of the local authority. The inventories should be of the organisations of persons with disabilities will enable them to discover both opportunities and shortcomings that others don't notice. The inventories conclude with each activity preparing a written summary and proposing measures to be taken.

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If the authority wants to adopt a holistic approach, all activities can be inventoried at once. Otherwise the work can be divided up in such a way that certain areas are investigated one year and the others the year after.

Each Standard Rule refers to the responsibilities of States. By exchanging the term "States" for "local authority", the Standard Rules can be used at this level. The best thing of all, of course, is for all rules – from Rule 1 to Rule 22 – to be reviewed for each individual activity. Otherwise the investigation can be conducted in such a way that each activity is inventoried with reference to the rules which are most relevant to it. For example, when a school is to be inventoried, Rule 6, Education, is very important.

Certain rules are overarching and apply to all sectors of society and therefore need to be used by everybody. This is particularly true of :

- Rule 1 Awareness-raising, which deals with the importance of raising awareness of the rights, needs and potential of persons with disabilities,
- Rule 5 Accessibility, about the importance of access to the physical environment and to information and communication,
- Rule 14 Policy making and planning,
- Rule 18 Organisations of persons with disabilities,
- Rule 19 Personnel training.

#### At the end of this material there is a chapter called "Questions concerning the UN Standard Rules.

These set of questions can be used when the local authority and the organisations of persons with disabilities come to inventory compliance with the Standard Rules.

#### STAGE 2 – inventory of the public service needs of persons with disabilities

**A thorough survey of needs of persons with disabilities is also needed. It can be done by the organisations of persons with disabilities.**

The first phase of the inventory of needs can be for each organisation of persons with disabilities to be tasked with identifying the public service needs of the groups which it represents. It is important that the public service needs of all groups should be factored into the disability policy plan.

#### STAGE 3 – compilations, analyses and priorities

**The Agenda 22 Group compiles and analyses the reports, compares them with the descriptions of needs and drafts a disability policy plan.**

It is possible that the local authority's view of compliance with the Standard Rules will in some respects differ from that of the users. If so, the viewpoints of the organisations of persons with disabilities must carry a good deal of weight. When the material has been compiled and analysed, it will become clear in which fields there are deficiencies. Presumably so much needs to be put right that work will have to be spread out over a period

of several years. At this stage it has to be decided which measures are to be taken first and which ones will have to wait.

**Priorities can be defined with reference to many different aspects.**

The first priority should be to determine that disability aspects are always to be included from the very outset when the local authority is planning new activities and environments. This can be supplemented by a stipulation that disability aspects are to be included in alterations to activities or environments, such as renovations and repairs, re-organisation measures, computerisation and the combination of goal documents and action plans. Other priorities may, for example, refer to particular groups, such as children and old persons. Measures can then be made to concentrate for a certain time on areas of importance to those groups. Another possibility may be for priority to be given to certain activities.

**Financial constraints need not be an obstacle.**

The disability policy plan must be realistically constructed, so as to be genuinely feasible. It is perfectly possible to work systematically for an equal society even in times of scarcity, if policy measures are organised by stages on the basis of what is economically possible. Then again, what is good for persons with disabilities is often good for other people as well. All passengers, for example, benefit from the existence of both spoken and visible information on public transport.

**STAGE 4 – disability policy plan, draft version**

**The objectives can be framed as visions laying down that society shall be equal and that all citizens shall have equal participation.**

These visions can be based on the opening sentence of each Standard Rule.

**A good disability policy plan shall be distinct and shall have clear objectives which are achieved by stages, through concrete policy measures.**

A disability policy plan extends over a given number of years. In it one can describe, year by year, concrete measures to be taken for the achievement of a particular objective. The plan shall indicate **what** measures need to be taken, **when** they are to be taken, **what agency is responsible** for taking them and **how** they are to be **financed**.

If the measures planned are clearly written into the plan, the latter will be easier to evaluate.

A suggested overall structure is given at the end of this material.

**STAGE 5 – adoption of the plan by the supreme policy-making body**

The disability policy plan is adopted by the Executive Board, so that it can apply to all activities within the local authority.

