



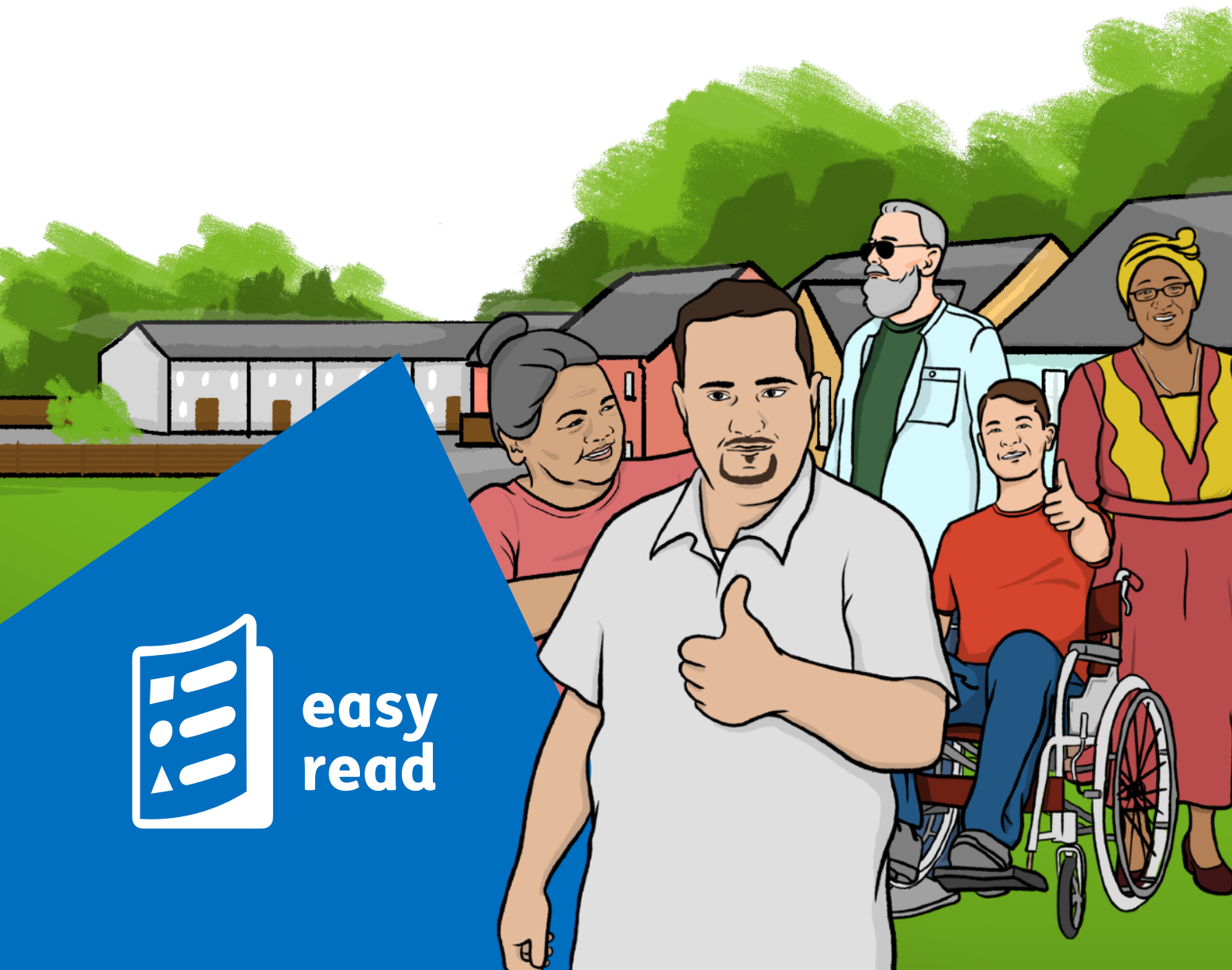
**United  
Nations**



**UNITED NATIONS  
HUMAN RIGHTS**  
OFFICE OF THE HIGH COMMISSIONER

# Moving people out of institutions

United Nations guidelines



**easy  
read**

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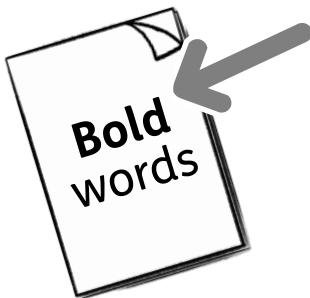
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In this Easy Read document, difficult words are in **bold**. We explain what these words mean in the sentence after they have been used.



Some words are blue and underlined. These are links which will go to another website which has more information.

# Introduction



The Committee on the Rights of Persons with Disabilities is part of the **United Nations**. We work to make sure that governments are following the **Convention on the Rights of Persons with Disabilities**.



The **United Nations** is an organisation made up of many countries working together. They work to make the world a safer and better place.

*the three pillars should be peace, security and human rights. I think "better" seems to be too vague.*



The **Convention on the Rights of Persons with Disabilities** is an agreement which tells governments what they need to do to make sure persons with disabilities have the same **rights** as everyone else.


*Every person is born with rights and they are protected by laws.*