## QUESTIONS CONCERNING THE UN STANDARD RULES

THIS SECTION CONSISTS OF A NUMBER of questions on each Rule. They can be used, together with the Standard Rules themselves, to chart a local authority's compliance with the UN Standard Rules. Each activity can be inventoried according to the rules most relevant to it. Certain Rules are more generalised and apply to all areas of activity, in which case they need to be used for all inventories.

The overarching Rules are as follows:

- **Rule 1** Awareness-raising
- **Rule 5** Accessibility
- **Rule 14** Policy-making and planning
- **Rule 18** Organisations of persons with disabilities
- **Rule 19** Personnel training

### RULE 1

#### Awareness-raising

**"States should take action to raise awareness in society about persons with disabilities, their rights, their needs and their potential and their contribution."**

#### QUESTIONS

##### Rule 1:1

- How is the local authority spreading information about its resources for persons with disabilities?
- Is the information accessible to persons with disabilities of every kind?
- Is the information adequate, in the sense of all persons with disabilities concerned being fully informed of their rights and possibilities?

##### Rule 1:2

- What is the authority doing to disseminate the knowledge that persons with disabilities are citizens having the same rights and obligations as everyone else?

##### Rule 1:3

- What is the authority doing to encourage mass media to describe persons with disabilities in positive terms?

##### Rule 1:6

- How is the authority encouraging enterprises in the private sector to take disability aspects into account in all their activities?

##### Rule 1:7

- What is the authority doing to raise awareness among persons with disabilities of their rights and possibilities?

##### Rule 1:9

- Are awareness-raising measures included in the authority's training of various personnel categories?

### RULE 2

#### Medical care

**"States should ensure the provision of effective medical care to persons with disabilities".**

#### QUESTIONS

##### Rule 2:1

- Does the local authority have action programmes aimed at detecting, assessing and treating impairments at an early stage?

##### Rule 2:2

- What training do caring personnel receive in the detection of impairment and referral to appropriate services?

##### Rule 2:4

- Do caring personnel have continuous access to relevant methods and technology?

##### Rule 2:6

- In what way does the authority ensure that persons with disabilities have access to any regular treatment and medicines they need?

**RULE 3****Rehabilitation**

**“States should ensure the provision of rehabilitation services to persons with disabilities in order for them to reach and sustain their optimum level of independence and functioning”.**

**QUESTIONS****Rule 3:1**

- Does the local authority have rehabilitation programmes of its own for different groups of persons with disabilities?

**Rule 3:2**

- What rehabilitation measures exist today for people with different disabilities?

**Rule 3:3**

- Are the rehabilitation measures equal to needs? If not, what is lacking?

**Rule 3:4**

- What possibilities do persons with disabilities and their families have of participating in the design and organisation of rehabilitation services concerning themselves?

**Rule 3:6**

- Are persons with disabilities and families encouraged to involve themselves in the rehabilitation of others, e.g. as teachers, instructors or counsellors?

**Rule 3:7**

- Are the organisations of persons with disabilities consulted when rehabilitation measures and programmes are being formulated or evaluated?

**RULE 4****Support services**

**“States should ensure the development and supply of support services, including assistive devices for persons with disabilities, to assist them to increase their level of independence in their daily living and to exercise their rights”.**

**QUESTIONS****Rule 4:1**

- Is the authority providing the support which persons with disabilities need with regard to
  - assistive devices?
  - personal assistance?
  - interpreter services?

**Rule 4:4**

- Are services free of charge to the user?

**RULE 5****Accessibility**

**“States should recognise the overall importance of accessibility in the process of the equalisation of opportunities in all spheres of society. For persons with disabilities of any kind, States should (a) introduce programmes of action to make the physical environment accessible; and (b) undertake measures to provide access to information and communication. ”**

**QUESTIONS****Rule 5:1**

- Does the local authority have an action programme systematically aimed at making the physical environment
  - both in and out of doors – accessible to everyone, for example in
    - homes?
    - other buildings?
    - public transport and other means of communication?
    - streets?
    - other outdoor environments?

#### Rule 5:2

- Do persons professionally involved in the design and construction of the physical environment have access to continuous information on disability policy and measures to achieve accessibility?