**Rights** are things that every person should have by law. Like the right to be safe, the right to education, the right to be respected.

*There is not a right to be respected. I think even it's Easy Read, we should use the right term. Right to life, Right to health, Right to education, Freedom of expression, Right to personal security and liberty.....*

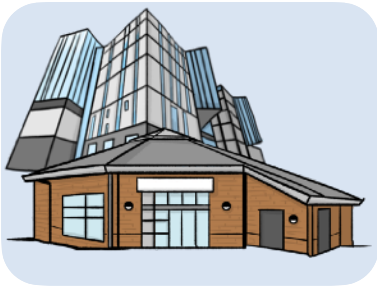


Persons with disabilities  have the right to live independently and be included in their communities.

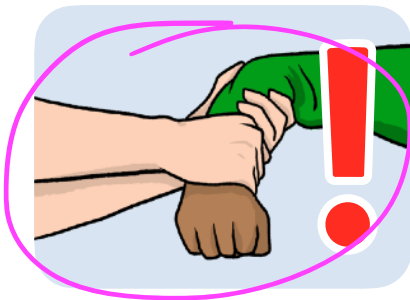


But instead, many persons with disabilities around the world are kept in **institutions**.

An **institution** is a place where persons with disabilities live together and are kept apart from their community.

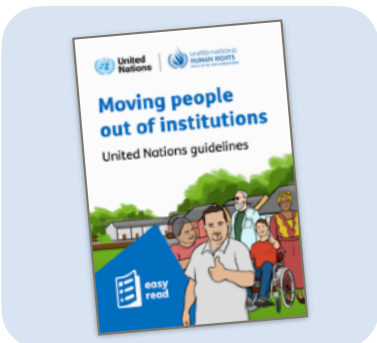


There are different types of institutions, like hospitals and group homes.



It's better to show concrete examples

Persons with disabilities are often treated very badly in institutions.

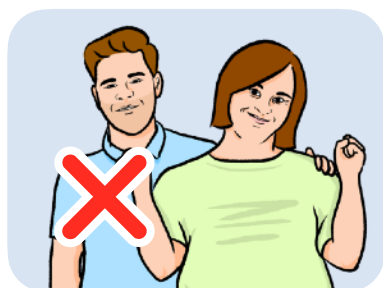


This Easy Read document will tell you about institutions and our guidelines about what governments should do to move people out of them.

# Institutions



When you live in an institution you do not have the same rights as everyone else, because:



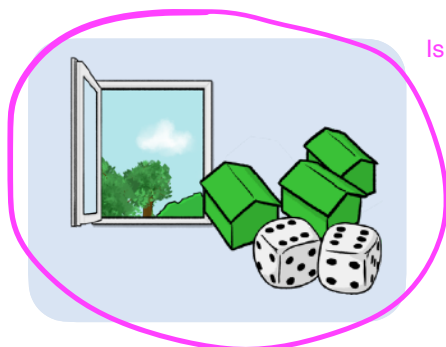
- You can't choose the support or assistants you want.



- You are not included in your local community.



- You are not allowed to make your own decisions.



Is this illustration communicative to users?

- You have to do the activities the institution wants you to do.



- You are not allowed to choose where you live and who you live with.



Why is it a bad thing? I feel that this is a bit too simplified and out of context.

- You often have to live with lots of other people who have the same disability as you.

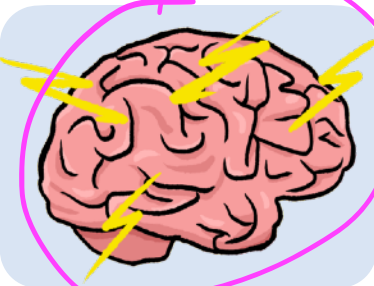


A picture about no consent?



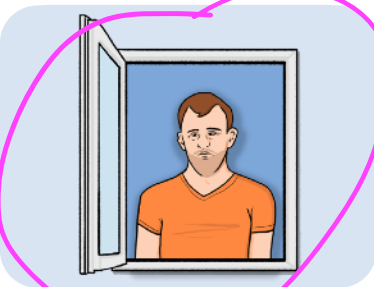
Probably also include injections? drops? liquid/ syrup?

- Drugs which affect your mind or the way you act.



Maybe more illustrative of how the procedure would look like?  
Not sure if this is communicative to users.

- Electric shocks.



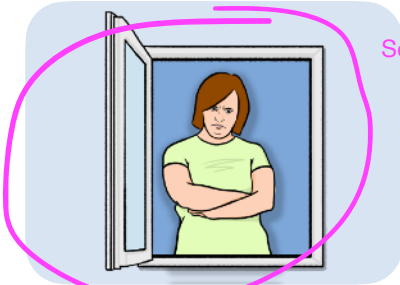
Some element to show "a long time" and the isolation?

- Being kept on your own for a long time.

# The guidelines

I think it would be more helpful to put "Stop" in front of each point so readers won't be confused.

We want governments to **stop:**



Something to indicate we don't want this.

Stop putting people into institutions.

- Putting people into institutions.



Something to indicate we don't want this.

Stop building new institutions.

- Building new institutions.



Something to indicate we don't want this.

Stop spending money to improve institutions or make them bigger.

- Spending money to improve institutions or make them bigger.

This is a bit confusing... Consider some kind of layout that help to distinguish this part from the previous part. Or for the previous points: "Governments should stop...."



All institutions should be closed down.

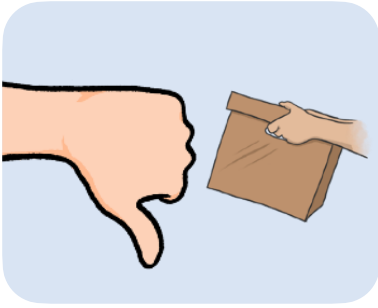
I think a more diverse representation could be better?

Have to consider how not to "ghettoise" people of different backgrounds too.

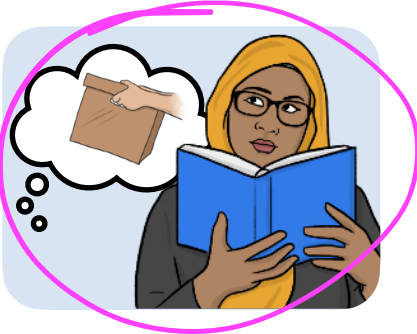
Would it be better to say move to to communities of their choice?



The people that live in them should be helped to move out into their local communities.



Many governments have tried to move people from institutions into communities before, but failed.



Shall we convey more about "rights" rather than the "move"?

Our guidelines show governments how to move people from institutions without them losing their rights.