#### Rule 5:3

- Are the accessibility requirements of more groups of persons with disabilities affected included in the design and construction of the physical environment from the beginning of the designing process?

#### Rule 5:4

- Are organisations of persons with disabilities consulted:
  - when standards and norms for accessibility are being developed?
  - when construction projects are being planned?

#### Rule 5:5

- Is the information provided by the authority on diagnosis, rights and available services and programmes accessible to:
  - all persons with disabilities affected?
  - their families?
  - their representatives?

#### Rule 5:6

- What strategies are used for making information services and documentation accessible:
  - to persons with visual impairment?
  - to the deaf/blind?
  - to deaf persons and persons with auditory impairment?
  - to the intellectually handicapped?
  - to dyslexics?
- Do the measures taken correspond to actual needs?

#### Rule 5:7

- How do deaf children and children with auditory impairment get access to sign-language tuition through out their education?
- Does the authority help parents to obtain instruction in sign language?
- Does the authority know how many deaf, deaf/blind and hearing-impaired citizens are in need of interpreter services?
- Are there interpreters for everyone who needs them?

#### Rule 5:9

- How does the authority monitor the accessibility of television, radio and newspapers
  - to persons with visual impairments?
  - to the deaf/blind?
  - to the deaf and hearing-impaired?
  - to the intellectually handicapped?
  - to dyslexics?

#### Rule 5:10

- Are accessibility aspects for all groups concerned taken into consideration from the very beginning when new computerised information and service systems are built up?
- If this has not been the case, will existing systems be adapted to make them accessible to persons with disabilities?

#### Rule 5:11

- Are organisations of persons with disabilities consulted before new information services are developed?

### RULE 6

#### Education

**“States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system”.**

## QUESTIONS

### Rule 6:1

- Does the local authority ensure the education of persons with disabilities in integrated settings?
- Does this education form an integral part of educational planning, curriculum development and school organisation?

### Rule 6:2

- To make education accessible, is there provision of
  - sign language interpreters?
  - other appropriate support services?
  - routines making education accessible to all?

### Rule 6:3

- How are parent groups and organisations of persons with disabilities involved in the education process?

### Rule 6:6

- Has the authority formulated a policy for education in mainstream schools?
- Are curricula flexibility, addition and adaptation allowed for?
- Are quality materials, ongoing teacher training and support teachers provided?

### Rule 6:8

- Does special education exist for those whose needs cannot be adequately met within the general school system?
- Does the quality of such education equal that of other education?

### Rule 6:9

- Are there special schools for deaf/hearing-impaired and deaf/blind persons in need of sign language education?
- If not, how are the needs of these pupils provided for?

## RULE 7

### Employment

**“States should recognise the principle that persons with disabilities must be empowered to exercise their human rights, particularly in the field of employment. In both rural and urban areas they must have equal opportunities for productive and gainful employment in the labour market”.**

## QUESTIONS

### Rule 7:2

- What does the local authority do to encourage the integration of persons with disabilities into open employment?

### Rule 7:3

- How many people are employed by the authority? How many of them have a disability?
- Do workplaces under the authority's aegis have action programmes to make them accessible to persons with disabilities?
- If so, what measures are included in the programme:
  - measures to encourage the use of assistive devices?
  - measures to adapt working hours to individual needs (e.g. through flexible working times, part time, job-sharing)?
  - measures to improve vocational rehabilitation?
  - other measures?
- To what extent have these measures been implemented? Were they adequate?

### Rule 7:4

- What is the authority doing to raise public awareness so as to overcome negative attitudes and prejudices concerning workers with disabilities?

### Rule 7:5

- What is the authority doing to create favourable conditions for the employment of persons with disabilities in its own activity?

#### Rule 7:6

- What are conditions like today at workplaces under the authority's aegis, do persons with disabilities have the same prospects as others
  - in connection with hiring?
  - as regards promotion?
  - as regards pay increases?
  - as regards participation in personnel training programmes?

#### Rule 7:7

- What employment opportunities can the authority offer to persons with disabilities whose needs cannot be met in open employment?

#### Rule 7:9

- Does the authority co-operate with organisations of persons with disabilities concerning all measures relating to persons with disabilities in working life and in the job market?

### RULE 8

#### Income maintenance and social security

**"States are responsible for the provision of social security and income maintenance for persons with disabilities".**

#### QUESTIONS

##### Rule 8:1

- What income support is provided for persons who, by reason of their disability,
  - have temporarily lost their income?
  - have received a reduction in their income?
  - have been denied employment opportunities?
- Is the support in question sufficient to provide persons with disabilities with an equivalent living standard?
- A disability can entail additional expense. Has this been taken into account in the planning of income support?

##### Rule 8:3

- What income support is provided for individuals undertaking the care of a person with a disability?

##### Rule 8:4

- Does the authority have special action programmes aimed at providing incentives for persons with disabilities to seek employment? If so, do the action programmes provide opportunities of
  - vocational guidance?
  - vocational rehabilitation?
  - vocational training?
  - job placement?
  - income support in the meantime?

### RULE 9

#### Family life and personal integrity

**"States should promote the full participation of persons with disabilities in family life. They should promote their right to personal integrity and ensure that laws do not discriminate against persons with disabilities with respect to sexual relationships, marriage and parenthood".**

#### QUESTIONS

##### Rule 9:1

- Does the local authority enable persons with disabilities to live with their families?
- Are respite-care services available?

##### Rule 9:2

- Does the local authority provide counselling for persons with disabilities who wish to set up a family?

##### Rule 9:3

- What is the local authority doing to change negative attitudes towards marriage, sexuality and parenthood of persons with disabilities?

#### Rule 9:4

- Can the authority offer persons with disabilities information about taking precautions against sexual and other forms of abuse?

### RULE 10

#### Culture

**“States will ensure that persons with disabilities are integrated into and can participate in cultural activities on an equal basis”.**

#### QUESTIONS

##### Rule 10:1

- Are different cultural activities such as dance, music, literature, theatre and so on accessible in such a way that persons with disabilities can engage in artistic activity?
- Are cultural performances and services accessible to persons with disabilities?

##### Rule 10:2

- Is information concerning cultural performances and services accessible at
  - theatres?
  - museums?
  - cinemas?
  - libraries?

##### Rule 10:3

- Is modern technology used as a means of making cultural performances and services accessible to all persons with disabilities?

### RULE 11

#### Recreation and sports

**“States will take measures to ensure that persons with disabilities have equal opportunities for recreation and sports”.**

#### QUESTIONS

##### Rule 11:1

- Are the activities themselves accessible in such a way that persons with disabilities can engage in sporting activity and avail themselves of leisure activities?
- Are these amenities accessible to spectators with disabilities?

##### Rule 11:2

- What is the authority doing in order for the local tourist trade to make its activities acceptable?

##### Rule 11:3

- How is the authority supporting sports activities for persons with disabilities?
- Are persons with disabilities being supported so as to enable them to participate in national and international events?

##### Rule 11:4

- Do persons with disabilities participating in sports activities have access to instruction and training of the same quality as other participants?

##### Rule 11:5

- Are organisations of persons with disabilities consulted in the development of services for persons with disabilities?

### RULE 12

#### Religion

**“States will encourage measures for equal participation by persons with disabilities in the religious life of their communities.”**

## QUESTIONS

### Rule 12:1

- How is the local authority helping to make religious activities accessible to persons with disabilities?

### Rule 12:2

- How is the authority encouraging the distribution of information on disability matters to religious institutions and organisations?

### Rule 12:3

- What is the authority doing to make religious literature accessible to persons with sensory impairments?

### Rule 12.4

- Are organisations of persons with disabilities consulted in the development of measures for equal participation in religious activities?

## RULE 13

### Information and research

**“States assume the ultimate responsibility for the collection and dissemination of information on the living conditions of persons with disabilities and promote comprehensive research on all aspects, including obstacles that affect the lives of persons with disabilities”.**

## QUESTIONS

### Rule 13:1

- Has the local authority collected statistics concerning, for example,
  - the education situation for pupils with disabilities?
  - conditions in the workplace for persons with disabilities?
  - employment opportunities for persons with disabilities?
  - additional private expenditure entailed by a disability?
  - the impact of spending cuts and increased charges on the finances of persons with disabilities?