Our guidelines are:



Use the same drawings of institutions from the beginning.

1. Any laws that support institutions or create new institutions should be removed.



2. Any laws or rules that stop people from making their own decisions should be removed.



Use the same drawings of institutions from the beginning.

3. Governments must stop spending money on these laws and institutions.



The easiest way is like pouring money for building ramps, easy read signages...  
I think the illustration can be more communicative and show what does it mean by "support"



Sorry, can't tell these are money, might want to be more literal.  
Seeing the dollar sign always help or the face of the bills/ coins.

4. Instead, governments must spend money on support for persons with disabilities, to help them be part of their local communities.

Maybe add in the PEOPLE? I think the key is to include ppl with live experiences, not the plan.



5. Any plans to help communities must include people who are leaving institutions and moving into the local community.

Governments must:

This guy can be any guy, maybe consider something more authoritative to represent governments?  
Like Parliament, Council, some kind of meeting with official signs/ logos...



- Think about following the guidelines straight away.

Where is the guideline? Again, the key point is missing in this picture.



- Make new laws, rules and plans to help them follow the guidelines.

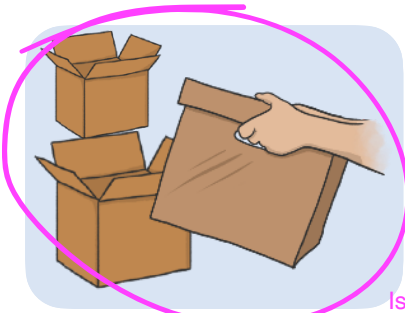
As above, can't really tell these are money and we need to see the guidelines and what does it mean by following it.



- Spend money on following the guidelines.

# Following the guidelines

If governments follow the guidelines, this will make sure that persons with disabilities can:



Where's the "out of the institutions"?  
it's probably more communicative if we add that part in.

- Move out of institutions.

Is this communicative to users? We might think this reads as "making our own decision" from previous drawing but:

1. It's not the same person
  2. It's a far fetch association anyway
  3. This is a different statement from the one previously
- I think it's best to come up with what does it mean by "Live how they want to" and draw that.

- Live how they want to.



Is this being "included"? Perhaps a few more people to share a moment with him?  
Or illustration of the person shopping, walking a park with other different people around?

- Be included in their local community.  
communities? (It's been plural all along, consistency is good.)



By following the guidelines, governments will be able to:



- Let persons with disabilities take control and make decisions about their own lives.

I don't quite get the logic of this. Maybe this should belong to what a persons with disabilities can do if the governments follow the guidelines?

"They can take control and make decisions about their own lives."

Illustration: Would be nice to show how and what they can take control of or make decisions about.

This doesn't really look like lots of support.



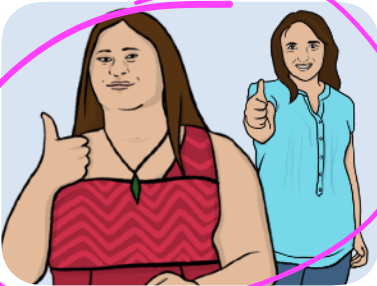
- Provide lots of support services for persons with disabilities in their local communities.

It might be more communicative if we can show "choosing" and also "affording"



- Support persons with disabilities so they can afford and choose their own care and support.

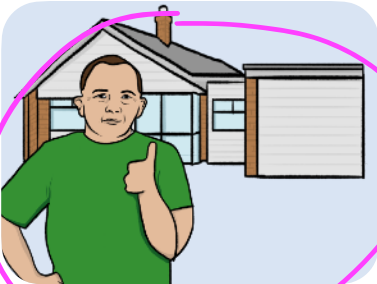
Perhaps there's a way to show living well and in the way they want to?



- Support persons with disabilities so that they can afford to live well and in the way they want to.

Anything we can add to show "affordable"?