### Rule 13:2

- Does the authority have a databank on
  - different groups of persons with disabilities and their several needs?
  - the addresses of all organisations of persons with disabilities?
  - services and programmes of concern to persons with disabilities?

### Rule 13:3

- How is the authority supporting research on
  - the impact of social and economic conditions on persons with disabilities and their families?
  - ways in which services and support measures can be developed?

### Rule 13:5

- Is the authority encouraging the recruitment of persons with disabilities to work with data collection and research on disability questions?

### Rule 13:7

- What measures is the authority taking to disseminate knowledge and information on disability at
  - political levels?
  - administrative levels?

## RULE 14

### Policy-making and planning

**“States will ensure that disability aspects are included in all relevant policy-making and national planning”.**

## QUESTIONS

### Rule 14:1

- Does the local authority have a disability policy plan?
- Is it based on the UN Standard Rules?

- Does the plan contain concrete measures with
  - a time limit for the implementation of each measure?
  - the agency responsible?
  - funding?

**Rule 14:2**

- Has the disability policy plan been drawn up in close co-operation with organisations of persons with disabilities?
- Are disability aspects included in the authority's development plans from the very outset?

**Rule 14:4**

- Are there check-lists, for example concerning the accessibility measures which may be needed in different connections?
- If so, are the check-lists being used in such a way as to encourage action?

**RULE 15****Legislation**

**"States have a responsibility to create the legal bases for measures to achieve objectives of full participation and equality for persons with disabilities".**

## QUESTIONS

**Rule 15:2**

- Has the local authority been criticised for not complying with the legislation applicable to persons with disabilities?
- If so, has the authority taken action to ensure that the situation does not recur?

**RULE 16****Economic policies**

**"States have the financial responsibility for national programmes and measures to create equal opportunities for persons with disabilities".**

## QUESTIONS

**Rule 16:1**

- Is the local authority's expenditure on adaptations and other resources affecting persons with disabilities included as part of the regular budget or budgeted separately?

**Rule 16:2**

- Does the authority give financial support to projects and other developmental measures relevant to persons with disabilities?

**Rule 16:4**

- Does the authority have a special disability development fund which can support pilot projects and self-help programmes at grassroots level?

**RULE 17****Co-ordination of work**

**"States are responsible for the establishment and strengthening of national co-ordinating committees, or similar bodies, to serve as a national focal point on disability matters".**

## QUESTIONS

**Rule 17:1**

- Is there a permanent co-ordinating committee for disability questions within the local authority?

**Rule 17:2**

- If so, how is the co-ordinating committee recruited?

**Rule 17:3**

- How are organisations of persons with disabilities represented on the co-ordinating committee?

#### Rule 17:4

- What resources does the co-ordinating committee have at its disposal?

### RULE 18

#### Organisations of persons with disabilities

**“States should recognise the right of the organisations of persons with disabilities to represent persons with disabilities at national, regional and local levels. States should also recognise the advisory role of organisations of persons with disabilities in decision-making on disability matters”.**

#### QUESTIONS

##### Rule 18:1

- How does the local authority encourage and support
  - the formation of organisations of persons with disabilities?
  - existing organisations of persons with disabilities?
  - co-operation between organisations of persons with disabilities?

##### Rule 18:2

- How does the authority co-operate with organisations of persons with disabilities today?

##### Rule 18:3

- What role do organisations of persons with disabilities play in matters of support and service and other measures affecting persons with disabilities? Are they in a position to
  - identify needs and priorities?
  - participate in the planning of measures?
  - participate in the implementation of measures?
  - participate in evaluations?
  - contribute actively towards increasing public awareness?

##### Rule 18:4

- What is the importance of organisations of persons with disabilities to
  - their members?
  - society?

##### Rule 18:5

- To what extent are organisations of persons with disabilities represented within the local authority's administration?

### RULE 19

#### Personnel training

**“States are responsible for ensuring the adequate training of personnel at all levels, involved in the planning and provision of programmes and services concerning persons with disabilities”.**

#### QUESTIONS

##### Rule 19:1

- Do personnel categories within the local authority often coming into contact with persons with disabilities receive training in the disability field?
- If so, what does the training comprise?
- What training is received by other personnel in the disability field?

##### Rule 19:3

- Are persons with disabilities usually involved as teachers, instructors or advisers in staff training programmes relevant to persons with disabilities?
- Are these training programmes developed in consultation with organisations of persons with disabilities?

### RULE 20

#### National monitoring and evaluation of disability programmes in the implementation of the Rules

**“States are responsible for the continuous monitoring and evaluation of the implementation of national programmes and services concerning the equalisation of opportunities for persons with disabilities”.**

## QUESTIONS

### Rule 20:1

- How are the local authority's disability policy plan and other action programmes for persons with disabilities evaluated?
- What role is played by organisations of persons with disabilities when disability policy plans and action programmes for persons with disabilities come to be evaluated?
- How and to whom are the results of the evaluations disseminated?

### Rule 20:5

- Are the procedures as to how and when a disability policy plan and an action programme are to be evaluated written into the document itself?

## RULE 21

### Technical and economic co-operation

**"States, both industrialised and developing, have the responsibility to co-operate in and take measures for the improvement of the living conditions of persons with disabilities in developing countries".**

## QUESTIONS

### Rule 21:1

- What resources does the local authority have for refugees and immigrants with disabilities?
- Are the special needs which immigrants and refugees with disabilities may have included in disability policy plans and action programmes for persons with disabilities?

### Rule 21:2

- When the authority co-operates or has exchanges with developing countries, are disability questions included as part of this process?

### Rule 21:3

- Are organisations of persons with disabilities consulted when the authority is planning projects relevant to persons with disabilities in developing countries?

### Rule 21:4

- In projects concerned with technical and economic co-operation with the developing countries, does the authority give support to
  - the development of the skills, abilities and potentials of persons with disabilities?
  - employment-generating activities?
  - dissemination of appropriate disability-related technologies and know-how?

### Rule 21:5

- Is the authority supporting the formation and strengthening of organisations of persons with disabilities in other countries
  - by supporting initiatives taken by organisations of persons with disabilities?
  - by other means?

### Rule 21:6

- When the authority engages in co-operation or other exchanges with developing countries, are measures taken to improve the knowledge of disability issues possessed by the staff involved?

## RULE 22

### International co-operation

**"States will participate actively in international co-operation concerning policies for the equalisation of opportunities for persons with disabilities".**

## QUESTIONS

### Rule 22:2

- When the local authority co-operates internationally, are disability aspects included in
  - negotiations?
  - information exchange?
  - development programmes?

### **Rule 22:3**

- How does the authority support the international exchange of knowledge and experience between
  - non-governmental organisations concerned with disability issues?
  - research institutions and individual researchers involved in disability issues?
  - representatives of field programmes and of professional groups in the disability field?
  - organisations of persons with disabilities?
  - national co-ordination committees?

## **PROPOSED STRUCTURE OF DISABILITY POLICY PLAN**

### **Long-term overarching objectives**

- such as “In our municipality all citizens should be able to participate in cultural life on equal terms”.

### **Summary of the inventories**

- how the municipality’s different activities work in relation to the Standard Rules.

### **Summary of the social service needs of persons with disabilities**

- general description of the total municipal service needs of persons with disabilities.

### **Long-term timetable**

- indicating the fields in which measures need to be taken and how those measures are to be spread out over a specified year.

### **Objectives and concrete measures**

- description of targets and measures for each field to be addressed within the period covered by the plan. The measures shall be concretised in such a way as to indicate the steps to be taken, when they are to be completed, what agency is responsible for their implementation and how they are to be funded.

### **EXAMPLE:**

Municipal information shall be made accessible by

- adapting the entrance and telephone switchboard of the local government offices
  - installing a lift and text-telephone (implementation time, agency responsible, funding).
- All information from the local government office shall, when so requested, be available on cassette or in an easy-reader version (implementation time, agency responsible, funding).
  - the premises where municipal council meetings are held shall be made accessible (implementation time, agency responsible, funding). Future co-operation with organisations of persons with disabilities.
  - forms of future co-operation with local organisations of persons with disabilities.

### **Evaluation and revision**

- procedures as to when and how the plan is to be evaluated and revised.