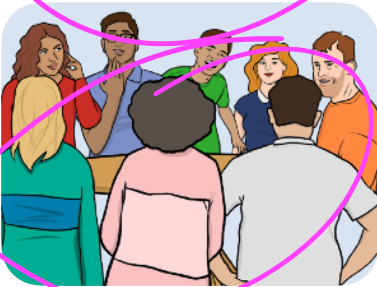
Possibilities to show "housing that suits their needs"?



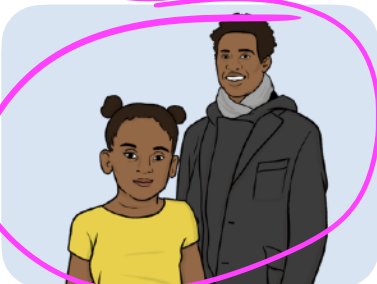
- Provide affordable housing for persons with disabilities which suits their needs.

Wheelchair users too? Persons with visual impairments? Using hearing aids?

This can be used in the previous point about involving PwDs?

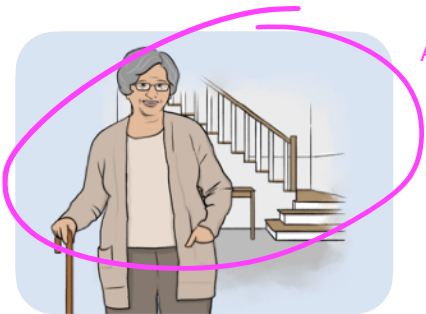


- Involve persons with disabilities and their organizations in any decisions that are made about them.



- Let persons with disabilities choose to receive support from their families if they want, and give money to the families to help with this.

I am not sure about how communicative this picture is.



A tiny family photo would make it clearer that this is her own home, not any group home.

- Provide support for older persons with disabilities to stay in their own homes.



- Give each person with disabilities personal support that is right for them.



- Make sure that everyday services are easy to use for persons with disabilities, like:

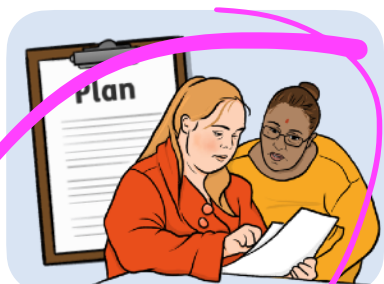
- Health care.

- Jobs.

illustration missing

- Education.

- Leisure activities.



- Give persons with disabilities help with a plan to leave their institution that respects their decisions.

Can we show more on "respecting their decisions"? instead of "Plan" perhaps try to draw the plan of leaving institution?

In general, this session need to think about how to make it more general and apply to different countries.

The sudden change of "they" to "you" - a bit confusing?  
Consider standardising the entire document and think of the most appropriate pronoun

I am also super lost by now -  
forgetting these are what the governments are able to do.

- Make sure persons with disabilities can get all the documents they need to live independently, like:

- Identity cards - these say who you are.



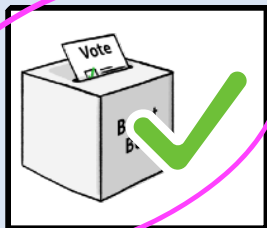
A resident permit doesn't look like this.  
You might need to add a permit and then show the relation of it to a country? a city?  
(My understanding that it's not directly link to a house but a right of abode in a state?)  
So I am also not so sure about the text.

- Residence permits - these say you are allowed to live somewhere.



Again, this is not the registration....

- Voter registration - this says you are allowed to vote.



This one is tricky - I think it has a different name in different countries.  
But employment numbers seem very odd and unofficial. Tax ID?

- Employment numbers - you need these to get a job.



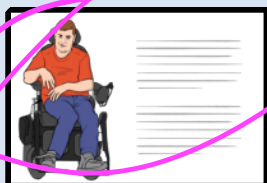
Cannot tell that's money. The social security card might vary from different countries -  
not all countries have them and have the same purpose.

- Social security cards - these help you to get money from your government.



Again, I think different countries have a different system.  
We should consider being less specific in this part.

- Disability cards - these explain your support needs.





- Passports - these let you travel to other countries.

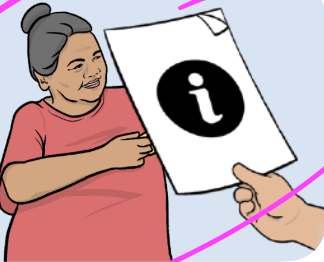


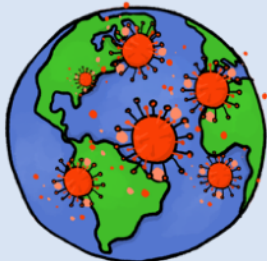
Illustration can show Easy Read information.

- Provide persons with disabilities who are leaving institutions with information about services that is easy to understand.



I think the layout is quite confusing... a sudden change of topic is not very user-friendly.

- Carry on closing down institutions, even when emergencies are happening, like:



- Pandemics - this is when a disease is spreading around the world

I am not quite sure if I agree that natural disasters are “problems” caused by the Earth.  
Reference: <https://kids.britannica.com/kids/article/natural-disasters/609706>  
I think this is much better and more accurate description.



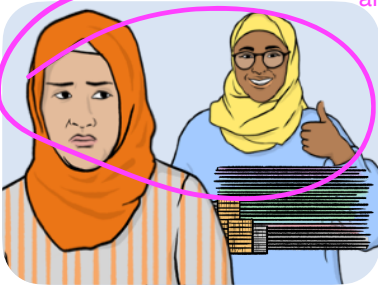
- Natural disasters - these are problems caused by the Earth, like floods, hurricanes and earthquakes.



This might not be the best way to depict conflicts.

- Conflicts - this is when there is fighting or war.

Cannot tell those are money, don't see how this person was harmed and what kind of support or services



- Provide money, support and services for anyone that has been harmed while living in an institution.



- Collect information about how well they are helping persons with disabilities to leave institutions.

Not sure this will convey the message to users.



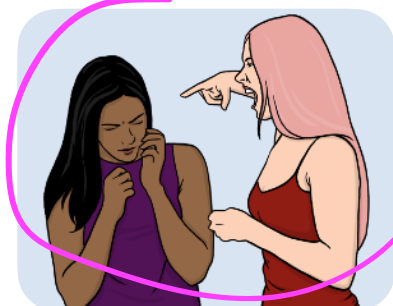
- Make sure that the rest of the world can clearly see everything they are doing to help persons with disabilities leave institutions.

# Unfair treatment of certain groups



Persons with disabilities are all different, and their disability is only one part of who they are.

Not sure if this can really depict "unfair treatment" and intersectionality. Might be confusing to some users, thinking being yelled at is unfair treatment (a bit out of context)

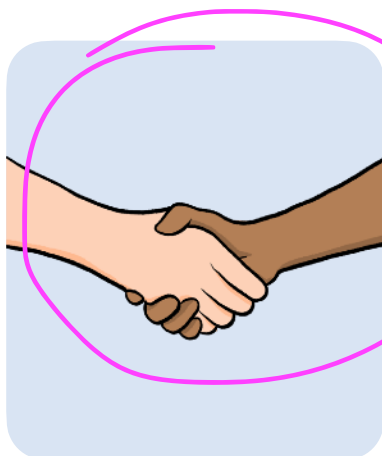


Other things may cause persons with disabilities to suffer from more unfair treatment, like their race, sex, age, gender or sexual orientation.

Is this related to the BOLD headline on this page? I am a bit lost here. The picture also doesn't necessary communicating this point.



Governments should think about how certain groups of persons with disabilities will be affected while institutions are being closed down and people are leaving them.



Governments should make sure that:

Not sure if this illustration is conveying the messages

- Each person is treated as an individual and with respect.
- Each person is treated fairly.





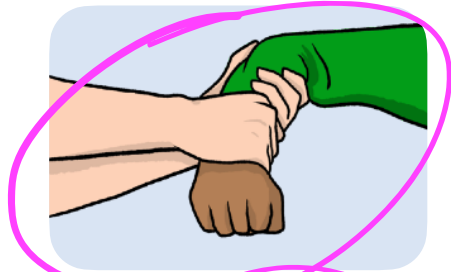
# Women and girls with disabilities

Women and girls with disabilities are more likely to:



It might be better to show a comparison to see what is being treated unfairly.

- Be treated unfairly.



There are different kinds of violence, e.g. verbal, physical, mental and sexual.

- Suffer violence.



Not sure if this is communicative to the users.

- Be abused - this is when someone hurts you or treats you badly.



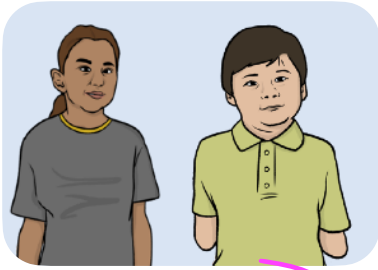
- Stopped from making their own decisions.

What does "this" refer to?

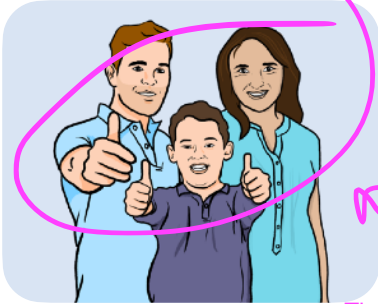


Governments should think about ~~this~~ while institutions are being closed down and persons with disabilities are leaving them.

Is he the one leaving? Who is he? What do the facial expression and gesture mean?

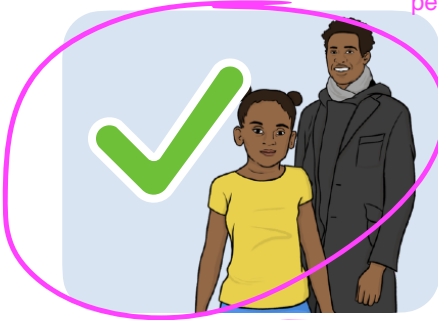


# Children with disabilities



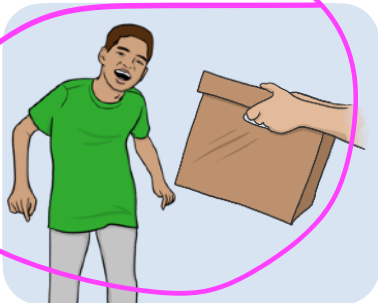
All children have the right to grow up in a family.

There are many definitions of family now, perhaps we need to depict more than just one kind of family models



Governments should make sure that children with disabilities can grow up in a family and not in an institution.

It might be more communicative if we can see the "moving out" part.



Children who live in institutions need to be moved out so they can grow up in a family like other children.

# For more information



You can look at our website here:  
<https://www.ohchr.org/en/treaty-bodies/crpd>

#### Other general comments:

- Consider a different layout to help grouping information for easier access.
- When possible, try not to do too many layerings of bullet points. It gets confusing when the list is long and focus will be lost.
- As an UN documentation, the representation of ethnicity, particularly Asians, is not diverse enough.
- The concept of family and gender is not up to date.
- Certain areas are not universal to different countries and need to reconsider wordings.
- A lot of pictures do not really mean anything on its own and for Easy Read, it's best to think of pictures as the primary communication tool and text as a supplement.
- Consistency of pronoun will help with understanding too.

#### Concept:

- Human rights are innate to all human beings. They are protected by law but not granted by law. So I think we should rewrite the part on the explanations of what rights mean to us.
- Because of that, persons with disabilities HAVE the right to live independently, not "should have". I think these are very important concepts that we need to be clear about.

This Easy Read information has been produced by [easy-read-online.co.uk](http://easy-read-online.co.uk)